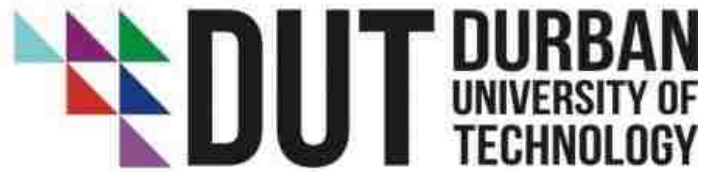**Durban University of Technology**

Knowledge sharing among library staff of special libraries in KwaZulu-Natal with special reference to using Information and Communications Technology enabled platforms

Lucky Khoro

2019

Knowledge sharing among library staff of special libraries in KwaZulu-Natal with special reference to using Information and Communications Technology enabled platforms

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Submitted in fulfilment of the requirements of the Master of Management Science in Library and Information Science in the Department of Information and Corporate Management, Durban University of Technology, Durban, South Africa.

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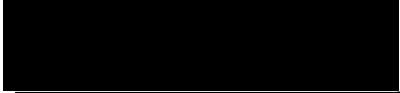MTech: Library and Information Studies

DECLARATION

I hereby declare that this dissertation represents my original work and has not been submitted in any form at another university.

Mr. L. Khoro   Date

                                                                           22 February 2019

DEDICATION

I dedicate this research to Almighty God, my late mom (Betty Duma-Khoro and dad Davide Khoro), my beloved family and my kids (Mvelo and Luniko) who have always been my inspiration and always motivated me to keep on studying. I also dedicate to my girlfriend who put me through hard times in 2017. It was very challenging to complete the study after all the challenges that I came across in 2017 but with God all is possible.

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I hereby wish to express my gratitude to the following people for the support, input, and motivation that enabled this work to be successfully completed:

ABSTRACT

This is a study on knowledge sharing among library staff of special libraries in KwaZulu-Natal with special reference to Information and Communication Technology enabled platforms. The aim of the study was to explore knowledge sharing among the staff of special libraries in KwaZulu-Natal by using ICT enabled platforms. Once the knowledge has been shared by special library staff using ICT enabled platforms, it may benefit staff of special libraries to gain new knowledge by using ICT enabled platforms to support knowledge sharing. The objectives of the study were to find out if staff in special libraries share knowledge among themselves; to determine the extent to which the staff in special libraries share knowledge among themselves using ICT enabled platforms and to ascertain possible ways in which ICT enabled platforms to support knowledge sharing. The target population of the study were the staff of special libraries in KwaZulu-Natal. A quantitative research method using a survey was used in this study. Online questionnaires were administered to 192 staff of special libraries in KZN. Data were analysed using Microsoft Excel and content analysis was used for the open-ended questions. The findings of the study revealed that special libraries' staff shared knowledge among themselves. It was found that special libraries' staff shared knowledge by means of WhatsApp and Facebook with staff at other libraries. This study found that social media platform can be utilized as a knowledge sharing platform among the special libraries' staff in KZN. It is recommended that social media should be considered as a KS platform for collaboration in all libraries. Knowledge sharing culture should be implemented in all special libraries in KZN. Special librarians can play crucial roles as facilitators of learning forums such as Community of Practice (CoPs), where members teach and learn from each other.

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LIST OF ABBREVIATIONS

CoP	Communities of Practice
DoH	Department of Healthy
DUT	Durban University of Technology
HR	Human Resource
ICT	Information and Communications Technology
IFLA	International Federation of Library Associations and Institutions
IK	Indigenous Knowledge
IREC	Institutional Research Ethics Committee
KM	Knowledge Management
KMS	Knowledge Management Systems
KS	Knowledge Sharing
KZN	KwaZulu-Natal
LIASA	Library and Information Association of South Africa
LiSLIG	LIASA Special Libraries Interest Group
N	Number
N/A	Not Available
NoP	Network of Practice
SECI	Socialization, Externalization, Combination, Internalization
WIL	Work integrated learning

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 Introduction and background

This chapter provides a brief background to the study. The research problem of the study, the aim, and the objectives are discussed and the motivation of the study is highlighted. This chapter also provides an overview of the research methodology, the limitations as well as an outline of the dissertation. Bukowitz and Williams (1999; Eid and Nuhu 2016: 16) define knowledge sharing as an activity through which knowledge (such as information, skills, or expertise) is exchanged among people, friends, families, communities, or organizations. In general, the use of information technology communications tools supports knowledge sharing (Eid and Nuhu, 2011:49).

Data is a description of an object or event and information is data that is processed (e.g. classified, summarized, and transferred) to add meaning and value within a certain context; and knowledge is a high-value form of information or information that is distilled from a particular context and can be generalized to other contexts (Kettinger and Li 2010: 411). Data itself has no meaning but information that is structured and organized as the result of cognitive processing and validation becomes knowledge. (Cooper 2014: 2). In addition, data, information, and knowledge are seen as a hierarchical structure. Data are a codified and communicable symbolic representation of entities, properties and their states. Data can turn into information if they are put into a context and given meaning. Data becomes information by linking and being organized with other data. Information establishes a relation between things and agents. Information becomes knowledge when it is analysed, linked to other information, and compared to what is already known (Ju 2006: 356).

Zhang, De Pablos and Xu (2014: 494) state that knowledge management (KM) includes the process of capturing, storing, sharing, and using knowledge. Mtega *et al.* (2014: 192) indicate that KM involves the creation, manipulation, storage, and sharing of knowledge among people in a community of practice. Knowledge management is a crucial concept which aims, in any organization, to explain clearly how to transform both personal and organizational information into individual and collective knowledge and skills.

AlRashdi and Srinivas (2015: 3) state that knowledge sharing (KS) is one of the most important pillars of knowledge management, the life cycle of which includes many disciplines as it is

going through a number of stages where you start the production of knowledge, organization and in the end the exchange of knowledge and use. van den Hooff and De Ridder (2004: 120) state that knowledge sharing is the process by which individuals mutually exchange their knowledge and create new knowledge jointly. Knowledge transfer takes place between individuals and teams (Durst and Wilhelm 2012: 240). Knowledge sharing is seen as a dual process, a social interaction activity which involves someone providing guidance, sharing ideas and giving advice to someone who is learning-by-observation, listening and asking (Ngulube and Onyancha 2011; Ramohlale 2014: 34). According to Stewart (2012: 2) view in using the term 'knowledge' is an attempt to ensure that what is being gathered, managed and communicated is actually useful. Olatokun and Elueze (2012: 2) mention that knowledge sharing is perceived to be the most essential process for knowledge management. Mkhize (2015: 2) mentions that knowledge that is kept in the individual's mind does not contribute to organizational success if it is not shared by other employees within the organization.

The theoretical framework underpinning this study is "communities of practice''. Wenger, McDermott and Snyder (2002: 6) state that a community of practice is a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. Furthermore, this includes the shared domain of interest, engagement in mutual learning and knowledge sharing, plus share repertoire. Most communities have their own methods of transferring indigenous knowledge, which rely on local (not necessarily electronic) technologies such as around-the-fire stories, songs, poems, water and chants (Mkhize 2014: 194). The CoP theoretical construct has been applied in several fields, including library and information science (Henrich and Attebury, 2010; Belzowski, Ladwig, and Miller, 2013: 6). This study applied CoP in special libraries in KZN.

Pacharapha and Vathanophas Ractham (2012: 727) say that in modern society, channels of communications have been adopted in response to rapid technology evolution. In the Information Age, characterised by the knowledge economy, a variety of new communication tools are available to almost every member of the community, in the form of social media (Worx 2012: para 3). Anasi, Akpan and Adedokun (2014: 1) point out that knowledge exchange among librarians and other professionals has been greatly enhanced in recent times by information and communication technologies (ICTs). Thus, ICT tools such as intranets, electronic mails (e-mails), online professional blogs as well as other emerging social networking

platforms are enjoying increasing utilization by librarians for collaboration and knowledge exchange.

Kim (2011: 11) states that the tools mostly associated with knowledge sharing are interactive or interpersonal media such as e-mail, blogs (weblogs), virtual communities and online video-sharing media. Lee (2014: 231) mentions that before the role of ICT in relation to knowledge sharing can be considered, some notion needs to be developed of what knowledge sharing is. Phang and Foong (2010: 22) state that it is now economically feasible for professionals to collect and share valuable information, knowledge, and ideas across functions, divisions and geographical boundaries using ICTs enabled platforms.

1.2 Research problem

Pacharapha and Vathanophas Ractham (2012: 727) suggest that some individuals in the workforce possess knowledge which could be useful in the improvement of service delivery. Thus, skills transfer from the individuals who have such skills to other employees organization-wide entails a challenge. Mkhize (2015: 1) mentions that individuals' knowledge does not help the public sector because it could be lost if such individuals leave the organization through death, retirement or resignation. Nyaude and Dewah (2014: 36) state that knowledge of the experienced members should be retained by the institution through its sharing, transfer, and retention from those who have it to those who do not have it. Failure to tap tacit knowledge of knowledgeable and experienced staff has a negative impact on the departmental performance. In 2013 the researcher did his work-integrated learning (WIL) at RK Khan Medical library for two months and during that time he was exposed to a special library for the time he was there and the researcher worked later at another special library, (Engen Refinery Technical Service Library). The researcher observed that some special library staff did not share knowledge among themselves (staff at other special libraries) despite the availability of various ICT enabled platforms. The researcher noticed that after the staff of special libraries attended meetings, conferences, workshops or training there were no report back sessions where the attendees shared with other staff what transpired at the conferences relating to matters that affect special libraries. The researcher, therefore, seeks to explore knowledge sharing among special library staff in KwaZulu-Natal.

1.3   Aim of the study

The aim of the study is to explore knowledge sharing using of ICT enabled platforms among the staff of special libraries in KwaZulu-Natal province.

1.4   Objectives of the study

To find out if staff in special libraries share knowledge among themselves.

To determine the extent to which the staff in special libraries share knowledge among themselves using ICT enabled platforms.

To ascertain possible ways in which ICT enabled platforms to support knowledge sharing.

1.5   Research questions

Does staff in special libraries share knowledge among themselves?

To what extent do staff in special libraries share knowledge among themselves using ICT enabled platforms?

What are the possible ways in which the knowledge can be shared using ICT enabled platforms?

What are the ICT enabled platforms that can be utilized by staff in special libraries to support knowledge sharing?

1.6   Motivation of the study

Anasi, Akpan and Adedokun (2014: 366) emphasize that awareness must be created during library workshops and conferences to ensure that people understand emerging ICT enabled platforms and the benefits of knowledge sharing. This study may benefit special libraries' staff to gain new knowledge by using ICT enabled platforms as it may support knowledge sharing. Therefore, using ICT enabled platforms to support knowledge sharing may support collaboration among special libraries and staff in special libraries. Pilerot (2012: 565) states that information helps information seekers make sense of their situations and assists them in dealing with situations that they face. Therefore, once the knowledge has been shared it may become easier for the special library staff to assist library users to obtain relevant information faster-using ICT enabled platforms. The library staff of the special libraries may use ICT

enabled platforms for texting instant messaging, and video conferencing for communicating with other people all over the world.

1.7 Overview of research methodology

The research methodology of this study is based on the research type, target population, data collection instrument and the data analyses used.

1.7.1 Research type

This study is a quantitative and questionnaires were designed to collect data to special library staff in KZN.

1.7.2 Target population

The target population of this study comprises of 105 special libraries' staff from 38 special libraries that granted permission participate in this study.

1.7.3 Pre-testing

The data gathering phase of the research process begins with pre-testing. The pre-testing study will be conducted in the form of questionnaires. The five questionnaires will be distributed to special libraries (2) [Mzala Nxumalo Centre library], academic library (2) [Durban University of Technology library and Linea Academy library] and school library (1) [Orient Islamic School library].

1.7.4 Reliability and validity

Validity and reliability in this study will be ensured by conducting a pre-testing questionnaire to a selected group of five people from the library and information sectors.

1.7.4 Data collection

The study will use open and close-ended questions. The researcher will use online questionnaires the questionnaires. In case if there is IT problem, the printed copies will be self-administered to those participants.

1.7.5 Ethical consideration

Cohen, Manion and Marrison (2011: 62) state that formal procedures for obtaining permission to conduct a research study should be carried out in all research fields. The researcher will respect the respondents' rights by obtaining a permission letter to special libraries. The respondents will remain anonymous in this study.

1.8 Definitions of key terms

1.8.1 Community of practice

Communities of practice are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis (Morley 2016: 161).

1.8.2 Explicit knowledge

Koudouovoh (2014: 12) states that explicit knowledge is codified knowledge that is shared in the form of data, records, specifications, statistics, guidebooks, et cetera.

1.8.3 Indigenous Knowledge

Negussie (2014: 58) defines indigenous knowledge as a system of knowledge comprising the realities and survival skills of a given people in relation to their day to day life.

1.8.4 Information and Communication Technology

Information and Communication Technology (ICT) is an umbrella term that includes any communication device: cellular phone, radio, television, computer, and other network hardware and software (Duparc 2012: 141).

1.8.5 Knowledge Management (KM)

Becerra-Fernandez and Sabherwal (2015: 4) mention that knowledge management may be simply defined as doing what needed to get the most out of knowledge resource. Knowledge management (KM) refers to identifying and leveraging the collective knowledge in an organization to help the organization compete (Arazy and Gellatly 2012: 88).

1.8.6 Knowledge Management Systems

Knowledge management systems (KMS) are the broad class of information systems by which knowledge is created, stored, retrieved, transferred, and applied (Kettles 2012: 11). Knowledge management comprises a range of strategies and practices that deal with how knowledge is acquired, transferred, and shared with all the members of an organization to achieve the organization's objectives (Aktharsha and Anisa 2011: 26).

1.8.7 Knowledge sharing

Nooshinfard and Nemati-Anaraki (2014: 243) mention that knowledge sharing is a process by which individuals and groups communicate their knowledge unconsciously or deliberately to their mutual benefit. Hsu (2012: 11) states that knowledge sharing can take place, for example, when colleagues discuss a work problem by the office machine, a manager calls a friend in another department for information that he or she needs, or when one gets an idea in a meeting from something a colleague has done. Knowledge sharing refers to the communication of all types of knowledge, which includes explicit and tacit knowledge through socialization, interaction, and training (Ibrahim and Heng 2015: 231).

1.8.8 Knowledge transfer

Hsu (2012: 11) describe that knowledge transfer is the process of a systematically organized exchange of information and skills between entities. Examples of knowledge transfers are the passing of organizational best practices or a specific set of knowledge or skills by an expatriate. Knowledge transfer is the process by which an organization recreates existing knowledge in a new setting (Khumalo 2012: 10).

1.8.9 Special library

A special library is a library that provides a specialized information resource on a particular subject, serves specialized and limited users (Murray 2015: 147).

1.8.10 Tacit knowledge

Tacit knowledge is deeper, wealthier, more multifaceted knowledge that is difficult to express; it is highly personal, implicit and context-specific knowledge, housed in the human mind, such as

talent, skill, understanding, or professional insight created because of experience (Fetterhoff, Nila and McNamee 2011: 51).

1.9 Limitation and Delimitations of the study

Kuada (2012: 123) states that delimitations are those characteristics that limit the scope and define the boundaries of your study. The delimitations are in researchers' control. Delimiting factors include the choice of objectives, the research questions, variables of interest, theoretical perspectives that you adopted (as opposed to what could have been adopted), and the population you choose to investigate. The target population for this study was 192 staff in KwaZulu-Natal special libraries. This study linked to special libraries in KwaZulu-Natal and not includes academic, public and national libraries.

1.10 Organisation of the study

This study consists of five chapters. A brief description and content of the remainder of the chapters are provided below.

1.10.1 Chapter One: Introduction and background

Chapter one has the introduction and background of the study which is based on knowledge sharing. This chapter also provides the motivation, problem statement, objectives, research questions and definitions of key terms related to knowledge sharing.

1.10.2 Chapter Two: A literature review

This chapter provides an overview of related literature on knowledge sharing and findings of other studies related to knowledge sharing is provided.

1.10.3 Chapter Three: Research methodology

Chapter three provides research design and methodologies used for this study. It refers to a census survey; choice of data collection instrument used; design of online questionnaire and distribution to staff special library using online survey.

1.10.4 Chapter Four: Presentation of findings

Chapter four provides the findings of the research gathered from analyzing of data collection.

1.10.5 Chapter Five: Conclusions and recommendations

Chapter five discusses the conclusions and recommendations originating from findings.

1.11 Summary

This introductory chapter provided a background to the study; statement of the research problem; the aim of the study; objectives of the study; critical questions and motivation of the study. The key terms were clarified; limitation and delimitation of the study were drawn. An overview of the methodology used was presented. The next chapter provides a literature review on the knowledge sharing.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The previous chapter introduced the research study, highlighted the problem statement, objectives and purpose of the study. The theoretical background of the study was explained in relation to knowledge sharing.

A literature review is a process of searching the existing literature relating to your research problem to develop theoretical and conceptual frameworks for your study and to integrate your research findings with what the literature says about them (Kumar 2014: 49). A literature review is written to highlight specific arguments and ideas in a field of study. By highlighting these arguments, the writer attempts to show what has been studied in the field, and also where the weaknesses, gaps or areas needing further study are (Ayiro 2012: 208).

Baker (2016: 265) discusses the purpose of a literature review that is to

➢ define relevant or key terms and important variables used for a study or manuscript development;

➢ provide a synthesized overview of current evidence for practice to gain new perspectives and support assumptions and opinions presented in a manuscript using research studies, quality improvement projects, models, case studies, and so forth;

➢ identify the main methodology and research techniques previously used; and;

➢ demonstrate the gap (distinguishing what has been done from what needs to be done) in the literature, pointing to the significance of the problem and need for the study or building a case for the quality improvement project to be conducted.

2.2 Theoretical framework

According to Sekaran and Bougie (2013: 68), a theoretical framework incorporates a model and a theory. The model is the belief that there is an association between two or more variables while the theory is the explanation that affirms this belief. Furthermore, the authors explained that empirical evidence provides the basis for the model and the theory. The researcher believes that theories that have been identified as modelling behaviour for the problem being tackled by the study and indicating where the study originates.

Smaliukienė *et al.* (2017: 579) state that knowledge sharing is described as a partnership where employees provide others with core knowledge about the processes and outlines (explicit knowledge) as well as share experience and know-how (tacit knowledge). Gubbins and Dooley (2011: 97) mentioned that tacit knowledge is more valuable as it is more complex and harder to imitate than explicit knowledge. It is also more implicit and intuitive and not expressed directly as well. Employees share their knowledge by discussing, working together, or even observing each other. Subsequently, knowledge sharing cannot be diminished to merely automated procedures of acquisition, storage and dissemination of information. Knowledge sharing is about contextualization, when the "seeker" contacts the "provider" and together creates additional knowledge (Haas *et al.* 2015: 683). This study determined the knowledge sharing by the special libraries' staff using ICT enabled platforms in KZN.

2.2.1 Communities of practice

Wenger (2011: 3) states that communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. Communities of practice can be internal to a specific workplace or span across different companies and organizations (Wenger and Snyder 2000: 140). In contrast to formal workgroups or project teams where the employees are assigned by management, members of a community of practice select and organize themselves (Wenger and Snyder 2000: 142).

Machles, Bonkemeyer and McMichael (2010: 47) mention that people usually develop common language and jargon, concepts or tools that are typically understood just by the members. Jeon, Kim and Koh (2011: 12426) discuss that knowledge sharing initiatives should be organized into communities of practice to create a space where individuals with common interests in the subject matter can interact. Participants in the community of practice are free to make a contribution towards a solution to the problem or to a subject of concern amongst members of the community (Mkhize 2015: 3).

Knowledge sharing groups are organised into communities of practice (CoP) and these can occur within or outside the organisation (Wenger, McDermott and Snyder 2002; Mkhize 2014: 190). While training and teaching often provide an adequate avenue for increasing safety knowledge, learning also occurs through other, less obvious methods. Research has shown that much human knowledge is passed along through participation with coworkers in everyday

activities (Machles, Bonkemeyer and McMichael 2010: 112). In online communities of practice, knowledge is shared and socially constructed through shared practice and social interactions. A number of organizations have successfully experimented with linking their internal knowledge management initiatives with relevant online communities of practice (Yu 2012: 56).

2.3 Knowledge sharing

Fombad (2015: 7) explains that knowledge sharing is the movement or exchange of knowledge from the point of creation to the point of use. Common terms and activities denoting knowledge sharing are socialization process, flows, transfer and distribution. Knowledge sharing may occur between individuals, between groups, individuals to explicit sources, individuals to groups, and from groups to organization. The knowledge sharing channels may be informal, formal, personal or impersonal. Ramohlale (2014: 34) points out that knowledge sharing consists of a set of shared understandings related to providing employees access to relevant information and building and using knowledge networks within organizations.

Nyaude and Dewah (2014: 33) state that knowledge sharing (KS) is the heart of (KM) because it ensures the transformation of individual knowledge to become organizational knowledge. AlRashdi and Srinivas (2015: 2) explain that knowledge sharing (KS) is one of the most important pillars of knowledge management, the life cycle of which includes many disciplines as it is going through a number of stages where you start the production of knowledge, organization and in the end the exchange of knowledge and use. Hence, business organizations started the initiative for the sharing of knowledge in order to promote innovation, increase productivity and provide better services; therefore, it becomes necessary for libraries to follow the same trend direction.

Mueller (2012: 439) conducted a study on knowledge sharing between project teams. The interviewees reported that the company's top-management has taken initiatives to foster knowledge sharing, such as installing mentoring systems, initial training for new employees, information and communication technologies, vocational training, and constructive handling of mistakes. Martin Prosperity Institute at the University of Toronto's Rotman School of Management has been using a mix of social media technologies including Wikis, blogs and Twitter, to manage and share their research collection internally, to collaborate within their

family of international research affiliates, and to communicate their research agenda and findings to their academic community (Silk 2010; Priti 2014: 12).

The goal of knowledge sharing is to acquire knowledge for use in daily work processes to improve the collaboration and relationships among workers and to enhance the accumulation of knowledge for employees and the organization as a whole (Lee and Yu 2011: 679). The purpose of knowledge sharing is to immense pool of experience to the next generation of workers because the knowledge can be lost through redundancy, retirement, resignation and even through promotion (Ibrahim and Heng 2015: 231). This study explores the use of ICT enabled platforms to share knowledge among special libraries' staff in KZN.

2.3.1 Types of knowledge

Sewdass (2014: 03) states that knowledge is usually classified into two different types, namely, tacit and explicit knowledge.

2.3.1.1 Explicit knowledge

Panahi, Watson and Partridge (2013: 380) mention that it is always viewed in contrast to explicit knowledge which is articulated, written down, or published academic knowledge found in books, manuals, papers, etc. Phaladi (2011: 9) mention that explicit knowledge can be expressed in words and numbers and shared in the form of data, scientific formulae, specifications, manuals and so on. It is evident from the two definitions that explicit knowledge unlike tacit knowledge is codified knowledge, which is external knowledge not held in the brain of the knower (Nyaude and Dewah 2014: 33).

2.3.1.2 Tacit knowledge

Phaladi (2011: 8) defines tacit knowledge as the type of knowledge that has a personal quality, meaning it is hard to formalize and communicate; it is the knowledge that resides in an intuitive realm. This type of knowledge is based on personal experience and is subjective in nature. The personal experience accounts for the ability to perform a function by an individual (Nyaude and Dewah 2014: 32). In contrast, tacit knowledge is more dependent on its holder, attached to a person's mind, difficult to communicate easily, and deeply grounded in an individual's action and experience (Panahi, Watson and Partridge 2013: 380). Tacit knowledge can only be shared as tacit knowledge (socialization) through face-to-face contact, and cannot be

converted into explicit knowledge (Sigala and Chalkiti 2007; Bachmaier 2015: 337). ICT has been found inadequate for sharing tacit knowledge (Panahi, Watson and Partridge 2013: 384).

Ranucci and Souder (2015: 260) point out that there are difficulties in transferring tacit knowledge in an organization however difficulties in transferring tacit knowledge can be sometimes overcome when employees who carry tacit knowledge are transferred to other departments. Clinton (2011: 14) states that tacit knowledge in an organization is heavily influenced by culture because it is in the environment of the organization where knowledge sharing occurs. Therefore, it is important for organizations to understand that the context and place where tacit knowledge is captured will have an impact on the transferability of it. This study found out if the staff of special libraries is using tacit and explicit knowledge for knowledge sharing.

2.3.1.3 Indigenous knowledge

Indigenous or local knowledge refers to a complete body of knowledge, know-how and practices maintained and developed by peoples, generally in rural areas, who have extended histories of interaction with the natural environment (Bray and Els 2007; Ngulube and Onyancha 2011: 131). These sets of understandings, interpretations and meanings are part of a cultural complex that encompasses language, naming and classification systems, practices for using resources, ritual, spirituality and worldview. Indigenous knowledge (IK) is usually known by various names such as traditional ecological knowledge, folk knowledge, or traditional knowledge (Sewdass 2014: 2).

2.3.2 Knowledge sharing techniques

This study highlighted the various knowledge sharing techniques below such as face-to-face, mentoring, organisational culture, organizational structure and meeting.

2.3.2.1 Face-to-face knowledge sharing

Lottering and Dick (2012: 7) found that most knowledge seekers share their knowledge face-to-face with colleagues. They interact and overlap so that, in the course of seeking knowledge, people will also share it. One can regard this as a mutual learning situation in which both parties benefit as they seek and share knowledge. Adamovic, Potgieter and Mearns (2012: 4) state that it was easier to grasp or understand something when communication was impersonal

and it can easily be misunderstood. Ramohlale (2014: 38) states that face-to-face meetings give us the chance to talk with and listen to each other. Furthermore, this often wastes precious time simply disseminating information in speeches, where few talk and many listen. From a knowledge sharing perspective, there are many other options to enhance knowledge sharing every time we get together, from regular team meetings to infrequent, large global gatherings.

Ibrahim and Heng (2015: 234) mention that knowledge sharing occurs between at least two parties through face-to-face communication such as workshops, forums, conferences and seminars. However, the fact is that people are reluctant to share knowledge because some workers are interested to share their knowledge, while some of them seem uninterested to share knowledge, mostly when their mistakes are not tolerated by an organization. This study found out if the staff of special libraries KZN was sharing knowledge through face-face methods.

2.3.2.2 Mentoring

Lefika and Mearns (2015: 27) state that mentoring is a relationship between two individuals which focuses on guidance and learning. In order for learning to take place, knowledge must be shared and so mentoring forms as a platform for this sharing to occur. The mentor is usually an individual with a lot of experience, who then takes this experience and sows it back into individuals who are less experienced. Ofovwe and Agbontaen-Eghafona (2011: 210) state that a mentorship relationship is usually beneficial to all the stakeholders; for the mentee the benefits include increased professional opportunities and collegial networks, the growth of professional knowledge and skill development, career advancement and more effective performance.

2.3.2.3 Organization culture

Castaneda and Toulson (2013: 88) define organizational culture as the shared, basic assumptions that an organization learned while coping with the environment and solving problems of external adaptation and internal integration that are taught to new members as the correct way to solve those problems. Trong Tuan (2012: 465) states that from a constructivist perspective, organizational culture can be viewed as a continuous process of building/rebuilding identity in and around an organization. Islam, Jasimuddin and Hasan (2015: 69) mention that appropriate organizational culture is a prerequisite for knowledge creation and

dissemination. Cavaliere and Lombardi (2013: 97) explain that as one shares knowledge with other units, not only do those units gain information they share it with others and feedback questions, amplifications, and modifications that add further value for the original sender, creating exponential total growth. KS can thus be seen as a social interaction culture that helps employees exchange work-related experiences, skills, and know-how with colleagues.

O'Dell and Hubert (2011: 24) say that organizations should introduce reward as a see reward and recognition as a method to motivate employee to share. Instead,culture in organizations. However, the best organization practices do not see reward and recognition as a method to motivate the employee to share. Instead, it is a way to acknowledge the value of sharing knowledge, appreciate the contribution of employees. Knowledge became the production factor of all the goods and services which were produced, sold and purchased. Castaneda and Toulson (2013: 89) emphasize that there are four reasons why culture is the base of knowledge sharing: culture shapes assumptions about what knowledge is important, culture determines what knowledge belongs to the organization or to the individual, it creates a context for social interaction about knowledge and culture shapes the creation and adoption of new knowledge.

Lee and Yu (2011: 679) say that when information sharing is emphasized, the task of the organization's contacting personnel becomes more complicated and important. When organizations encourage benign interactive relationships among employees, bringing the inter-organizational leverage into play, it allows a transparent and reciprocal knowledge transfer and the sharing of experiences. Trivellas *et al.* (2015: 244) highlight that a knowledge sharing culture facilitates the development of new general competencies or sharpen existing ones, such as inventing new ideas, communicating, interpersonal relationships, prioritizing, creativity, planning, problem-solving, and team working. Still, the advancement of general competencies drives individual effectiveness expressed by job satisfaction.

Ndlela (2014a: 726) states that knowledge sharing is also invariably influenced by the cultural attributes of the organization and its employees. The organization can also be conceptualized as cultural systems, encompassing aspects of identity, habits, shared mental maps and values. Human resources appear to be a key variable to effectiveness in knowledge sharing. Social and cultural networks influence knowledge sharing activities. Castaneda and Toulson (2013: 79) stress that HR practices aim to facilitate employees' knowledge sharing by encouraging

fairness in decision-making and open communication. Such practices are supportive of a knowledge sharing culture in organizations. HR practices also play a role in facilitating knowledge sharing by identifying those who have the required knowledge (through employee selection activities), those who need it (through performance review and development activities) and encouraging a knowledge sharing environment (through rewards and recognition). This examined if the organizational culture does support knowledge sharing in special libraries in KZN.

2.3.2.4 Organizational structure

Organizational structure can influence knowledge management processes through shaping patterns and frequencies of communication among organizational members, stipulating locations of decision-making and affecting efficiency and effectiveness in implementing new ideas (Al-Mamoori and Ahmad 2015: 2). According to Seba, Rowley and Delbridge (2012: 119) point out that organizational structure, leadership, time allocation, and trust could be barriers to knowledge sharing. Angela Titi (2013: 564) also identified other organizational barriers to knowledge sharing including insufficient rewards, lack of interaction, lack of time and weak IT systems. The author also argues for the central importance of sufficient time to engage in knowledge exchange. Furthermore, time allocation may become a serious obstacle to efficient knowledge sharing because public sector managers frequently view knowledge sharing as an additional and supplementary procedure, which is not allocated a sufficient amount of time. This study investigated if the organizational structure supports knowledge sharing in special libraries in KZN.

2.3.2.5 Meeting

Mayfield (2010: 25) points out that meeting promotes collaborative knowledge sharing, and has the benefit of being motivational to many workers. Thus, meetings occur when workers attend a loosely structured gathering where ideas and issues are discussed across organizational levels, and responsive actions are introduced. The study conducted to students at the University of Braşov by Sumedrea (2015a: 236) indicates that in meetings, students can validate the theoretical knowledge they possess, but can also improve some of their skills such as oral communication and critical thinking. This study determined the way to which special library staff in KZN shared knowledge among themselves.

2.4 Knowledge sharing behaviour

Cleveland (2014: 13) comments that knowledge acquisition, or knowledge seeking, involves behavior associated with active searching of information for the purposes of fulfilling specific information needs. Foss *et al* (2009: 871) state that job characteristics that impact employee motivation to share knowledge, which in turn affects employees' knowledge-sharing behaviors (sending and receiving knowledge). Saide *et al* (2017: 355) mention that employees are not willing to share their knowledge and noted that the firms not only managed to promote a knowledge sharing culture by including knowledge sharing in their business strategy directly but also by changing the employee attitudes and behaviors in promote and knowledge to share consistently.

2.5 ICT enabled platforms

Social media platforms that are used for knowledge sharing include Blogs, Chat Rooms, Facebook, WhatsApp, Foursquare, Google Wave, LinkedIn, MedicalMingle, MySpace, Skype, Twitter and YouTube (Castronovo and Huang 2012; Ku, Chen and Zhang 2013: 573). Chinje and Chinomona (2015: 799) explain that receiving information in social media platforms is very simple, by reading the ongoing conversation in the community whilst disseminating information means posting conversation, either in direct response to another member's post or simply starting a new topic in the community by posting new commentaries. Anasi, Akpan and Adedokun (2014: 358) mention that the most common platforms include e-mail, electronic conferencing, web forums, Wikis, mobile phones, intercom, Skype, web blogs, professional list serves, web chat rooms, social networking sites (including Flicker, LinkedIn, Facebook and Twitter) and so on. Raiman, Antbring and Mahmood (2017: 7) state that WhatsApp is commonly used as a communication tool between students and tutors.

Rajkoomar (2015: 260-261) identified that the most commonly used Learning Management Systems are Blackboard (WebCT) and Moodle. Ballon and Van Heesvelde (2011: 704) explain that high-profile ICT platforms include the Apple or Google smartphone and computer platforms that act as gatekeepers towards application outsourcing content and application providers. This study determined ICT enabled platforms that can be utilized by the staff of special libraries in KZN to share knowledge among themselves and with staff at other special libraries.

2.5.1 Intranet and Extranet

Lefika and Mearns (2015: 28) identified that intranets and extranets are two platforms of knowledge sharing that have similar features to support KS. They explain that in the intranets the access is limited to the individuals who work within an organization. Duparc (2012: 28) mention that the authors begin by pointing out the failure of many companies "intranets" as vehicles for sharing information throughout a company or community of practice. One of the reasons for this failure is that intranets focused on providing answers, whereas the authors argue that the real essence of modern knowledge work lies in the asking of the right questions, not in seeking pre-packaged answers. Fenz (2012: 240) suggests that intranets are changing the way an organization creates processes, receives and disseminates information. Intranet can be a beneficial and necessary solution to transfer technical knowledge for an organization that is geographically dispersed (Mateo, Tanco and Santos 2011: 42).

Extranets allow for controlled access from the outside for specific business or educational motives (Lefika and Mearns 2015: 27). Bak (2016: 304) mentions that extranet facilitated information sharing between supply-chain members. The use of the extranet would allow the supply-chain members to publish the details of the products, acquire after sales service details, and gain information across the supply chain, from the suppliers to the distributors.

2.5.2 Facebook

Farhangpour and Matendawafa (2014: 414) found that the number of Facebook users, for example, increased to 200 million in less than a year. Facebook allows its members to stay connected with friends and family, to discover what's going on in the world, and to share and express what matters to them (Wiese *et al.* 2014: 2). Hew (2011: 668) identified nine motives for using Facebook, the main use being social interaction to maintain existing offline relationships, such as with current friends, classmates, or someone that lives nearby. Ellison, Steinfield and Lampe (2011: 878) state that social network sites, such as Facebook, can be seen as a communication platform that supports both existing social ties and the formation of new social connections.

El Badawy and Zakarian (2014: 338) emphasize that the Facebook platform allows employees to create a user profile and communicate online with co-workers. The information shared typically includes status updates, links, documents, photos, and videos.

2.5.3 Twitter

Voorveld *et al.* (2018: 42) state that Twitter is experienced as a platform that gives consumers useful information and assures they are up to date; advertising on Twitter may also need to give consumers useful and up-to-date information to be appreciated. Twitter was used by accounting firms for knowledge sharing, branding and marketing, and socialization and onboarding (Eschenbrenner, Fui-Hoon Nah, and Telaprolu 2015: 14). Libraries can use Twitter, a microblogging application to keep staff and patrons updated on daily activities like frequently updated collections, or even just scheduling (Anduvare 2013: 86). According to Xu *et al.* (2014: 1363) explain that Twitter is a knowledge sharing platform that allows users to follow and directly chat with other users. Twitter users can send non-directed tweets without specifying recipients. The tweets are broadcasted to Twitter users who are interested in a given topic and follow relevant information by tracking the hash tags. Users can also engage in directed conversations with other minded members through three twitter communication modes. Darcy Del, Leif and Skarl (2012: 200) explain that Twitter feeds with information about what they wore today, many use the tool to share relevant information about the world around them and the things they are thinking of at the moment.

2.5.4 Web 2.0 technology

Jena and Barik (2014: 1) mention that the term Web 2.0 refers to the second generation development and design of the web that aims to facilitate communication and to secure information sharing, interoperability and user-centered design. Gaál, Szabó and Obermayer-Kovács (2014: 364) found that knowledge is shared using a powerful Web 2.0 tool (Wikis, Tagging, Syndication, Web service, Blogging, Wikipedia, BitTorrent) to increase communication and service of the organization. Elaimi and Persaud (2014: 37) say that employees believed that Web 2.0 technologies are very useful in promoting knowledge sharing behaviour; yet they were not ready to use it in any meaningful way to share their knowledge. Jena and Barik (2014: 575) reveal that LIS professionals viewed Web 2.0 tools as the potential for posting their personal views and opinion, group mailing and updating new knowledge etc. The current study investigated if staff in special libraries in KZN shares knowledge among themselves using Web 2.0 tools.

Thanuskodi (2011: 69) states that with the evolution of internet and communication technology, Web 2.0 tools have evolved into a dynamic, interactive and collaborative platform that

facilitates the exchange of knowledge and information amongst its users. Jena and Barik (2014: 568) stress that the use of web 2.0 tools in libraries has significantly attracted the users' community. Reaching the users remotely, online discussion, virtual communication, interactive course contents has brought a great impact in the library services.

2.5.5 E-mails

E-mail exists in various forms, for instance list serves and newsgroups, while mailing lists provide a simple and effective communication mechanism to thousands of subscribers (Dewah 2014b: 9). Kim (2011: 12) state that e-mails as the most frequently used online medium, have been evaluated as the interactive tool with the highest potential for online knowledge sharing. E-mail provides immediate feedback and allows students to discuss and communicate directly, cheaply, quickly, and reliably (Alipanahi and Mahmoodi 2015: 3). The study that was conducted (Weaver 2010: 21) on the use of e-mail by School Librarian found that E-mail can be an effective tool for the library to communicate with teaching staff. Many library systems, such as Softlink Oliver, allow staff to set up e-mail alerts so that they are automatically e-mailed when new resources relevant to their teaching areas are processed. Similarly, staff and students can elect to be automatically e-mailed when new resources by their favorite authors arrive in the library. E-mail can also be an effective tool for staff and students to send suggestions regarding purchases and services and otherwise communicate with library staff.

2.5.6 Telephone

Nyaude and Dewah (2014: 44) found that the telephone was the main communication tool in KS, especially with members in provincial centers. Dewah (2014a: 14) reveals that telephones are the most popular tools used to retrieve, share and disseminate knowledge. Further, telephones are the most popular technologies, possibly because fixed landlines are the most common in organizations and workers use them freely as they transfer costs to the employer.

2.5.7 Wikis

Sharp and Whaley (2018: 84) state that Wikis, is particularly effective with facilitating online collaborative learning experiences. A Wiki is a web-based, software tool where people can post information and edit each other's entries. Phuwanartnurak (2013: 37) mentions that Wikis can be used as an online collaborative space for groups or teams working on a project. Wikis can be used to create, share, and store project documents, tracking revisions, and meeting

planning. Chu *et al.* (2013: 306) explain that Wiki pages are organized by content, and users are able to structure their posted information, retrieve earlier versions, and track project progress. Further, users can easily share knowledge due to the ease of web publishing. At the same time knowledge capture can also occur when the user turns tacit knowledge into explicit knowledge through web publishing. Petiz, Ramos and Roseiro (2015: 9) found that Wiki is important where the project team has access to technical information.

2.5.8 Blog

Papadopoulos, Stamati and Nopparuch (2013: 142) reveal that experienced employees share their knowledge through blogs even though their attitude of blogging may be negative. Furthermore, individuals will ensure that their knowledge could help others before posting their comments. Yuan *et al.* (2013: 1667) mention that employees feel more comfortable following the opinions, share knowledge on blogs. Laru, Näykki and Järvelä (2012: 31) state that blog sites provide the personalized information which is used and shared by communities.

2.5.9 Skype

According to Adamovic, Potgieter and Mearns (2012: 3) found that Nielsen employees used Skype to communicate with employees at the South African branch, where the researchers conducted the study, as well as to communicate with employees who worked in international branches. This study determined the ICT enabled platforms that can be utilized to share knowledge among the staff of special libraries in KZN.

2.5.10 WhatsApp

Igbafe and Anyanwu (2018: 182) state that WhatsApp is an educational tool and to advocate that institutions and lecturers tap into the functional benefits of WhatsApp as a strategy to enhance students' academic performance. Therefore, the yearning to build the students' ability to self-manage and use WhatsApp as a cheap educational tool with the support of the institution and lecturers prompted this study. Among a number of existing instant messenger services, WhatsApp is the most popular (Winkler 2013: para1). For professional purposes, the use of WhatsApp to support teamwork has largely been devoted to medical teams and learning (Priyono 2016: 13). Johnston *et al.* (2015: 49) demonstrate how WhatsApp can support communication between members of surgical teams. Also in the surgical field, Stefanidis *et al.* (2015: 54) examine its use from a different angle, investigating how the technology could

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support research collaboration in the surgical field involving a number of institutions. This study determined the use of ICT enabled platforms that can be utilized by the staff of special libraries in KZN to share knowledge.

2.6 Use of ICT enabled platform to support knowledge sharing

Bayram and Demirtel (2014: 95) state that other studies on the role of ICT in knowledge sharing at organizational level enlist primary technologies of SECI model as blogs, e-mail systems, e-collaborative systems, e-forums, e-learning/online learning, information repository, instant messaging, NetMeeting, audio conferencing, people finder, podcast, video conferencing, and Wiki. Almeida and Soares (2014: 773) state that the pattern of how ICT tools can support team performance follows the sequence of use of ICT platform-information management- knowledge exchange-project team performance-project success.

2.6.1 E-collaborative systems

Odeh and Ketaneh (2012: 4) mention that the purpose of e-collaboration to the group members is to bring knowledge to the group; share that knowledge between them and each person can contribute ideas and desired work to be combined into a final result. Through e-collaboration, namely cyber-supported collaboration, participants can perform a large range of activities, from basic information exchange to fully collaborative operations, to make various fast and smart decisions (Zhong, Ozsoy and Nof 2016:86).

2.6.2 E-learning

(Bettoni, Andenmatten and Mathieu 2007); Wu and zhang (2015: 403) highlight that e- leaning community usually develops around a shared profession, and its topics of discussion are outside the traditional structural boundaries. An e-learning community can thus be defined as an aggregate of people who come together around mutual engagement in an endeavor and the participative cultivation of knowledge in a voluntary informal social group. The highlight of an e-learning community is the social construction leading to a type of culture, including common practices that emerge in the course of the mutual endeavor. The benefit of the e-learning community is the creation of a greater variety in the knowledge domains of the members. E-learning communities also develop spontaneity for solving professional daily problems and substitute the informal discussions of teams (De Carolis and Corvello 2006; Neel *et al.* 2015: 402).

An E-Learning 2.0 community is designed for users to share information, collaborate with others, and obtain feedback. Thus, the factors driving the success of an E-Learning 2.0 community are drawn from the areas of interactive learning, cooperative learning, computer-mediated communication and online discussion boards (Bing and Wei 2015: 733). This study would determine the ICT enabled platforms that can be utilized by the staff of special libraries to support knowledge sharing.

2.7 Summary

The literature has highlighted the theoretical overview of the knowledge sharing and communities of practice in special libraries. The literature collected to support the research objective of this study. This chapter also focuses on knowledge sharing using ICT enabled platforms. The following chapter presents the research methodology used in this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter discusses the literature reviews gathered from various sources which support this study. This chapter discusses the research design and methodology, population and data collection used in this study.

Picardi and Masick (2013: 126) define research methodology as the way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. O'Leary (2013: 352) states that a methodology is a macro-level framework that offers principles of reasoning associated with particular paradigmatic assumptions. The methodology is one of the most important parts of research.

3.2 Research Design

Creswell and Plano Clark (2011: 53) define research design as a procedure for collecting, analyzing, interpreting and reporting data in research studies. Kumar (2014: 95) explains that in a research design you decide for yourself and communicate to others your decision with regard to what study design you propose to use, how are you going to collect information from your respondents, how are you going to select your respondents? How the information you are going to collect is to be analyzed and how are you going to communicate your findings? In this study, data were collected using online and printed questionnaires.

3.3 Quantitative methods

For the study, a quantitative research approach was employed due to its capability to attain a large number of respondents in a short period of time. Quantitative research aims to quantify the extent of variation in a phenomenon; emphasizes the measurement (Neuman 2014: 156). Kumar (2014: 14) states that quantitative research embed in the philosophy of empiricism; follows a rigid, structured and predetermined set of procedures to explore; aims to quantify the extent of variation in a phenomenon. This quantitative approach was used to quantify the problem by way of generating numerical data or data that can be transformed into useable statistics. Ayiro (2012: 208) mentions that one of the most common ways to collect quantitative data on people is to use a standard questionnaire that is administered by a trained interviewer. Moreover, there are other ways to collect quantitative data, including self-administered questionnaires, service statistics or such secondary sources as the census, vital records, or

other existing records and reports. The online survey methods were used to collect quantitative data.

Hair (2013: 78) points out that the main goals of quantitative research are to obtain information to:

> - Make accurate predictions about relationships between market factors and behaviour;
>
> - Gain meaningful insight into those relationships;
>
> - Validate relationship and;
>
> - Test hypotheses.

3.4 Target Population

Babbie (2013: 110) defines a population as a set of elements that the research focuses upon and to which the results obtained by testing the sample could be generalized. The population for this study was special libraries in KwaZulu-Natal province. Special libraries that were identified through Inter-Lending Manual for the Southern African Inter- Lending Scheme (2012: 53-79) combined with a list of special libraries available in Library and Information Association of South Africa (LIASA) website which gives a total of 60 special libraries in KZN. The researcher phoned each and every special library that appeared on the list and verified if they were a special library or not and asked the exact number of library staff in each library. Table 3.1 below indicates that there were 60 special libraries and 192 special library staff in those special libraries.

Table 3.1

List of special libraries in KZN

No.	Special Libraries	Location	Staff
1.	Addington Hospital, Medical Library	Durban	2
2.	Allerton Provincial Veterinary Laboratory Library	Casades	5
3.	Benedictine Hospital, Medical Library	Nongoma	3
4.	Bert Centre Library	Durban	2
5.	Botanic gardens Library	Durban	1
6.	Cidara Library, KwaZulu Natal Department Agriculture & Environmental Affairs	Pietermaritzburg	4
7.	CJM Hospital Library	Nquthu	1
8.	Department of Local Government and Traditional Affairs, Development Planning Library	Pietermaritzburg	3
9.	Durban Art Gallery Library	Durban	14
10.	Durban Metropolitan Reference Library	Durban	20
11.	Durban Natural science Museum Library	Durban	14
12.	Edendale Hospital, Medical Library	Plesislaer	2
13.	Electricity Department Library	Durban	2
14.	EMRS College of Emergency Care	Port Shepstone	1
15.	Engen Refinery Technical Service Library	Durban	4
16.	Grey's Hospital, Medical Library	Pietermaritzburg	2
17.	Inkosi Albert Luthuli Central Hospital Library	Durban	3
18.	Jeffares & Green Inc. library	Pietermaritzburg	2
19.	Head Office Library	Pietermaritzburg	1
20.	Hulamin Ltd Library	Pietermaritzburg	1

21.	Kay Tech. Library	Pinetown	1
22.	King Edward VIII Hospital Library	Durban	1
23.	KZN Department of Transport	Pietermaritzburg	2
24.	KZN Education Department, Education Library	Durban	2
25.	KZN Wildlife Library	Pietermaritzburg	2
26.	Law Society Library	Durban	2
27.	Law Society Library	Pietermaritzburg	2
28.	Local History Museum Library	Durban	5
29.	Madadeni Nursing college	Madadeni	1
30.	Msunduzi Museum Library	Pietermaritzburg	1
31.	Natal Museum Library	Pietermaritzburg	3
32.	Natal Sharks Board, Library	Umhlanga Rocks	1
33.	National Bioproducts Institute, E. K. Dunning Library	Pinetown	2
34.	NPA, Director of Public Prosecutions, Durban, Library	Durban	2
35.	Ngwelezane Hospital Library	eMpangeni	1
36.	Norton Rose Fulbright	La Lucia Ridge	2
37.	Oceanographic Research Institute Library	Durban	2
38.	Office of the Premier Library	Durban	2
39.	Owen Sithole College of Agriculture library	eMpangeni	2
40.	Port Shepstone Hospital Library	Port Shepstone	2
41.	Prince Mshiyeni Hospital Library	Durban	1
42.	R.K. Khan Hospital Library	Durban	2
43.	Richards Bay Coal Terminal Technical Library	Richards Bay	2
44.	SABC Library	Durban	5

45.	SAPS Chatsworth, Basic Training Library	Chatsworth	2
46.	SAPS KwaZulu-Natal, Province Library	Durban	2
47.	SA Sugar Association, Experience Station Library	Durban	1
48.	Sugar Milling Research Institute Library	Durban	2
49.	South Africa Sugar Association	Durban	1
50.	South African Sugarcane Research Institute	Durban	1
51.	St. Mary's Hospital Library	Pinetown	2
52.	Tape Aids for the Blind, Library	Hawick	2
53.	Tape Aids for the Blind, Library	Grayville	3
54.	Treasury DPT	Pietermaritzburg	2
55.	UKhozi FM Library	Durban	5
56.	Ungeni Water Library	Pietermaritzburg	3
57.	Unilever Library, Knowledge Centre	Durban	1
58.	Voortrekker Museum Library	Pietermaritzburg	27
59.	Water and Sanitation Library	Durban	2
60.	Wentworth Hospital Library	Wentworth	2
	Total =60		**Total =192**

However, 38 special libraries granted permission to participate in this study. There were 105 questionnaires distributed as other institutions did not grant permission to participate in the study. Sixty-eight questionnaires were returned which gives a response rate of 71.4%. Table 3.2 presents the number of special libraries' staff that received questionnaires.

Table 3.2

List of special libraries received questionnaire

INSTITUTION	NO. OF QUESTIONNAIRE DISTRIBUTED
Addington Hospital Medical Library	2
Benedictine Hospital, Medical Library	3
Bert Centre Library	2
Botanic Gardens Library	1
CJM Hospital Library	1
Department of Local Government and Affairs	2
Don Reference Library	20
Durban Natural science Museum Library	11
Edendale Hospital, Medical Library	2
Engen Refinery (Technical Service)	4
EThekwini Electricity	2
Grey's Hospital Medical Library	2
Inkosi Albert Luthuli Central Hospital	3
King Edward VIII Hospital	2
KwaZulu Department of Health	2
KZN Department of Health - Head Office Library	2
KZN department of transport	3
KZN Health	3
KZN Health Libraries	3
Local History Museum	5
Madadeni Nursing College Library	2

Mshiyeni Memorial medical library	3
Msunduzi Museum Library	1
Natal Museum Library	3
Natal Sharks Board Library	1
Ngwelezane Hospital Library	1
Norton Rose Fulbright library	2
NPA Library	2
OSCA Library	2
Playhouse Company	2
Port Shepstone Hospital Library	1
RK Khan medical library	2
Ungeni Water Library	2
SAPS Chatsworth, Basic Training Library	2
SAPS KwaZulu-Natal, Province Library	2
Msunduzi Museum Library	1
Wentworth Hospital Library	2
Total	105

3.5   Census

De Vaus (2014: 66) mentions that a census is obtained by collecting information about every member of a group; that is the population. In a census study, data is collected at a specified time from the entire population (Siniscalco and Auriat 2011: 08). The population of this study was 105 staff of special libraries; it was a manageable population for the study. The researcher used a census to 105 staff of special libraries in KwaZulu-Natal province. According to Krippendorff (2013: 121), the set of the population is manageable; the researcher has no need to reduce it by using relevance or random sampling. In one time studies of special importance, only a census study is adopted in

order to get accurate and reliable data. The data collected by this method becomes a database for all future studies. For the above-mentioned reason, the researcher used the census as it was accurate and reliable. White and McBurney (2012: 429) state that a census study has the following advantages:

- ➢ Increase confidence interval;
- ➢ It gives the maximum chance to identify negative feedback; and
- ➢ It studies the entire population.

3.6   Data collection

Data collection methods are the set of techniques used to gather data on the researcher's subject of interest (De Vaus 2014: 114). Many methods could be used to gather the required information. As a part of the research design, you decide upon the procedure you want to adapt to collect your data. In this phase, you actually collect the data. For example, depending upon your plans, you might commence interviews, mail out a questionnaire, conduct nominal/focus group discussions or make observations (Kumar 2011: 21). This study used online and printed questionnaires to collect data.

3.6.1   Data collection instrument

Leedy and Ormrod (2010: 178) define a questionnaire as a written list of questions, the answers to which are recorded by respondents. Olsen (2012: 119) states that the order of questions in questionnaires should appear logical to the respondents. There are two main types of questionnaire: a survey questionnaire where questions tend to be analyzed individually; and a psychometric instrument where all the items are combined (often added up) to create a score that represents the concept that is being measured (Chantler and Durand 2014: 111). A questionnaire in this study was a structured schedule used to elicit predominantly quantitative data. According to Nishishiba (2014: 114), researchers have an ethical obligation to prevent any possibility of harming respondents due to the disclosure of information in the research. The researcher avoided questions that were sensitive like knowing the personal status, names, etc.

Open-ended questions leave the participant completely free to express their answers as they wish in as detailed or complex, as long as short form as they feel is appropriate

(Bless, Higson-Smith and Sithole 2013: 209). An advantage with the use of open-ended questions is that they may yield a greater level of detail and put response into a certain context that the researcher might not be able to obtain through close-ended questions (Picardi and Masick 2014: 150). This study used both closed-ended and open-ended questions to obtain data from respondents. The respondents were given a chance to express their views in relation to the question with the open-ended questions (refer to Appendix B). In contrast, closed-ended questions are those that provide two or more response alternatives and respondents are instructed to select the choice closest to their own position (Maruyama and Ryan 2014: 177). The researcher also used closed-ended questions in this study. The advantage of close-ended format is that they do not discriminate against the less talkative and articulate respondents (De Vaus 2014: 98). Closed-ended questions are cheaper to use and analyze relative to open-ended questions (May and ebrary 2011: 110). The respondents were given options to choose from the list of options provided and in some question were required to choose one answer.

David and Sutton (2010: 263) state that a matrix question structure is a large number of rating questions. The advantage of matrix questions is that they allow for a large number of questions or statements to be condensed into a smaller area in the questionnaire. The researcher included matrix question in a survey questionnaire and the respondents were given options to rate from options given such for example strongly disagree, disagree, neutral, agree and strongly agree.

Best (2012: 254) states that if you decide to use online questionnaire, it is good practice to write a preamble in which you welcome the respondent, explain who you are, and explain the purpose of the research project. You need to give clear guidance on how you want the questionnaire to be completed, in particular, if the respondent is expected to answer all the questions. Kuada (2012: 110) point out that cover letter must cover the following:

➢ Address the letter to the specific prospective respondent.

➢ Use your university's professional letterhead stationery.

➢ Specify the general topic on which you are conducting your investigation and stress its importance to the prospective respondent.

- ➢ Give assurance that the prospective respondent's name will not be revealed.

- ➢ Communicate the overall time frame of the study to the respondent to solicit his or her involvement.

- ➢ This should also include the completion date for the questionnaire.

- ➢ Communicate where and how to return the questionnaire.

- ➢ Provide an advance thank-you statement for willingness to participate.

All the above mentioned were considered when designing the questionnaire for this study (See Appendix B). The questionnaire in this study was accompanied by a covering letter which introduced the researcher, what qualification he was registered for and the purpose of the study. There were instructions to be followed by the respondents in the completion of questionnaire.

3.6.1.2 Online questionnaire

Kuada (2012: 110-111) states that the development and pervasiveness of Web technology in developed countries now provides a cheaper and speedy technique for conducting surveys. Further, the use of online survey technique can reduce costs by twenty to forty percent and provide the results in half the time it takes to do traditional mail surveys. May and Ebrary (2011: 103) mention that the online questionnaire offers a relatively cheap method of data collection over the personal interview. As its name implies, it is intended for the respondent to fill out themselves. As a result, once the questionnaire is sent out after the pilot work, the researcher has little control over the completion of the survey. A covering letter explaining the purpose of the questionnaire and stressing the need for cooperation and the anonymity of replies is therefore required. The researcher in the study sent an online questionnaire to the respondents. Hence, the cover letter was attached to each questionnaire. Ten e-mail questionnaires were used because some special libraries were unable to open Link attached containing questionnaires. These institutions mentioned to the researcher that in their special libraries there is IT policy which protects incoming and outgoing of information that is online. The researcher then decided to e-mail word document questionnaires to those special libraries.

3.6.1.3   Advantages of questionnaires

Chantler and Durand (2014: 112) explain that self-completion questionnaires can be cost-effective especially when compared to face-to-face interviews. Furthermore, written questionnaires can easily be sent out by post or given out in context for example in a waiting room. They can also be administered online via the internet. Questionnaires are also easy to analyze provided they address clearly formulated research questions. Data entry and tabulation can be done with computer software packages, which can also reduce the time and money required. The questionnaire in this study was sent to respondents using their e-mail addresses. A link was attached to each respondent's e-mail. The instructions concerning the opening of the link were clearly written in the e-mail.

3.6.1.4   Advantages of a structured questionnaire

Bechhofer and Paterson (2012: 74-75) state that the advantages of structured questionnaires are as follows:

➢ The first advantage for research design of this highly structured approach to questionnaires is an efficient use of time.

➢ The second advantage of structured questionnaires for research design is that the questions are standardized with a common and transparent meaning.

➢ A third advantage of structured questionnaire s is that they are ideal for statistical descriptions, and so they are ideal for asking about factual matters.

Questionnaires in the study were structured in the sense that every respondent who participated in this received the same questionnaire.

3.6.2   Pre-testing the questionnaires

Once a questionnaire has been developed, each question and the questionnaire as a whole must be evaluated rigorously before administration (De Vaus 2014: 114). Kumar (2014: 160) highlights that the purpose is not to collect data but to identify problems that the potential respondents might have in either understanding or interpreting a question. Therefore, if there are problems the researcher needs to re-examine the wording to make it clearer and unambiguous. Jupp and Jupp (2012: 62) pointed out the following

phases for pre-testing that enables the researcher to assess both individual questions and how the measurement tool functions as a coherent whole in the field:

➤ During this stage, after people have answered the questions, if possible it is worth having a chat with them concerning their opinions on the order of the questions and any difficulties they experienced in answering them.

➤ Following this, it is then possible to revise the layout, question-wording and design to take into account criticisms and problems. Therefore, piloting aims to see if the questionnaire works and whether changes need to be made.

➤ Questions also need to be asked which the target population will not only understand but also possess the knowledge to answer.

The five questionnaires were distributed to special libraries, academic and school library on the 06th of June 2016 for pre-testing. The respondents were given two weeks to complete the questionnaire. Three questionnaires were returned immediately on the 06th of June 2016. Two questionnaires were returned on the 7th of June 2016.

There were two special libraries staff at Mzala Nxumalo Centre library who received the questionnaire. One staff from Durban University of Technology library, one from Orient Islamic School library and one from Linea Academy library. The questionnaires were sent to the respondents using their e-mail addresses provided by the respondents. The questionnaires appeared into two formats which respondents could use to complete the questionnaire:

➤ One: questionnaire appears automatically in respondents' e-mail which allows the respondents to complete immediately.

➤ Two: the questionnaire can be completed by clicking the link provided.

Hair (2013: 39) mentions that in pre-testing respondents are asked to complete the questionnaire and comment on issues such as clarity of instructions and questions of the topic and anything that is potentially difficult or confusing. In this study the respondents were asked:

➤ Make comment on the questions and instructions that need more clarity.

- ➤ Identify omission, irrelevant and duplication of questions.

- ➤ Record the time spent in completing the questionnaire.

Respondents did not point any ambiguous questions in a questionnaire. The time of completing the questionnaires were pointed out by the respondents. Two respondents mentioned that the questionnaire was completed in 20 minutes. One respondent said the questionnaire was completed in 26 minutes. One respondent said the questionnaire was completed in 30 minutes. One respondent did not mention anything. There was 100% response rate for the pre-testing questionnaires. Table 3.3 below indicates distribution and response rate of pre-testing questionnaires.

Table 3.3

Distribution and return rate for pre-testing questionnaires

No	Institution	Number of questionnaires distributed	Number of questionnaires returned	Total return rate
1	Durban University of Technology library	1	100%	1
2	Linea Academy library	1	100%	1
3	Mzala Nxumalo Centre library	2	100%	2
4	Orient Islamic School	1	100%	1
Total	5	5	100%	5

3.6.3 Administered questionnaires

Kumar (2014: 179) states with advancement in communication technology, the use of the online questionnaires to collect information to answer your research questions have become quite common. Questionnaires can be distributed by hard copy mail and electronically by e-mail and web links (Picardi and Masick 2014: 156). With all e-mail survey and most survey, this means obtaining lists of e-mail addresses (Churchill, Brown and Suter 2010: 213). In this study, all the valid e-mail addresses were obtained and the web surveys questionnaires were administered to the respondents using web link. Nishishiba (2014: 100) mention that the advantages of Web-based survey are: easy to reach a large number of respondents who have Web access; respondents can take the survey at their convenience; relatively low cost; automated data entry; and can assure anonymity. A set of 105 questionnaires were administered to special libraries' staff in KZN on the 16th of August 2016. Questionnaires were sent online using the respondent's e-mail address. The link was sent to all respondents who had access to internet. Due to organizational internet policy, the researcher also administered printed questionnaires to those respondents who did not have access to the internet. Questionnaires were administered from 16 August 2016 to 16 October 2016.

3.7 Data analysis

Fink (2010: 180) indicates that data analysis can be considered as the process involving the selection and focus of data, in addition to the discarding of irrelevant data. It also involves statistics of organising and interpreting numerical information. Jupp and Jupp (2012: 38) mention that the findings collected by questionnaires are subjected to statistical analysis, usually by computer. In some cases, the analysis is geared to counting how many people have a particular attribute or attitude. Such surveys are sometimes known as descriptive surveys. Nishishiba (2014: 121) indicated that there are various computer programs available for data management and analysis such as SPSS and Excel. Dawson (2009: 128) highlights that such software packages are able to produce professional graphs, tables, pie charts and bar graphs which can save a lot of time and effort. The researcher used Microsoft Excel to present graphs, figures and tables. Content analysis was conducted on the qualitative data for this study.

3.8 Validity

Bearden, Netemeyer and Mobley (2011: 60) state that validity determines the truthfulness of the research findings or the extent to which the researcher truly measured what was intended to be measured. Picardi and Masick (2014: 73-88) state that there are basic ways to access validity and they are:

➢ **Content validity**: is the extent to which the measuring instrument provides adequate coverage of the topic under study. If the instrument contains a representative sample of the universe of the subject matter of interest, then content validity is good.

➢ **Criterion-related validity**: this approach reflects the success of measures used for prediction or estimation. You may not want to predict an outcome or estimate the existence of a current behaviour or condition.

➢ **Construct Validity**: this approach evaluates a measure by how well the measure conforms to theoretical expectations.

The validity of this study was tested using content validity. This study ensured that all set of set questions were articulated in line with the objectives of the study and literature review.

3.9 Reliability

Struwing and Stead (2013: 138) explain that reliability is the extent to which test scores are accurate, consistent or stable. In addition, a test score's validity dependent on the score's reliability because if the reliability is inadequate, the validity will also is poor. Reliability is concerned with the consistency of measures (Bless, Higson-Smith and Sithole 2013: 222). The researcher ensured that all research questions were clear enough for the participants to complete. A pre-testing study was conducted and it provided learning points in improving the reliability of the instrument. Questionnaires were pre-tested to ensure that there were no biases.

3.10 Ethical consideration

Furseth and Everett (2013: 10) elaborate that it is important to obtain the consent of participants before data collection. According to DUT research procedure, the researcher is unable to collect date without obtaining ethical clearance and permission to conduct the study. A letter of consent was attached to the questionnaire, which clearly informed the participants that their participation was voluntary, information provided was based on research purpose only and their information they provided was confidential.

The researcher was granted permission to conduct a pilot study on the 03rd of June 2016 by Institutional Research Ethics Committee (IREC) (see to Appendix E). Full approval for ethical clearance to conduct the study was granted on the 15th of August 2016 by IREC (see to Appendix G).

3.10.1 Anonymity and confidentiality

Holland and Rees (2010: 98) state that anonymity means that the respondent should not be identifiable at any time by anyone reads the research reports. Kumar (2014: 219) states that sharing information about a respondent with others for purposes other than research is unethical. Sometimes you need to identify your study population to put your findings into context. In such a situation you need to make sure that at least the information provided by respondents is kept anonymous. It is unethical to identify an individual respondent and the information provided by him/her. Therefore, you need to ensure that after the information has been collected, its source cannot be identified. In certain types of study, you might need to visit respondents repeatedly, in which case you will have to identify them until the completion of your visits. In this study, questionnaires were designed in a way that respondents were not asked to write his/her name on the response. The respondents were kept anonymous and their responses were kept anonymous.

3.11 Summary

This chapter discussed the methodology that was used in this research study. The research design, type of population, measurement instrument was also discussed. Data

collection, data analyses, pre-testing, validity, reliability, ethical consideration and anonymity and confidentiality were also discussed.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the findings and interpretations of the results obtained from the data collection. The results were collected by means of online and printed questionnaires. Data analysis was done using Microsoft Excel. Quantitative data were presented as descriptive analysis in a form of bar graphs, pie chart, and tables, and narrative analysis was also used to present qualitative responses. A total of 105 questionnaires were administered to special libraries' staff in KZN. Only 68 questionnaires were returned which gives (65%) response rate.

4.2 Quantitative Data

The research instrument consisted of 47 items, with a level of measurement at the nominal or ordinal level. The questionnaire was divided into three sections as follows:

Section A: Bibliographic Information

Section B: Knowledge Sharing

Section C: Information and Communication Technology

Table 4.1 below indicates the total number of items in each section.

Table 4.1

Questionnaire sections

Sections	Items
Section A	4 of 4
Section B	26 of 26
Section C	17 of 17

4.3 Response rate

The researcher distributed 105 questionnaires to special libraries staff in KwaZulu-Natal province and there were 68 (65%) questionnaires completed and returned. Table 4.2 indicates the return rate of the questionnaires.

4.4 Biographical Information

This section summaries the biographical information of the respondents. The bibliographic data discovered in this study were, gender, institution, a number of years in that particular institution and designation.

4.4.1 Gender

The respondents were asked to indicate their gender. Sixty-eight (68) special library staff responded to this item. Forty-six (46) of the 68 indicated that were females and 22 were males. Figure 4.1 shows that the majority of the respondents 46 (68%) were females and (32%) were males. This study indicates that there were more females than males who are working in special libraries in KZN.

Figure 4.1

[N=68]

Gender
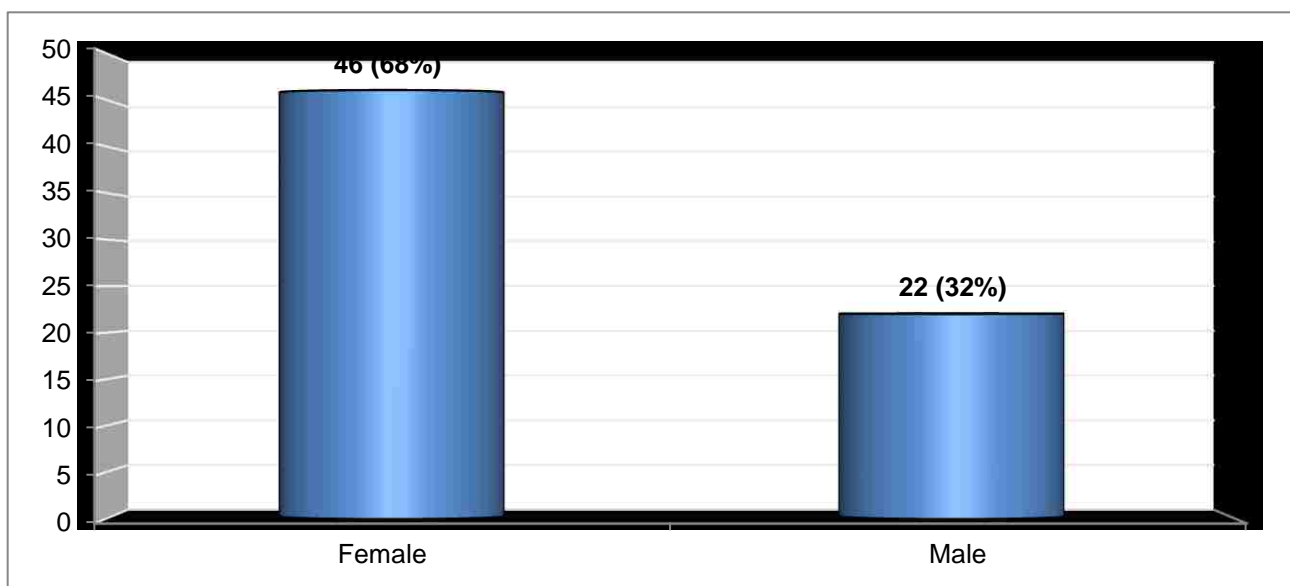
4.4.2 Institution of employment

The special libraries' staff were asked to give the name of the institution in which they were currently employed. Table 4.2 below indicates the name of the institution at which the respondents were currently employed and the number of questionnaires administered and returned per institution.

Table 4.2

[N=68]

Institution of employment

INSTITUTION	NO. OF QUESTIONNAIRE DISTRIBUTED	NO. OF QUESTIONNAIRE RETURNED	PERCENTAGE %
Addington Hospital Medical Library	2	1	50%
Benedictine Hospital, Medical Library	3	1	33%
Bert Centre Library	2	2	100%
Botanic Gardens Library	1	1	100%
CJM Hospital Library	1	1	100%
Department of Local Government and Affairs	2	1	50%
Don Reference Library	20	19	95%
Durban Natural science Museum Library	11	0	0
Edendale Hospital, Medical Library	2	2	100%
Engen Refinery (Technical Service)	4	3	75%
EThekwini Electricity	2	1	50%

Grey's Hospital Medical Library	2	2	100%
Inkosi Albert Luthuli Central Hospital	3	3	100%
King Edward VIII Hospital	1	1	100%
KwaZulu-Natal Department of Health	2	1	50%
KZN Department of Health - Head Office Library	2	1	50%
KZN department of transport	3	2	67%
KZN Health	3	3	100%
KZN Health Libraries	3	3	100%
Local History Museum	5	5	100%
Madadeni Nursing College Library	2	1	50%
Mshiyeni Memorial medical library	3	1	33%
Msunduzi Museum Library	1	1	100%
Natal Museum Library	3	2	67%
Natal Sharks Board Library	1	1	100%
Ngwelezane Hospital Library	1	0	0
Norton Rose Fulbright library	2	2	100%
NPA Library	2	2	100%
OSCA Library	2	1	50%
Playhouse Company	2	1	50%
Port Shepstone Hospital Library	1	0	0
RK Khan medical library	2	1	50%
Ungeni Water Library	2	1	50%
SAPS Chatsworth, Basic Training Library	2	0	0

SAPS KwaZulu-Natal, Province Library	2	0	0
Msunduzi Museum Library	1	1	100%
Wentworth Hospital Library	2	0	0
Total	105	68	71.4%

4.4.3 Number of years in the same institution

Special libraries' staff were asked to indicate the number of years working in the same institution. Sixty-eight (100%) special library staff that participated in the study responded to this item. The study showed that the majority of 27 (40%) of the 68 respondents to this item have indicated that they have worked for a period of 0-5 years in the same institution. Twenty-two (32%) of the 68 special libraries' staff have worked between 6-10 years in the same institution. Twelve (18%) of the 68 special libraries' staff have worked for 11-15 years in one organization. Five (7%) of the special libraries' staff worked between 16-20 years. Only one (2%) had worked for more than 20 years in the same institution. Figure 4.2 indicates the number of years that the special libraries' staff has worked in their current institution.

Figure 4.2

[N=68]

Number of years in the same institution
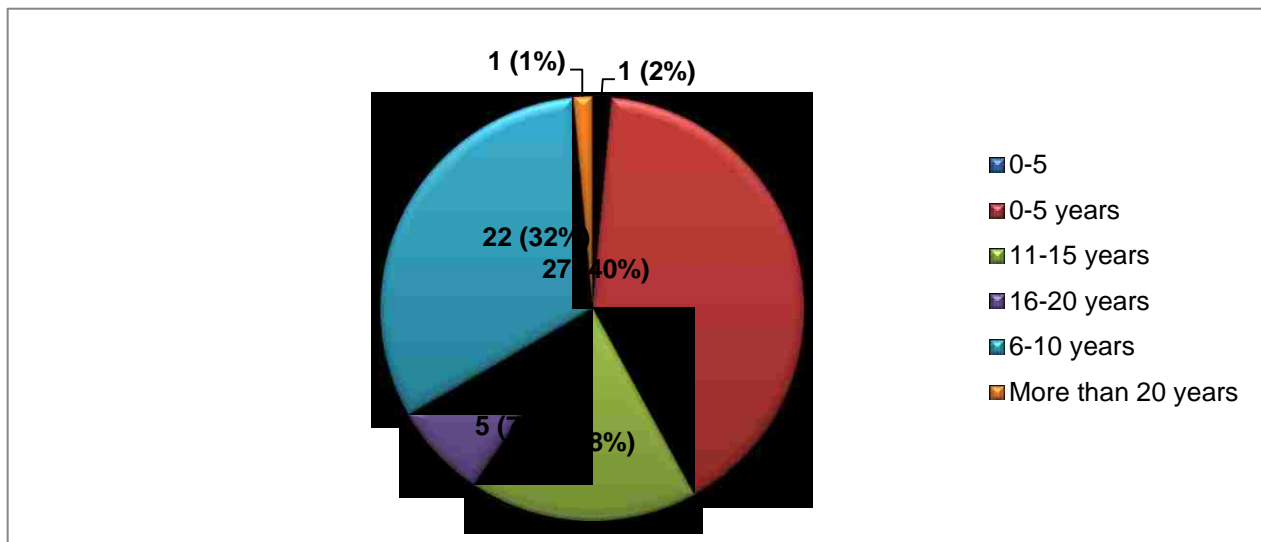
4.4.4 Current designation of special libraries' staff

Special libraries' staff were asked to indicate their current designation in the institution that they were currently employed at. Twenty-two (32%) of the 68 special libraries' staff specified that they were Librarians. Eighteen (26%) of the 68 special libraries' staff indicated that were Assistant Librarians. Eight (12%) of the 68 special libraries' staff who responded to this item showed that were Library Assistants. Seven (10%) of the 68 special libraries' staff indicated that they were Museum Officers. Four (6%) of the 68 respondents indicated that were Library Attendants. Three (3%) of the 68 respondents indicated that they were Senior Librarians. Only one (1%) of the 68 respondents who indicated that she\he was Supervisors, Research Officers, Library Managers, Library Assistant Interns and Deputy Directors. Figure 4.3 below indicates that the majority of the special libraries' staff 22 (32%) were Librarians.

Figure 4.3

[N=68]

Designation
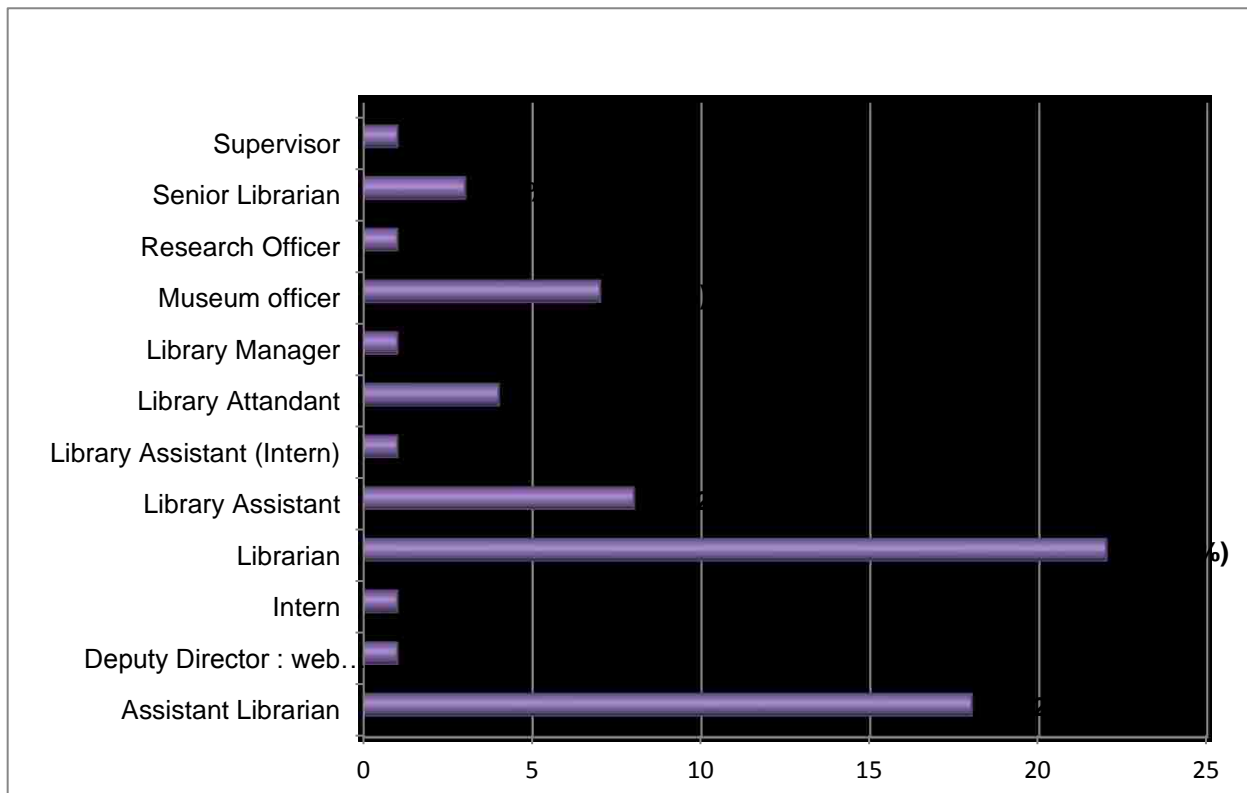
4.5 Knowledge sharing

This section presents knowledge sharing of the special libraries in KZN. The below figures and table present the findings on knowledge sharing among the special libraries' staff in KZN.

4.5.1 Definition of Knowledge sharing

Special libraries' staff were asked to provide a definition for knowledge sharing. Table 4.3 below reflects the definitions of knowledge sharing by the special libraries' staff in KZN. Sixty-eight (100%) of the special libraries' staff responded to this item.

Table 4.3

[N=68]

Knowledge sharing definition

Definition	No. of respondents	Percentage %
Activity through which information is exchanged among the employees in an organization	39	57%
A process through which information, knowledge, experience and ideas are shared among people.	10	15%
A platform whereby information workers share information/ knowledge/ ideas that could benefit others.	6	9%
Knowledge sharing is a process that involves sharing of professional work-related experiences, ideas, skills, attitude, and information on a particular activity or subject of interest.	3	4%
Power of dissemination of information	2	3%

Knowledge exchange between two parties. It can be cheating or sending information	2	3%
Knowledge sharing is the process involving two or more people sharing knowledge, information, skills, experiences, and ideas in the subject of their expertise.	2	3%
A powerful weapon to kill empty minded	1	2%
Knowledge sharing is a concept where libraries share information among themselves. Information can be in many forms, it doesn't have to be to be a book, articles only.	1	1%
When you share information with each other as professionals by feedback by training each other.	1	1%
Knowledge sharing is based on sharing both hard copy and e-resources to libraries and staff in the Department. It is to making knowledge available to all in various formats and via different platforms.	1	1%
Total	**68**	**100%**

4.5.2 Conference, workshop, meeting, seminars or training attendance

Special libraries' staff were asked to indicate their attendance at a conference, workshop, meeting, seminar or training. Sixty-six (97%) of the 68 Special libraries' staff responded to this item indicated that they have attended conferences, workshops, meetings, seminars or training. Only two (3%) of the respondents shown that had never attended a conference, workshop, meeting or training. This study shows that the majority of special libraries' staff had attended conference, workshop, meeting or training. Figure 4.4 demonstrates the number of special libraries' staff who had attended conference, workshop, meeting, or training since ever they have been employed.

Figure 4.4

[N=68]

Conference, workshop, meeting, seminars or training attendance
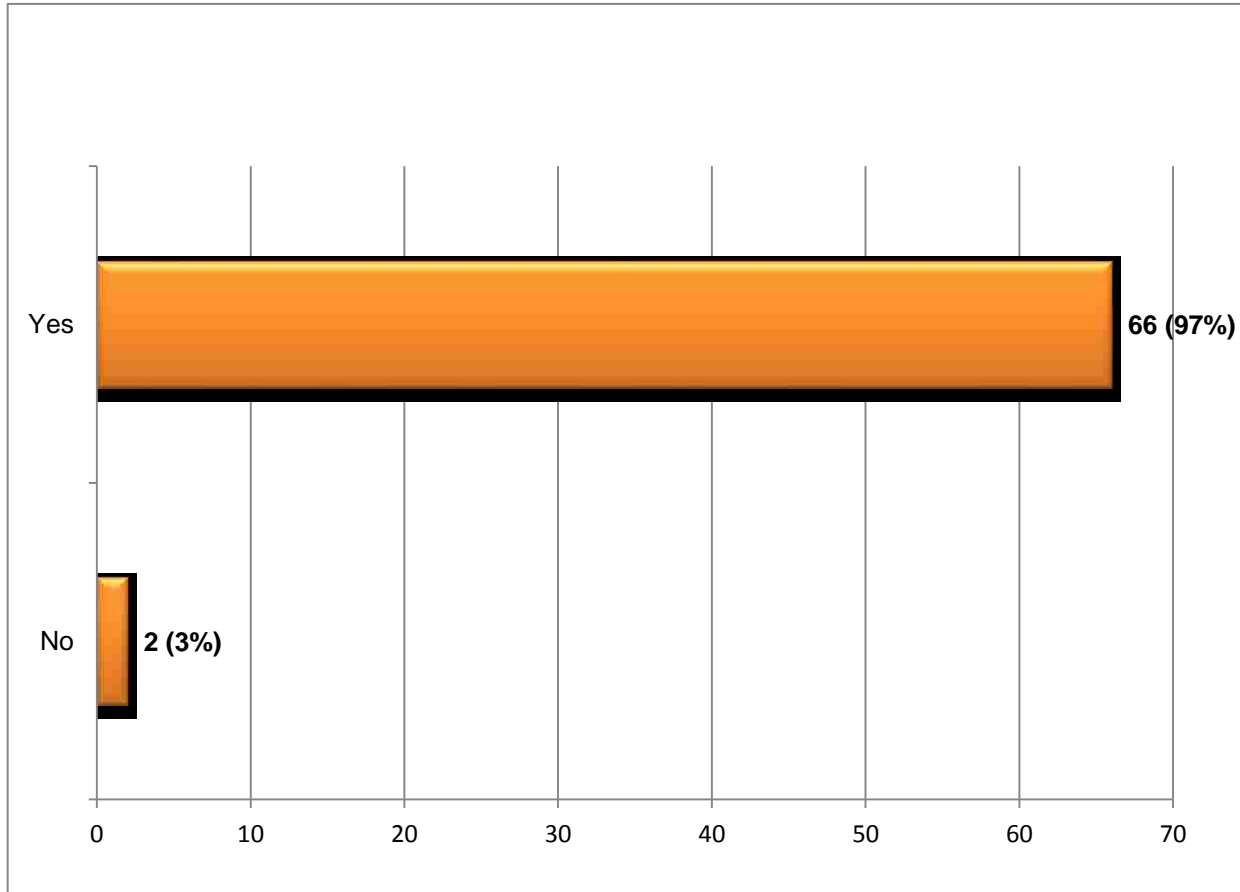
4.5.2.1 Frequency attending conference, workshop, meeting, seminars or training

Special libraries' staff were asked their frequency of attendance at conferences, workshops, meetings, seminars or training. Sixty-six (97%) of the 68 special libraries' staff responded to this item while 2 (3%) did not. Figure 4.5 below reflects the frequent attendance of conference, workshop, meeting, seminars or training by the special libraries' staff in KZN. Twenty-two (33%) of the 66 special libraries' staff who responded to this item had indicated that they have attended a conference, workshop, meeting, seminars or training three times a year. Twenty-one (32%) of the 66 respondents have indicated that they have attended two times a year. Seventeen (26%) showed that they

have attended once a year. Only one (2%) of the 66 respondents had demonstrated that they attended:

➢ Five times 1 (2%);

➢ Four times 1 (2%);

➢ Monthly meeting 1 (2%);

➢ More than three times a year 1 (2%);

➢ One of those respondents said has never attended any of the above mentioned 1 (1%) and;

➢ N/A 1 (2%)

Figure 4.5

[N=66]

Frequency of attendance
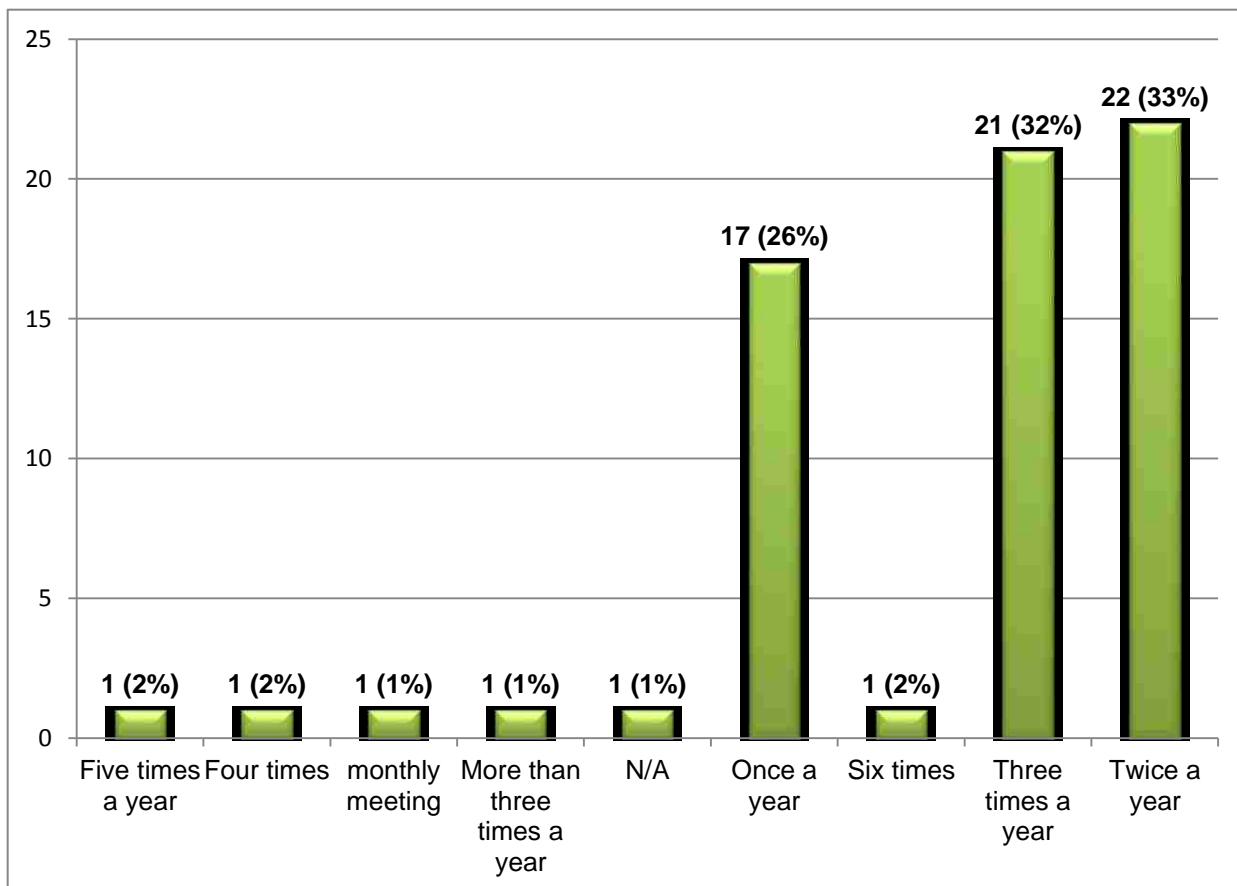
4.5.2.2 Report back after attending a conference, workshop, meeting, seminars or training

The staff in special libraries were asked to indicate if they had attended a conference, workshop, meeting, seminars or training do they report back. Sixty-five (96%) of the 68 special libraries' staff responded to this item. Figure 4.6 below present that 44 (68%) of the 65 special libraries' staff who responded to this item had indicated that they did report back. However, 21 (32%) of the 65 special libraries' staff indicated that they did not report back when they attended to above mentioned.

Figure 4.6

[N=65]

Report back
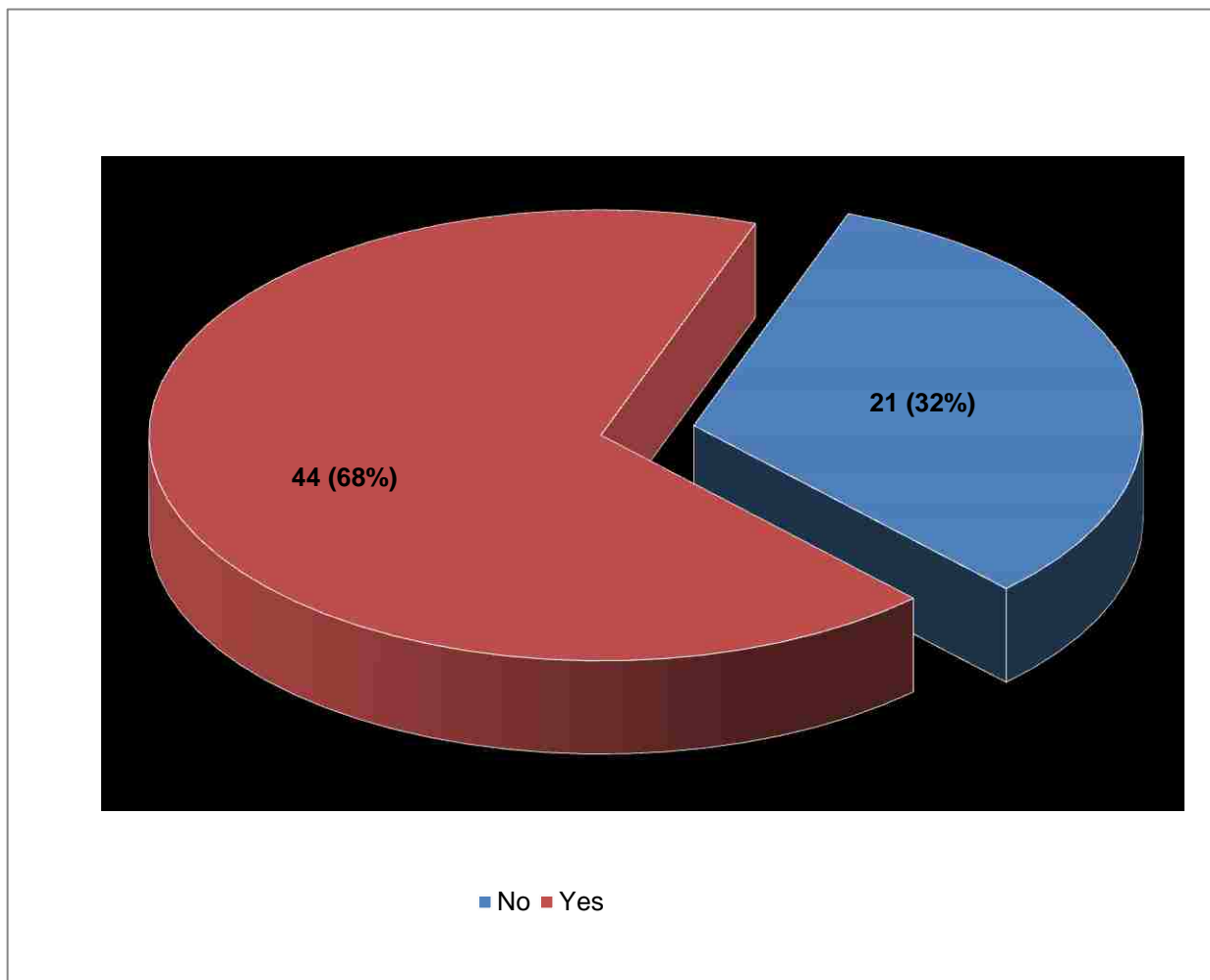
4.5.2.3   Reporting back

Special libraries' staff were asked to indicate that after they have attended a conference, workshop, meeting, seminars, or training and who do they give a report back to. Forty-three (63%) of the 68 special libraries' staff responded to this item while 25 (37%) did not. Table 4.4 below reflects that 10 (23%) of the 43 special libraries' staff did report back to their colleagues. Six (14%) of the 43 special libraries' staff did report to management and staff. Five (12%) of the 43 special libraries' staff did report to Librarians in charge. Three (7%) of the 43 special libraries' staff did report to their Line Managers and Senior Librarians. One (2%) of the 43 special libraries' staff did report to;

- ➢ Colleagues and line manager 1 (2%);
- ➢ Firstly to my manager and to other librarians 1 (2%);
- ➢ Head of the institution 1 (2%);
- ➢ Immediate supervisor 1 (2%);
- ➢ My Manager or the person who sent me to the course 1 (2%);
- ➢ My supervisor and share information with other staff members 1 (2%);
- ➢ Report back is done to my line manager and to all departmental librarians 1 (2%);
- ➢ Report back to staff in a meeting 1 (2%);
- ➢ I arrange a presentation or training 1 (2%);
- ➢ Supervisor: Assistant Systems Manager 1 (2%);
- ➢ Staff at the library only one (2%);
- ➢ Staff, colleagues and friends 1 (2%);
- ➢ To my colleagues/ subordinates 1 (2%);
- ➢ To the Library Manager - sometimes to all of my colleagues 1 (2%);
- ➢ To the library manager and the library team as a whole in a meeting 1 (2%) and;
- ➢ N/A 1 (2%).

Table 4.4

[N=43]

Report back

Report	No of responses	Percentage %
Colleagues	10	23.2%
Management and staff	6	13.9%
Librarian	5	11.6%
Line manager	3	6.9%
Senior Manager	3	6.9%
Colleagues and line manager	1	2.3%
Firstly to my manager and to other librarians	1	2.3%
Head of the institution	1	2.3%
Immediate supervisor	1	2.3%
My Manager or the person who sent me to the course	1	2.3%
My supervisor and share information with other staff members	1	2.3%
N/A	1	2.3%
Report back is done to my line manager and to all departmental librarians	1	2.3%

Report back to staff in a meeting	1	2.3%
I arrange a presentation or training	1	2.3%
Staff at the library only	1	2.3%
Staff, colleagues and friends	1	2.3%
Supervisor: Assistant Systems Manager	1	2.3%
To my colleagues/ subordinates	1	2.3%
To the Library Manager - sometimes to all of my colleagues	1	2.3%
To the library manager and the library team as a whole in a meeting	1	2.3%
Total	**43**	**100**

4.5.3 Knowledge sharing from workshop, meeting, seminar or training with colleagues

Special libraries' staff were asked to indicate if they share knowledge after attending workshop, meeting, seminar or training with colleagues. Figure 4.7 presents the findings from the special libraries' staff. Fifty-four (79%) of the 68 special libraries' staff who responded to this item have indicated that they shared knowledge with their colleagues from workshop, meeting, seminar or training with colleagues. Fourteen (21%) of the 68 special libraries' staff have shown that they did not share knowledge with their colleagues.

Figure 4.7

[N=68]

Knowledge sharing with colleagues
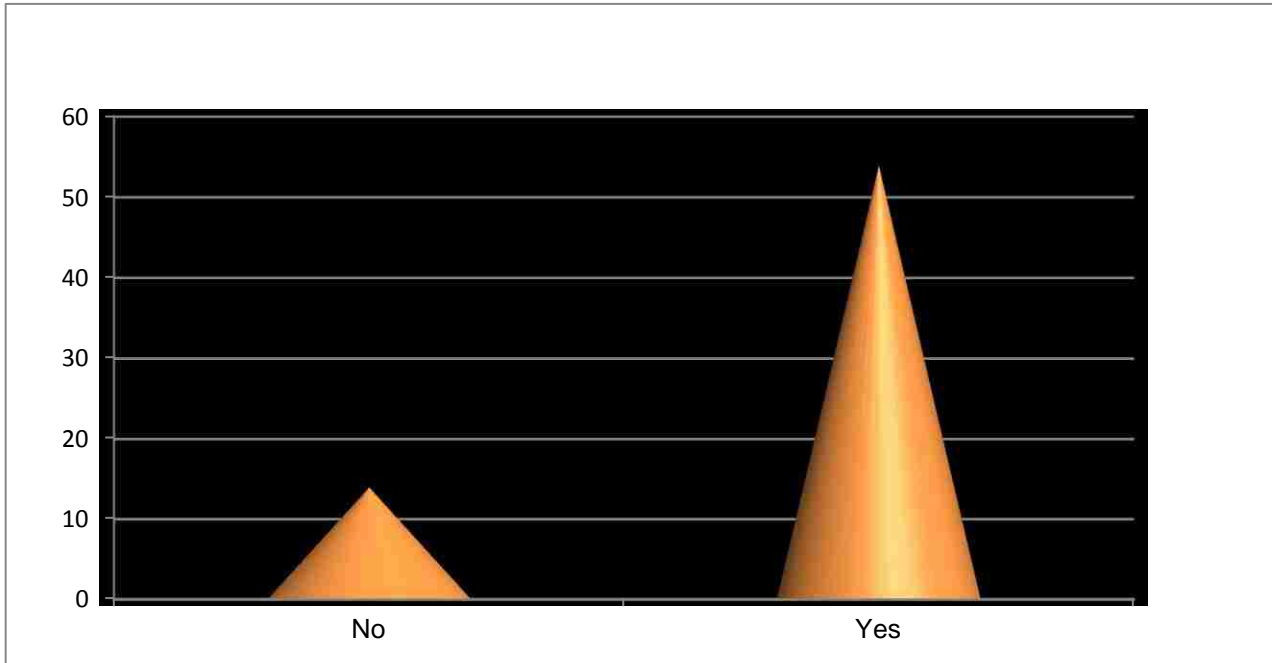
4.5.3.1 Knowledge sharing methods with colleagues

Special libraries' staff were asked the knowledge sharing methods that they used to share knowledge among colleagues. Fifty-nine (87%) of the 68 special libraries' staff responded to this item while 9 (13%) did not. Figure 4.8 below indicates that 18 (31%) of the 59 special libraries' staff indicated that they shared knowledge with their colleagues by face-to-face communication. Fourteen (24%) of the 59 special libraries' staff showed that they share knowledge using the telephone. Thirteen (22%) of the 59 special libraries' staff showed that they share knowledge by means of e-mails. Eleven (19%) of the 59 special libraries' staff mentioned that they used the intranet as their platform for sharing knowledge. Ten (17%) of the 59 special libraries' staff displayed that they did a presentation to share knowledge with their colleagues. Six (10%) of the 59 special libraries' staff showed that they left notes if they wanted to pass knowledge with their colleagues. One 1 (2%) of the 59 special libraries' staff considered their response are as follows:

➤ Izone SharePoint 1 (2%);

➤ Staff meeting 1 (2%) and

➤ Chat during tea time 1 (2%).

Figure 4.8

[N=59]

Knowledge sharing methods
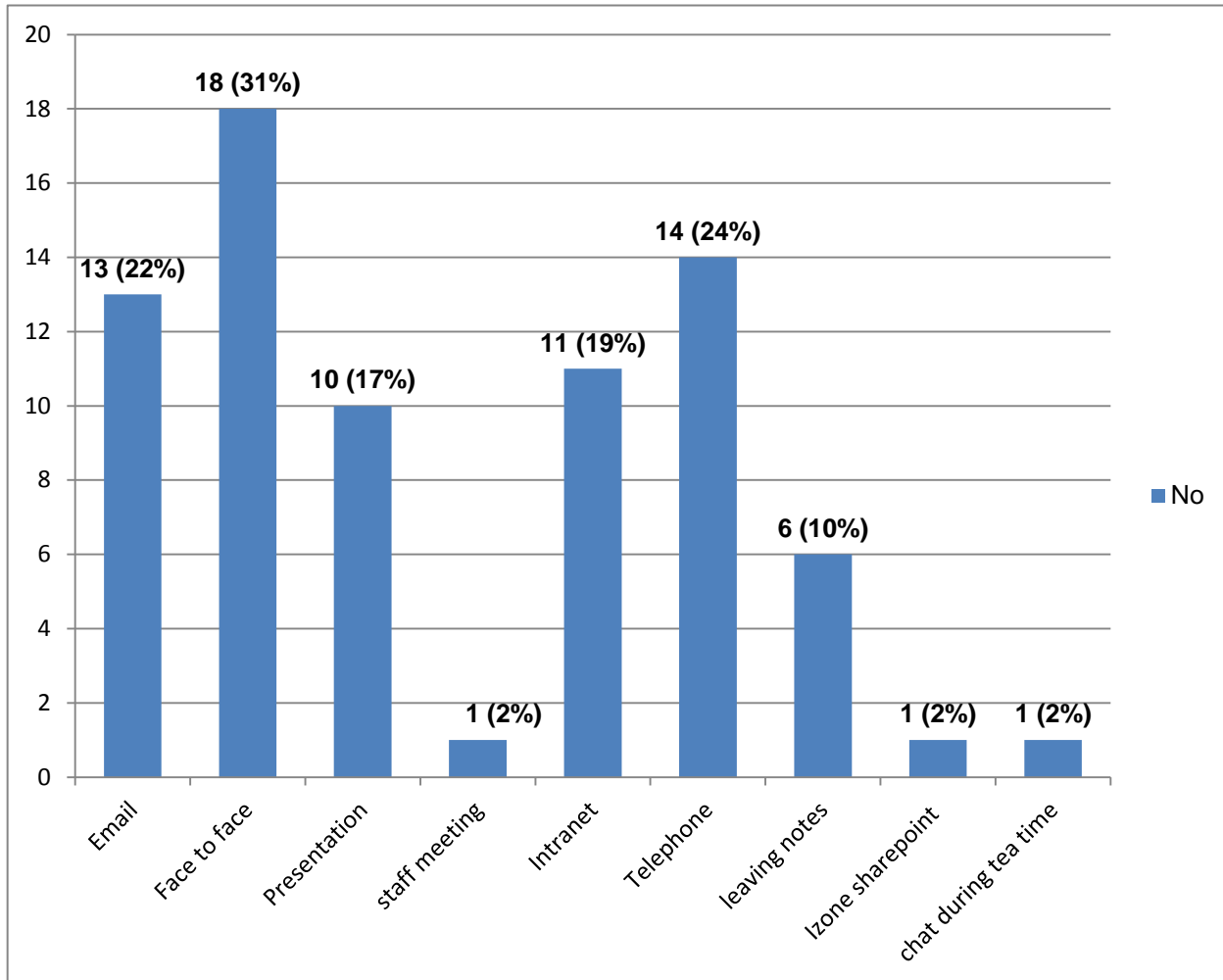
4.5.4 Possible reason for not sharing knowledge with your colleagues

Special libraries' staff were asked to provide a reason for not sharing knowledge if they did not share. Only Eight (12%) of the 68 respondents who responded to this item whereas 60 (88%) did not. Out of 8 (12%), respondents who responded to this item had provided their reasons correspondingly in Table 4.5.

Table 4.5

[N=8]

Reason for not sharing knowledge

Reason for not sharing knowledge	Number of respondents	Percentage %
No reason at all, I think we did not see the need	2	25%
Sometimes we attend the same meeting	2	25%
I am still an intern and have not yet written any studies or rather have some experience in the field of Librarianship, worse for special libraries	1	13%
I only communicate with my colleague and other people because we have a different type of information that we give to our users. I would like to communicate but the policy of the organization and the type of information offered is not the same	1	13%
Office politics	1	12%
The training outcome might not be of interest to them	1	12%
Total	**8**	**100%**

4.5.5 The importance of knowledge sharing among colleagues

Special libraries' staff were asked to indicate their views on the importance of sharing knowledge among themselves. Sixty-eight (100%) of the special libraries' staff responded to this item. Figure 4.9 below demonstrate that 66 (97%) of the 68 special libraries' staff who responded to this item indicated that it was important to share knowledge with their colleagues whereas 2 (3%) believed that it was not important to share knowledge with their colleagues. The findings below clearly show that special libraries' staff in KZN perceives knowledge sharing among as an important practice.

Figure 4.9

[N=68]

Importance of sharing knowledge among colleagues
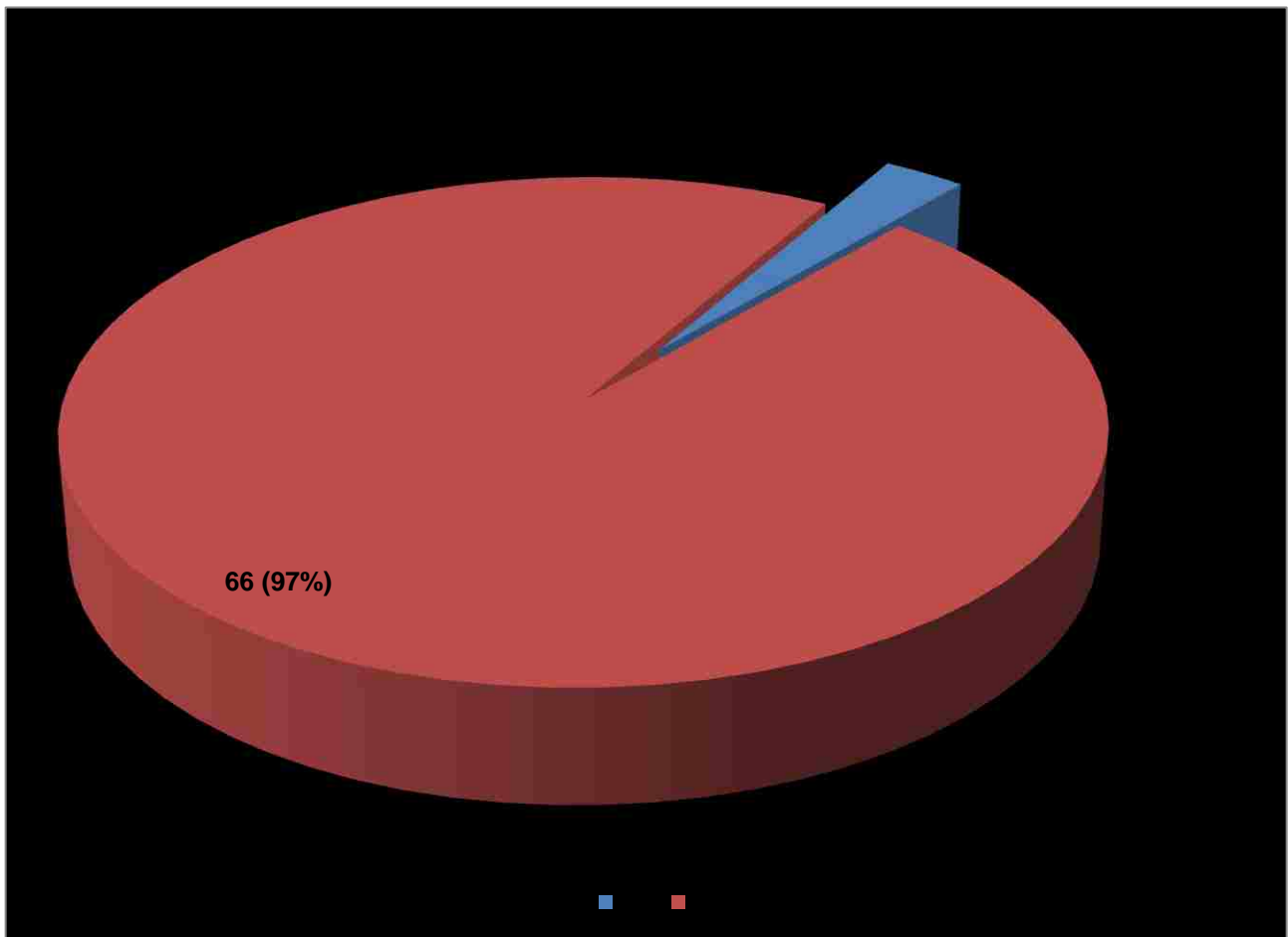
4.5.5.1 Importance of sharing knowledge

Special libraries' staff were asked to provide the reason why they believed that it was important to share knowledge among them. Six-eight (100%) of the 68 special libraries' staff responded to this item. Table 4.6 below reflects the response for special libraries' staff.

Table 4.6

[N=68]

Importance of sharing knowledge

Justification	No. of respondents	Percentage %
It is important to share knowledge as one developing the new ideas	**32**	**47 %**
Sharing knowledge may bring innovations and development in LIS settings	**21**	**31 %**
Sharing knowledge keep people updated	**9**	**13 %**
It is not always possible for all Librarians to attend every workshop, training etc., therefore those of us who can attend must share what we have learned or been exposed to. This will ensure that all Librarians in the Department are "on the same page".	**1**	**1.5 %**
Sharing knowledge is not necessary because we are doing the tasks	**1**	**1.5 %**
I believe that each and every person has a chance to attend the induction, skills development and training so no need to share because that will limit other people to	**1**	**1.5 %**

be exposed in those training. The department has to give everybody a chance to attend those training.		
I think it is important to share knowledge because we are at different job levels, so it makes things easier for others to know what is happening in other departments.	1	1.5 %
I think knowledge sharing can influence the performance of the employees	1	1.5 %
It is important to share information or knowledge with other people because that might help somebody solve a problem she has been dealing with for a long time but did not know how to solve, therefore by sharing you have saved that person	1	1.5 %
Total	**68**	**100**

4.5.6 Knowledge sharing culture in an organization

Special libraries' staff were asked to specify the organizational culture for knowledge sharing in the organization that they worked for. Forty-six (68%) of the 68 special libraries' staff who responded to this item displayed that there was a knowledge sharing culture in the organization that they worked for. Twenty-two (32%) of the special libraries' staff indicated that their organization did not have a knowledge sharing culture. This study reveals that the majority of the special libraries have a knowledge sharing culture. Figure 4.10 illustrates the responses of the special libraries' staff in KZN.

Figure 4.10

[N=68]

Knowledge sharing culture in an organisation
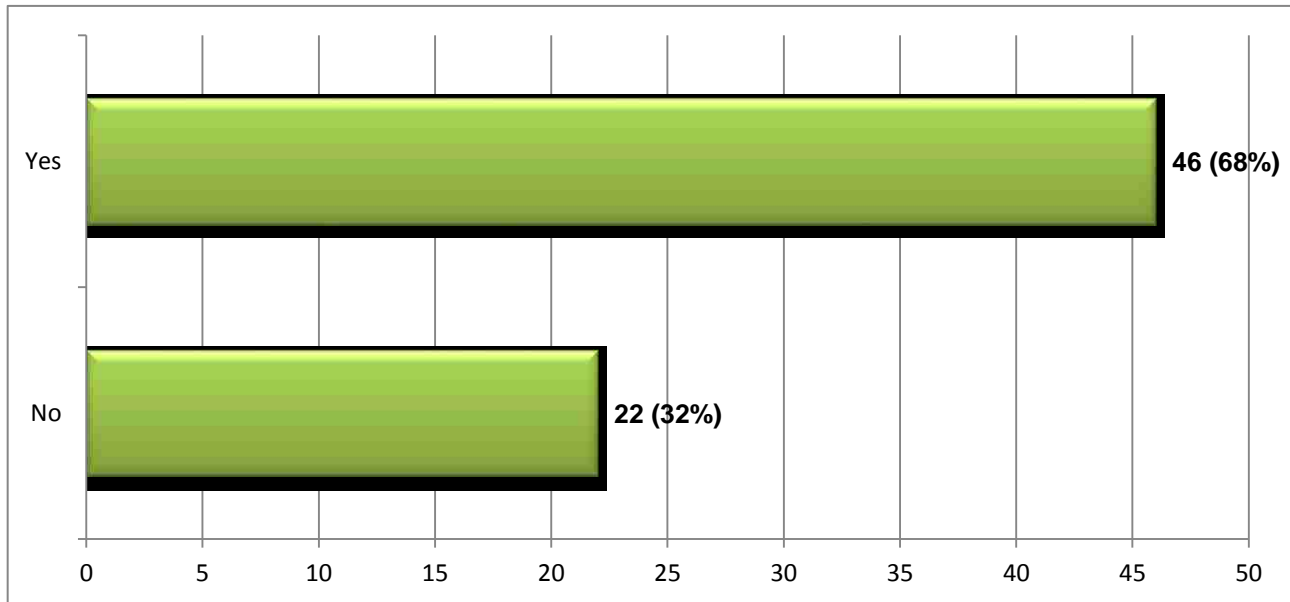
4.5.6.1 The need for knowledge sharing culture in an organization

Special libraries' staff were asked to indicate if there was a need for a knowledge sharing culture in an organization. Figure 4.11 below indicates that 67 (99%) of the 68 special libraries' staff believed that there was a need for knowledge sharing culture. However, one (1%) of the 68 special libraries' staff believed that there was no need for knowledge sharing culture in an organization. Twenty-seven (40%) out of 67 special libraries who believed that knowledge sharing culture was important stated their reasons as follows:

- ➢ Knowledge sharing culture may enforce every staff members to participate in knowledge sharing 8 (30%).
- ➢ Knowledge sharing culture may create good working environment 6 (22%).
- ➢ It may create teamwork 13 (48%).

Figure 4.11

[N=68]

Knowledge sharing culture
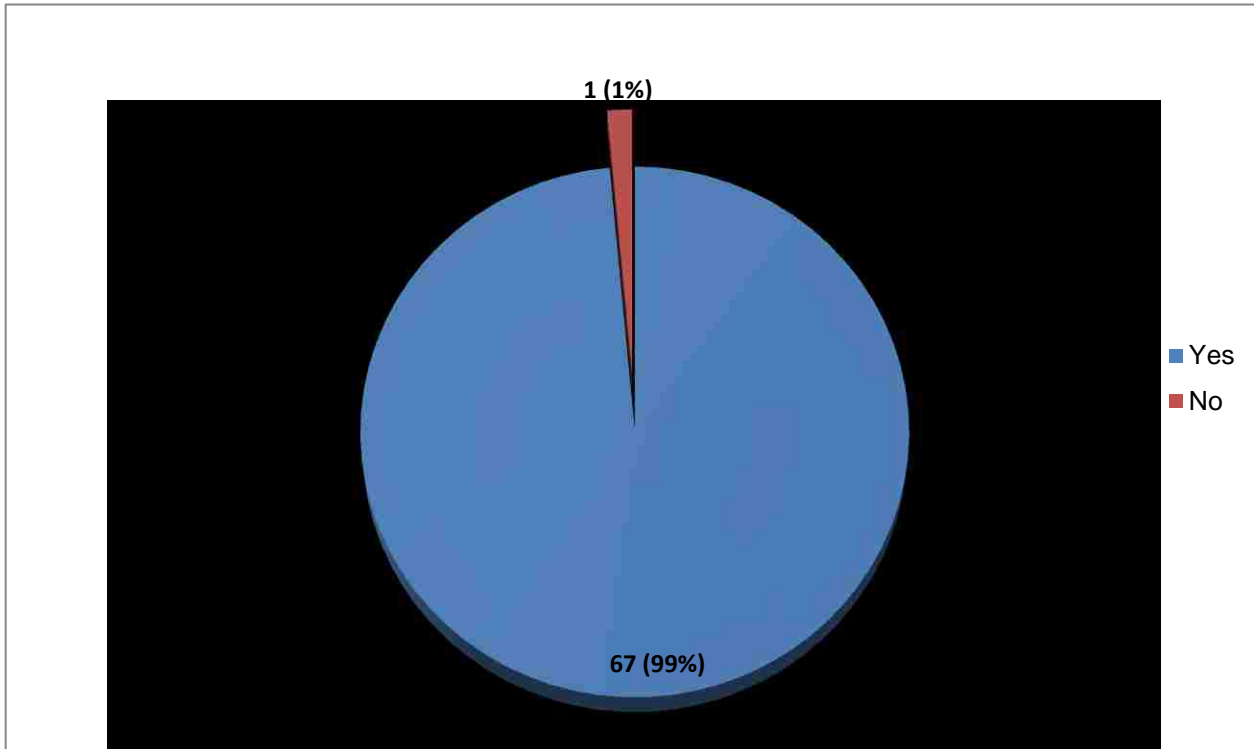
4.5.7 The possible ways to share knowledge among colleagues

Special libraries' staff were asked to indicate the possible ways in which knowledge is shared among colleagues. The findings reveal that 37 (54%) of the 68 special libraries' staff who responded to this item use e-mail to share knowledge with their colleagues. Thirty-five (51%) of the 68 special libraries' staff showed that it is possible to share knowledge by staff meeting. Twenty-six (38%) of the 68 special libraries' staff pointed out that they can share knowledge with colleagues by training. Twenty-four (35%) of the 68 special libraries' staff believed in sharing knowledge by attending the workshop. Twenty-three (34%) of the 68 special libraries' staff said that knowledge can be shared by the intranet. Twenty-two (32%) of the 68 special libraries indicated that they use circular. Nineteen (28%) of the 68 special libraries' staff displayed that a newsletter may

be considered as a knowledge sharing platform among colleagues. Eighteen (26%) of the 68 special libraries' staff indicated that it is possible to share knowledge by means of telephone. Seventeen (25%) of the 68 special libraries' staff indicated that it is possible to share knowledge through seminars. Fourteen (21%) of the 68 special libraries' staff indicated that attending a conference may be considered as one of the ways in which knowledge may be shared among colleagues. Twelve (18%) of the 68 special libraries reacted this item have mentioned that monitoring is one of the possible ways in which knowledge may be shared among colleagues. Eleven (16%) of the 68 special libraries' staff considered coaching as one the possible ways to share knowledge. Ten 10 (15%) of the 68 special libraries' staff noted that forums may also be possible ways of sharing knowledge. Nine (13%) of the 68 special libraries' staff believe that knowledge may be shared by means of an extranet. Four (6%) of the 68 special libraries' staff said knowledge may be shared using social network while 2 (1%) indicated that knowledge may be shared by means of Izone SharePoint and coffee time. One 1 (1%) of the 68 special libraries have shown that team building may be used to share knowledge. Figure 4.12 reflects the responses of the special libraries' staff in KZN.

Figure 4.12

[N=68]

Knowledge sharing techniques
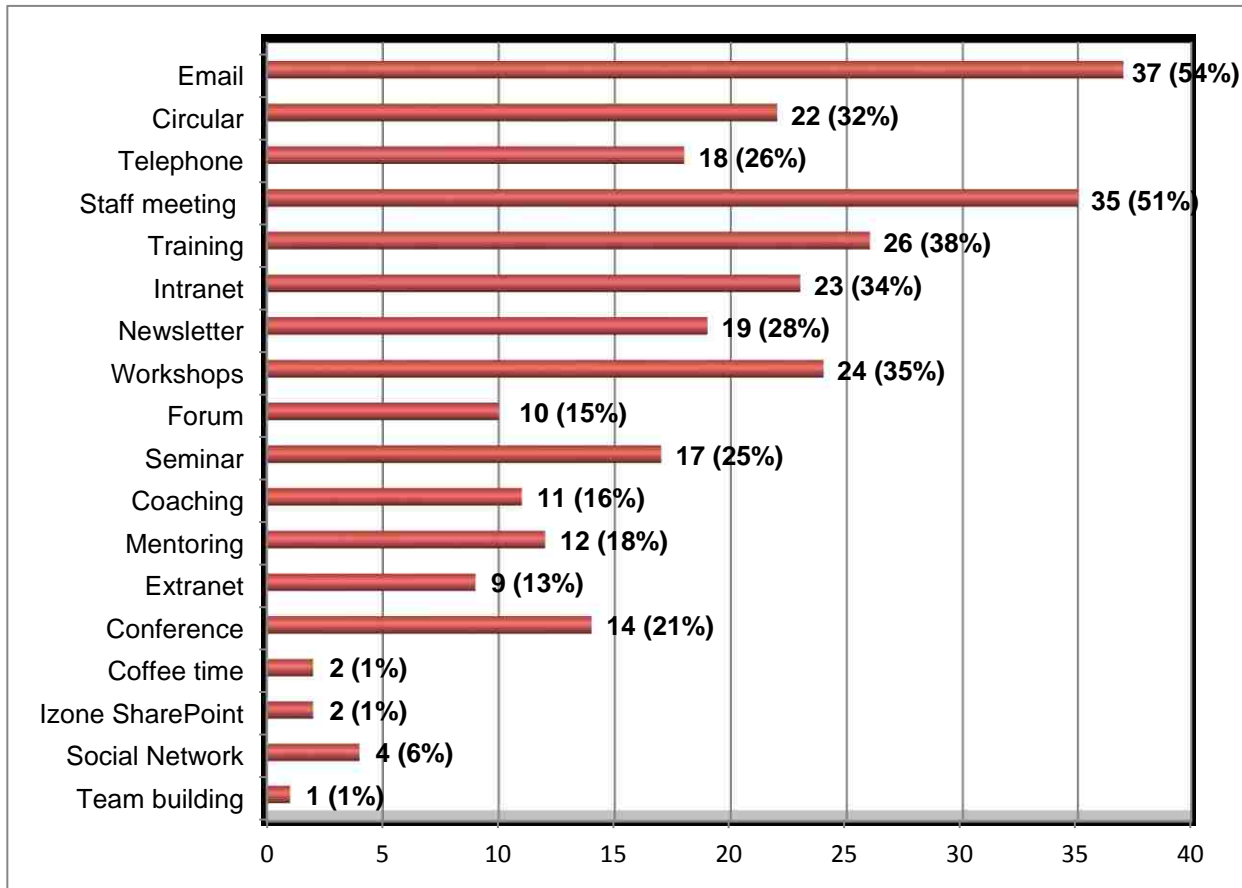
4.5.7.1 Frequently used knowledge sharing methods

Special libraries' staff were asked to indicate the methods that they frequently used to share knowledge with colleagues. This study reveals that 50 (74%) of the 68 special libraries' staff often use e-mail to share knowledge with other staff members. Thirty-eight (56%) of the 68 special libraries' staff indicated that the most frequently used method of sharing knowledge was a staff meeting. Twenty-nine (43%) of the 68 special libraries' staff believed that the telephone was the most frequently used technique to share knowledge. Sixteen (24%) of the 68 special libraries' staff had identified that face-to-face meeting was the most common technique that they used to share knowledge with colleagues. Thirteen (19%) of the 68 special libraries' staff responded to this item have

shown that training was used regularly for share knowledge. Eleven (16%) of the 68 special libraries' staff indicated that the intranet is the most commonly used to share knowledge. Five (7%) of the 68 special libraries' staff noted that seminars were held the most. Four (6%) of the 68 special libraries' staff believed that in their institutions of employment workshops are conducted often with purpose of sharing knowledge. Three (4%) of the 68 special libraries' staff pointed out that they often used mentoring to share knowledge with their colleagues. Two (3%) of the 68 special libraries' staff said that the coaching, and leaving notes as the most commonly used techniques to share knowledge with staff. Only one (1%) of the 68 special libraries' staff said that it was commonly shared knowledge using posters. Figure 4.13 below indicate the responses of the special libraries' staff in KZN.

Figure 4.13

[N=68]

Knowledge sharing methods frequently used
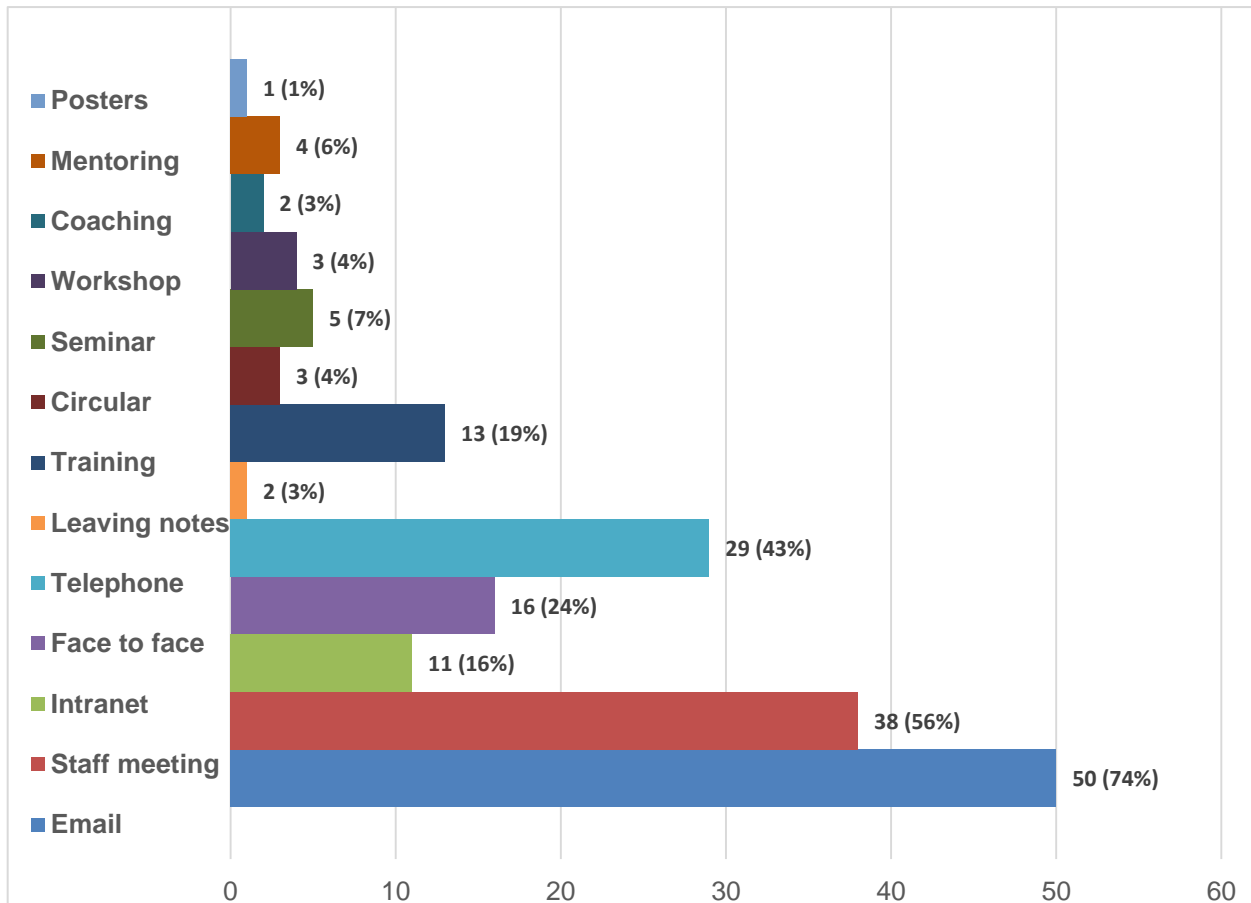
4.5.8 Knowledge sharing with staff at other special libraries

Special libraries' staff were asked to indicate the 'knowledge sharing with staff' at other special libraries. Figure 4.14 presents the responses of the special libraries' staff in relation to knowledge sharing with staff at other special libraries. Thirty-seven (54%) of the 68 special libraries' staff revealed that they shared knowledge with staff at other special libraries. Thirty-one (46%) of the 68 special libraries' staff indicated that they did not share knowledge with staff at other special libraries. The findings of the study show that the majority (54%) of special libraries' staff share knowledge with staff at other special libraries in KZN.

Figure 4.14

[N=68]

Knowledge sharing with staff at other special libraries
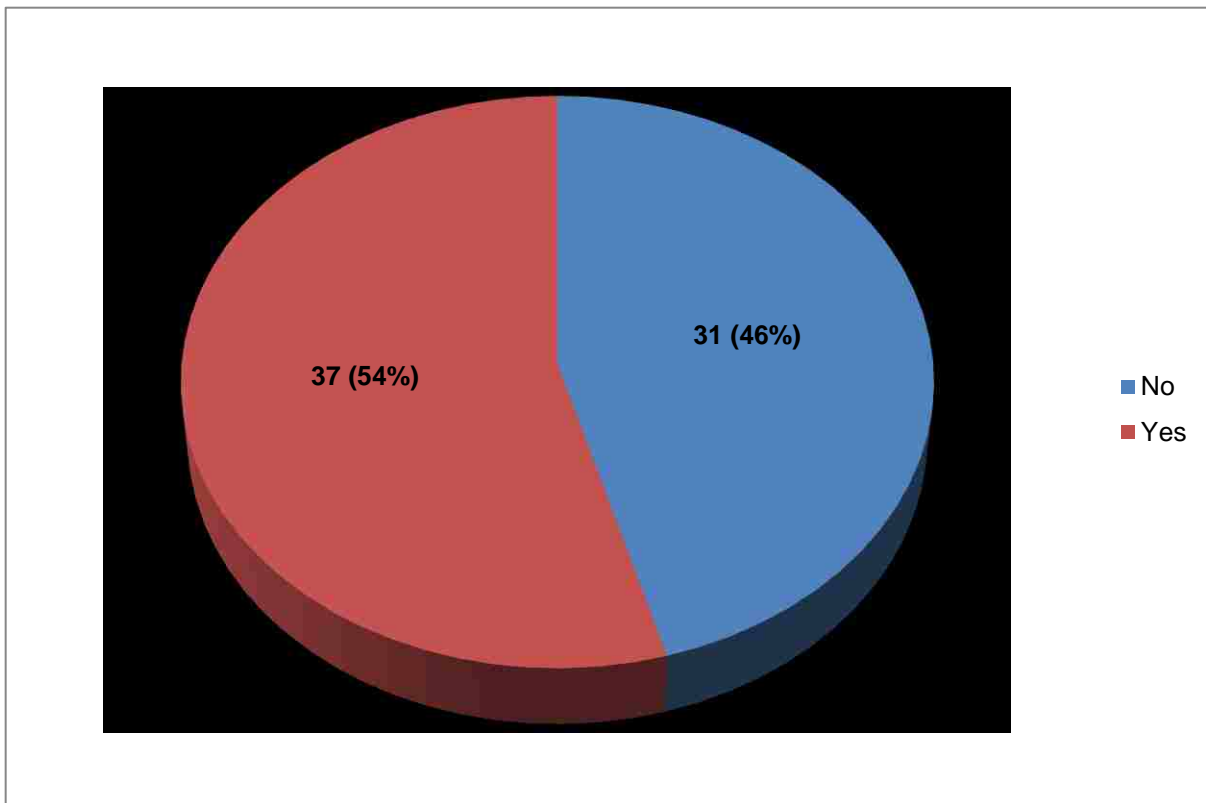
4.5.8.1 Knowledge sharing techniques with staff at other special libraries

Special libraries' staff were asked indicate the knowledge sharing techniques that they use when they shared knowledge with staff at other special libraries in KZN. Thirty-seven 37 (54%) of the 68 special libraries' staff responded to this item while 31 (46%) did not. Twenty-eight (76%) of the 37 special libraries' staff who responded to this item pointed out that the best way to share was through the meeting. Twenty-three (62%) of the 37 special libraries' staff indicated that discussion with staff at other special libraries was the best platform to share knowledge. Nineteen (51%) of the 37 special libraries' staff indicated that the workshop is one of the best platforms to share knowledge with staff at other special libraries. Eighteen (49%) of the 37 special libraries' staff believed in sharing knowledge staff at other special libraries via the telephone. Nine (24%) of the 37 special libraries' staff said that they shared knowledge with other special libraries' staff by attending and conducting training. Five (14%) of the 37 special libraries' staff showed that they share knowledge using the extranet. Five (14%) of the 37 special libraries' staff displayed that knowledge was shared among staff at other special libraries through seminars. Four (11%) of the 37 special libraries' staff considered sharing knowledge with staff at other libraries via the intranet. Three (8%) of the 37 special libraries' staff mentioned that they shared with staff at other special libraries using e-mail. Two (5%) of the 37 special libraries indicated that they shared knowledge during conferences. Eleven (30%) of the 37 special libraries' staff demonstrated that they do not use any of the knowledge sharing techniques. Figure 4.15 indicates the response of the special libraries' staff in KZN.

Figure 4.15

[N=37]

Knowledge sharing techniques among staff at other special libraries
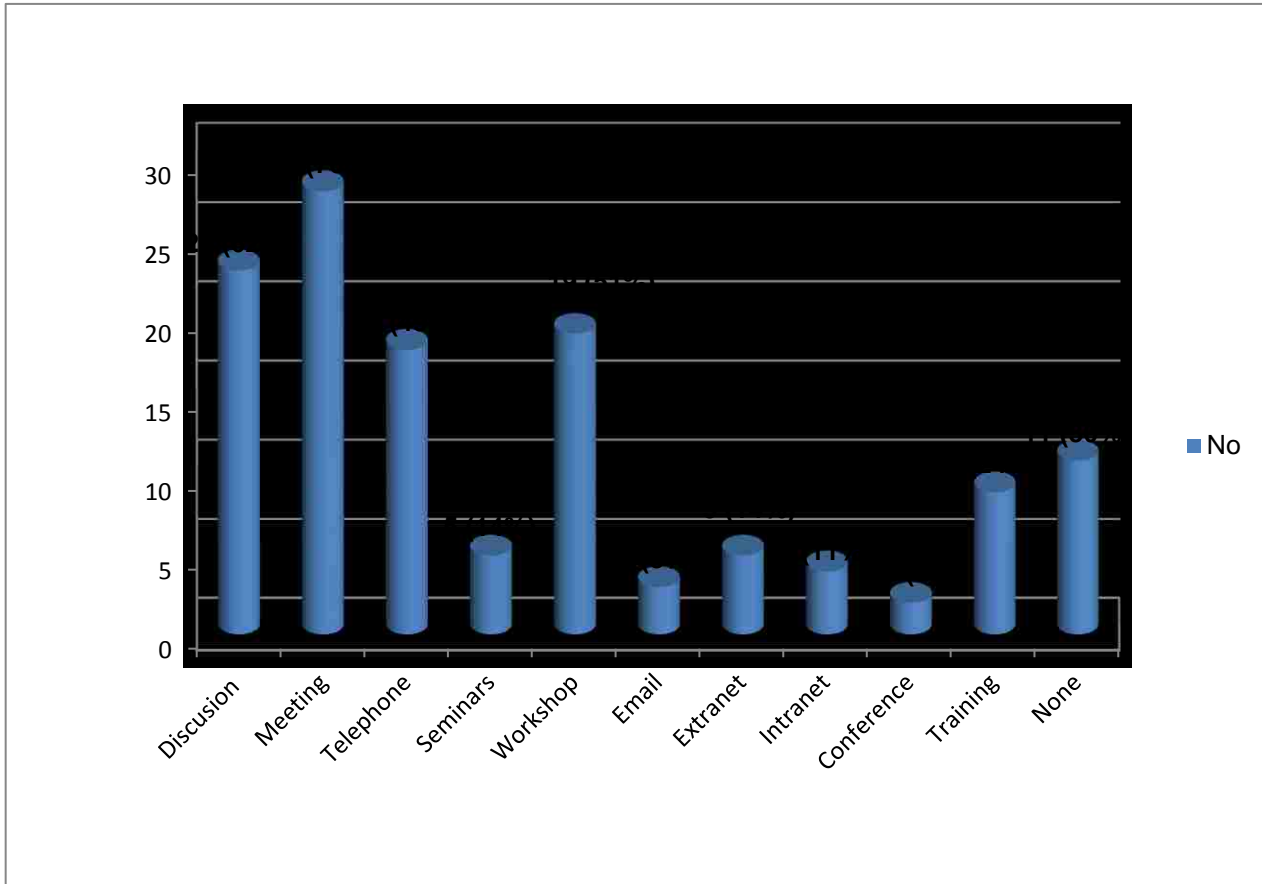
4.5.9 Knowledge sharing groups with other special libraries

Special libraries' staff were asked to indicate if they belonged to a group where knowledge is shared with other special libraries. Forty-eight (71%) of the special libraries' staff specified that they did not have a group for sharing knowledge with other special libraries' staff. Of the 68 special libraries' staff that responded to this question, 20 (29%) of those pointed out that they did have knowledge sharing group where they shared information with other special libraries. However, the findings for this study captured in Figure 4.16 shows that the majority of special libraries did not have a group for knowledge sharing.

Figure 4.16

[N=68]

Knowledge sharing groups with other special libraries
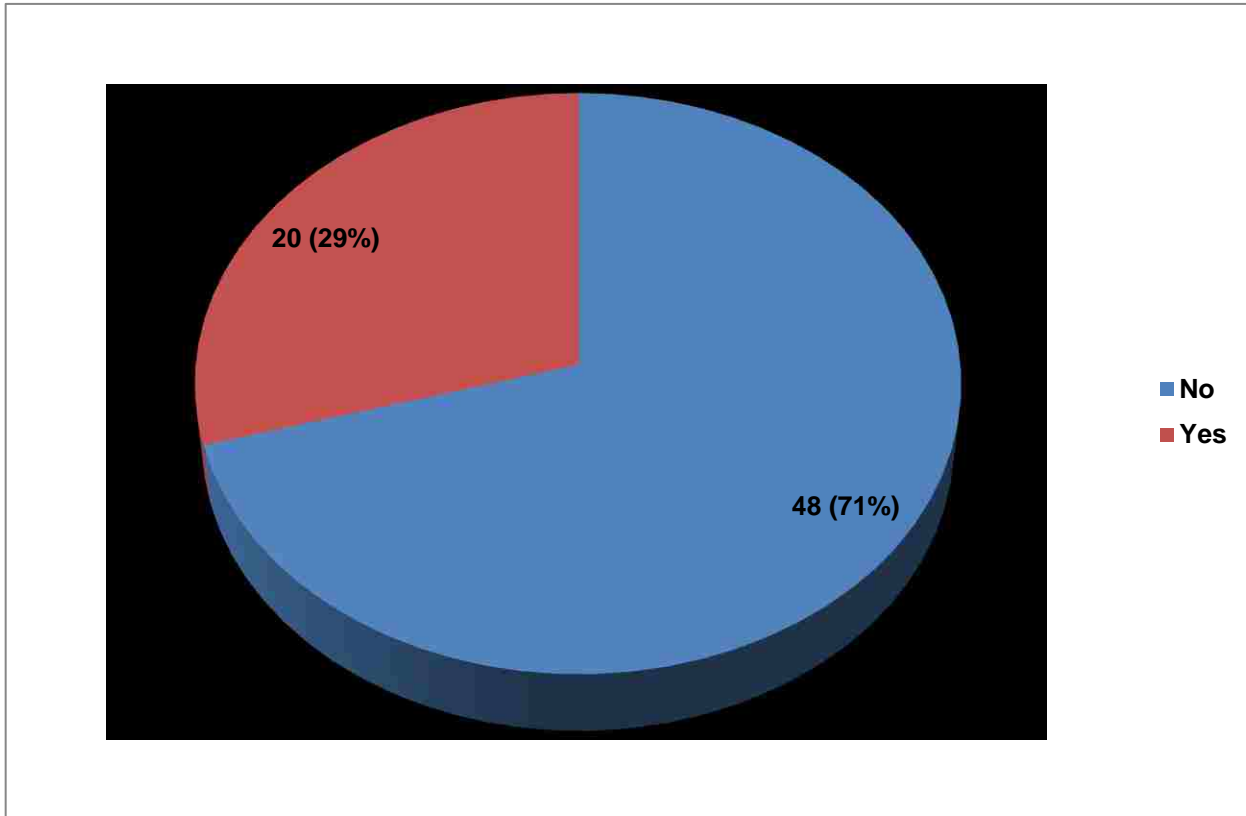
4.5.9.1 Membership of the group

Special libraries' staff were asked to indicate the group(s) membership that they belong to. Twenty-two (32%) of the 68 special libraries' staff reacted to this item while 46 (68%) did not. Fifteen (68%) of the 22 special libraries' staff revealed that they are the members of the knowledge sharing groups within special libraries. Seven (32%) of the 22 special libraries' staff indicated that they were members of any knowledge sharing group that are available in special libraries. Figure 4.17 reveals that some special libraries' staff shared knowledge among groups even though few special libraries' staff are not participating in those knowledge sharing groups.

Figure 4.17

[N=22]

Group membership
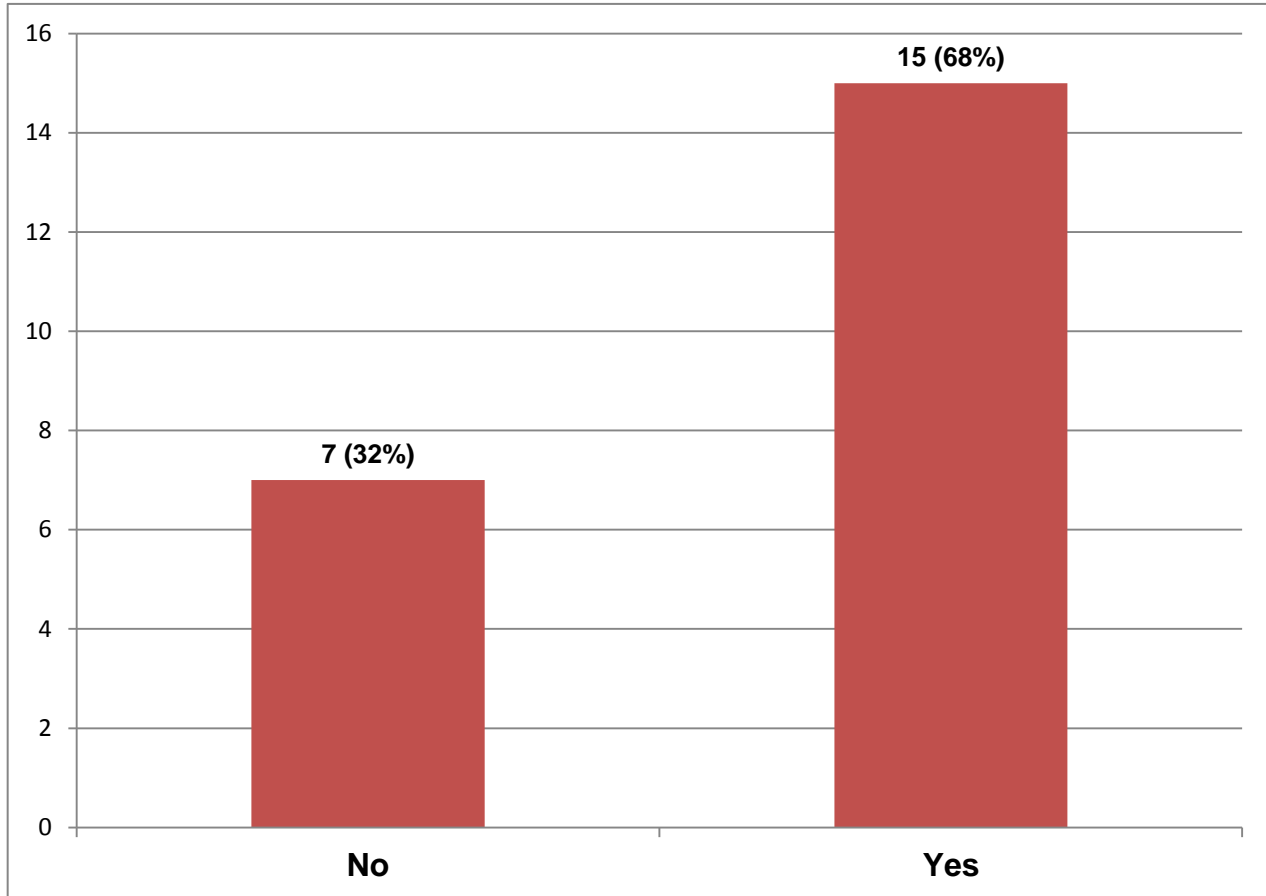
4.5.9.2 Names of knowledge sharing groups

Special libraries' staff were asked to specify the name of the group(s) that they used to share knowledge with group members. Twenty-two 22 (32%) of the 68 special libraries' staff replied to this item while 46 (68%) did not. Table 4.7 reflects the responses of the special libraries' staff with reference to the knowledge sharing group that they belong to.

Table 4.7

[N=22]

Names of knowledge sharing groups

Knowledge Sharing Groups	Number of respondents	Percentage (%)
KZN Health Libraries	4	20 %
LISLIG	4	20 %
LIASA-Special libraries	2	10 %
N/A	2	10%
We meet periodically as the KZN Health Librarians; I don't think any of us have any formal knowledge sharing with special libraries outside KZN Department of Health. I have suggested to the Office of the Premier that all KZN government special libraries need to be part of a forum that meets regularly, unfortunately, this forum was never established, and there is sadly very little, if no, collaboration with other special libraries, both government and private, in KZN	2	10%
WhatsApp	2	10 %
Department of Health Hospital Librarians' Group	1	5 %
DoH Librarian interest group where we meet quarterly to discuss library issues and challenges we face in our libraries	1	5 %
IFLA	1	5 %
Librarians' forum	1	5 %
Total	**22**	**100 %**

4.5.9.3 Benefits of being a group member

Special libraries' staff were asked to indicate the benefit of being a member of a group. Twenty-one (31%) of the 68 special libraries' staff responded to this item while 47 (69%)

did not. Nineteen (90%) of the 21 special libraries' staff mentioned that the group was beneficial. Thus, 2 (10%) of the special libraries' staff indicated being a member of a group is not beneficial. The study revealed that (90%) of special libraries' staff that responded to this item felt that it was beneficial to be a member of a group. Figure 4.18 below illustrates the response of the special libraries.

Figure 4.18

[N=21]

The benefit of being a group member
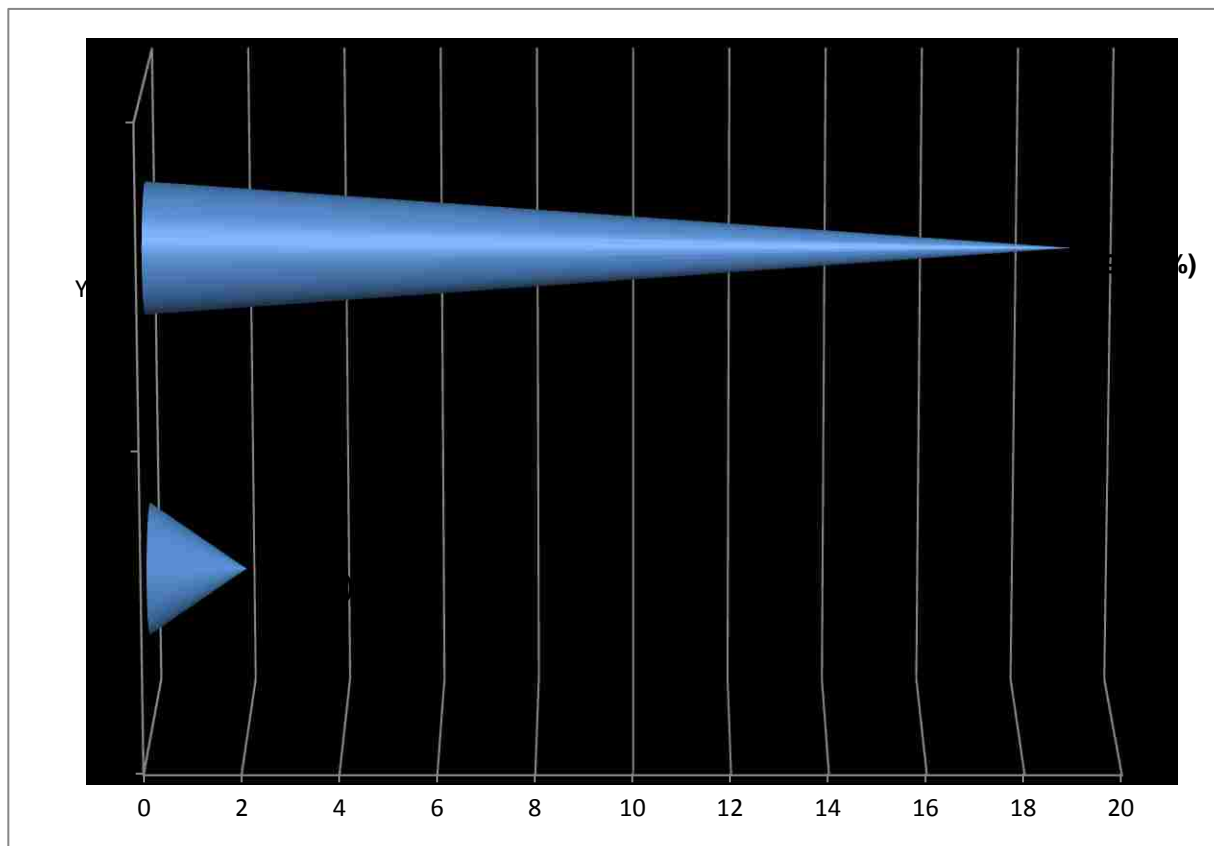
4.5.9.3.1 Benefit of being a group member

Special libraries' staff were asked to clarify the benefit of being in knowledge sharing group. Fifteen (22%) of the 68 special libraries' staff responded to this item although 53 (78%) did not. The 15 special libraries' staff responded as follows:

➢ Bring ideas on the table and we try to develop those ideas 1 (7%).

- ➢ DOH Librarian interest group members meet quarterly to discuss library issues and challenges that we are facing in our libraries and how to tackle certain issues related to information sharing 1 (7%).
- ➢ I get to know what I was not part of and I learn new things 1 (7%).
- ➢ It provides us with new vacancies that are related to libraries and it serves as platform for all library workers 1 (7%).
- ➢ Keeps me updated on pertinent issues 1 (7%).
- ➢ It sometimes creates collaboration among Librarians 1 (7%).
- ➢ We are able to share challenges and problems and through networking, we can achieve solutions and thereby make our libraries more productive 1 (7%).
- ➢ We bring ideas on a table and try by all means to develop them. All the problems that we come across with, we always come up with possible solutions 1 (7%).
- ➢ We communicate via LIASA updates and LIASA newsletters 1 (7%).
- ➢ We exchange information regularly 1 (7%).
- ➢ We got to attend workshop/ seminars at discount prices 1 (6%).
- ➢ We often update each other on what is happening on the field at large 1 (6%).
- ➢ We share information and that help in terms of learning and gain new ideas 1 (6%).
- ➢ We share work-related information 1 (6%).
- ➢ You get to know what going on with a certain library 1 (6%).

4.5.10 Professional body membership

Special libraries' staff were asked to indicate the professional body that they belonged to. Figure 4.19 shows that 42 (62%) of the 68 special libraries' staff that replied to this item have shown that they are not affiliated with any of the professional bodies that are available in LIS profession. Twenty-six (38%) of the 68 special libraries' staff showed that they were associates LIS professional bodies. This study shows that the majority of special libraries in KZN are not members of LIS professional bodies.

Figure 4.19

[N=68]

Professional body membership
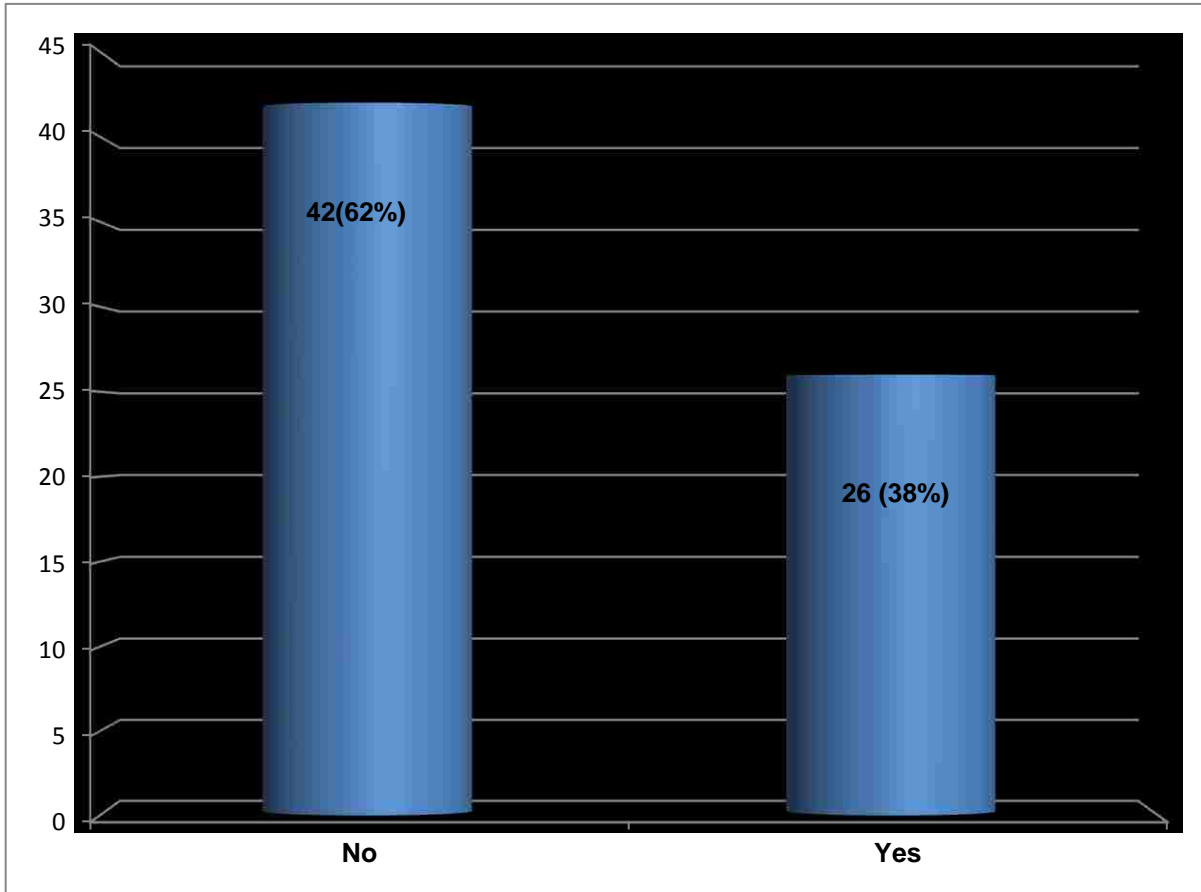
4.5.10.1 Names of professional bodies

Special libraries' staff were asked to indicate the names of the professional bodies that they were affiliated with. Twenty-six (38%) of the 68 special libraries' staff reacted to this item while 42 (62%) did not. Figure 4.20 clarifies that 25 (96%) of the 26 special libraries' staff have shown that they are affiliated with the Library and Information Association of South Africa (LIASA) while 1 (4%) of the 26 special libraries' staff was a member of Convocation Book Club (CBC). The findings of the study reveal that more special libraries' staff are affiliated with LIASA.

Figure 4.20

[N=26]

Professional body affiliated
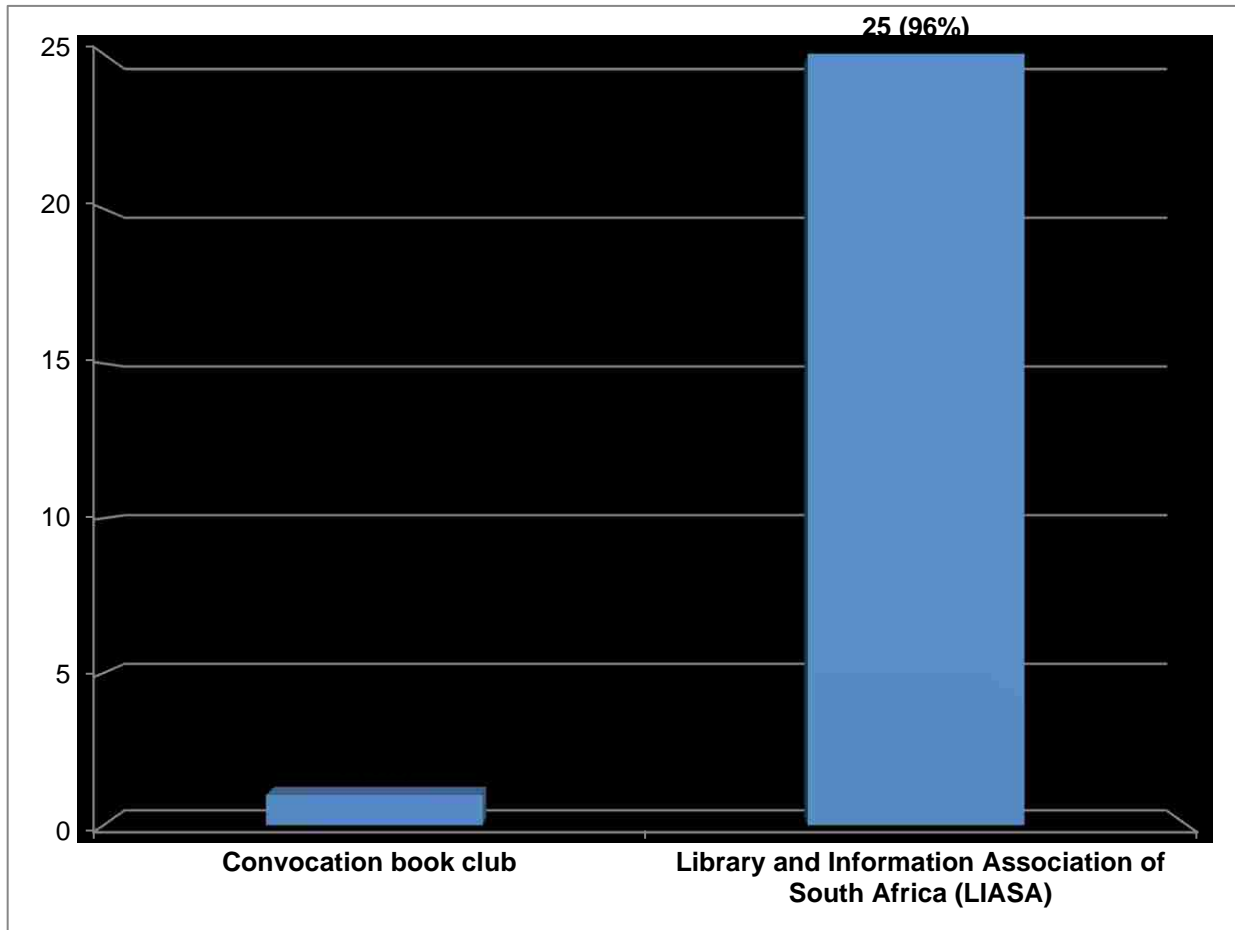
4.5.10.2 The reason for not being a member of a professional body

Special libraries' staff were asked to indicate the reason for not being a member of any professional body. Twenty-five (37%) of the 68 special libraries' staff responded to this item while 43 (63%) did not. Table 4.8 illustrates the responses of the special libraries' staff.

Table 4.8

[N=25]

The reason for not being a member of any professional body

Reasons	Number of responses
I do not have a valid reason	5
Cost involves like membership payment is too expensive	5
Not interested	4
I did not renew my membership	2
Have not seen the need to join it since there is not much that they do for our organizations (librarianship)	1
I am planning to join one it's just that I don't see any need for joining it	1
I do not know the need and I am not motivated to join any professional body. I think if there is someone who markets any professional body like Union maybe I should have join one	1
I do not see any need for being a member because I do not see the use of it	1
I don't know about them and their use	1
It won't help as we don't attend conferences here	1
Never thought about it	1
Our department has joined so no need for an individual	1
There is no reason; maybe I'm just stingy since it is not compulsory to join our professional body. I simply do not want to pay the fee	1
Total	**25**

4.5.10.3 Special interest group/s for knowledge sharing

Special libraries' staff were asked to indicate whether they belong to any special interest group groups where they could share knowledge. Sixty 68 (100%) special libraries' staff responded to this item. Forty-nine (72%) of the special libraries' staff indicated that they

did not have special interest group for knowledge sharing. Nineteen (28%) agreed that they have a special interest group for knowledge sharing. This study reveals that the majority of special libraries' staff in KZN do not share knowledge through special interest group. Figure 4.21 reflects the responses of the special libraries' staff in KZN.

Figure 4.21

[N=68]

Special interest groups
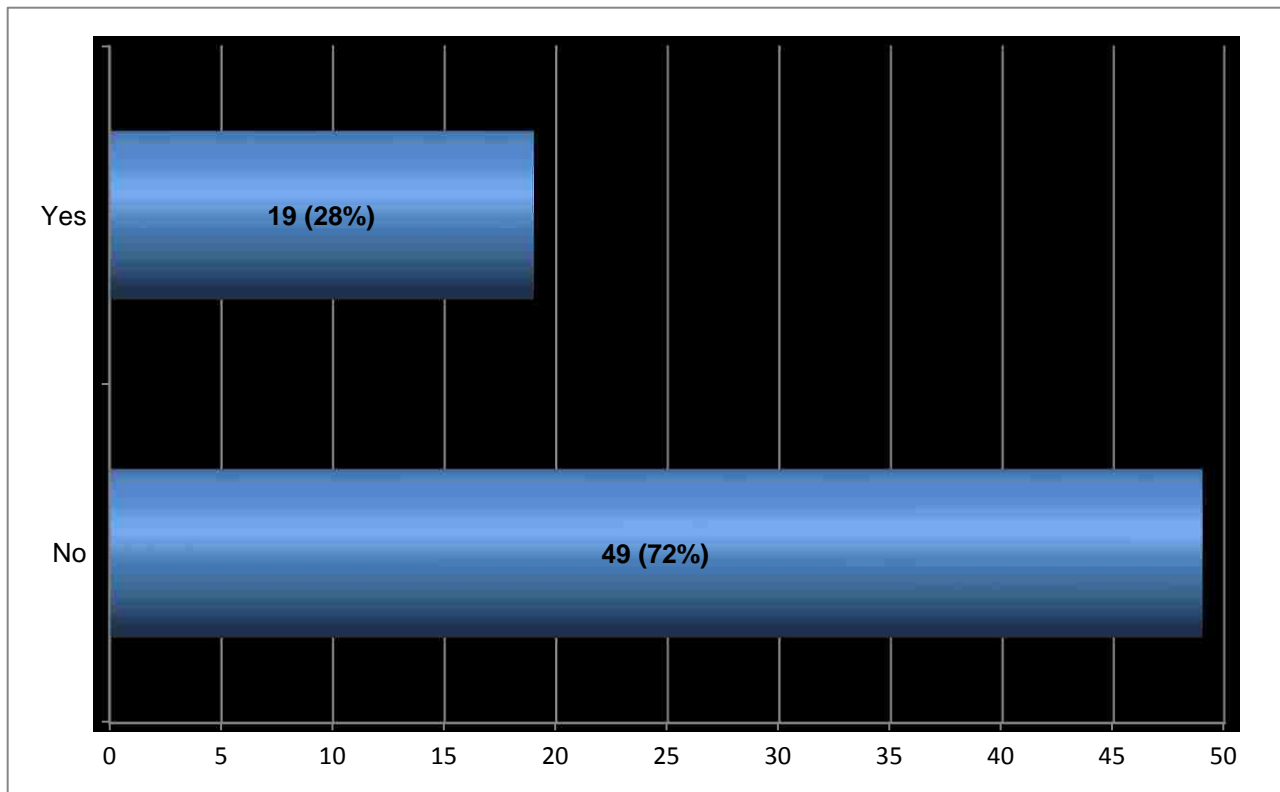
4.5.10.3.1 Name of special interest groups

Special libraries' staff were asked to provide the name(s) of the special interest group for knowledge sharing. Nineteen 19 (28%) of the 68 special libraries' staff responded to this item while 49 (72%) did not. Table 4.9 below presents the responses of the special libraries' staff in KZN.

Table 4.9

[N=19]

Name of special interest groups

Special Interest Groups	Members	Percentage
Facebook	3	**16%**
WhatsApp	3	**16%**
KZN Department of Health Librarians	2	**11%**
LIS Professionals (Facebook Group)	2	**11%**
LiSLIG	2	**11%**
Bohlaidi [Old friends from different places we grew up together and attendant some institution]	1	**5%**
Church	1	**5%**
IFLA Academic and Research Library (Facebook Group)	1	**5%**
It does not have a specific name, its where members of the special organizations (companies) sent e-mails, meet and share knowledge	1	**5%**
LIASA ICT group	1	**5%**
LOSP	1	**5%**
We share knowledge via e-mail with KZN health libraries	1	**5%**
Total	**19**	**100%**

4.6 Information and Communications Technology (ICT)

This section present that ICT enabled platforms in the special libraries in KZN. Special libraries' staff were asked questions related to ICT enabled platforms in their special libraries.

4.6.1 Availability of ICT enabled platform in the libraries

Special libraries' staff were asked to indicate ICT enabled platforms in the special libraries that they work for. Figure 4.22 below indicates the responses from the special

libraries' staff in KZN in relations to the ICT enabled platforms in their institutions. Sixty-six (97%) of the 68 special libraries' staff indicated that they do have ICT enabled platforms. Only two (3%) of the 68 special libraries' staff indicated that they did not have ICT enabled platforms in their libraries. The study shows that most special libraries in KZN have ICT enabled platforms.

Figure 4.22

[N=68]

ICT enabled platform in the library
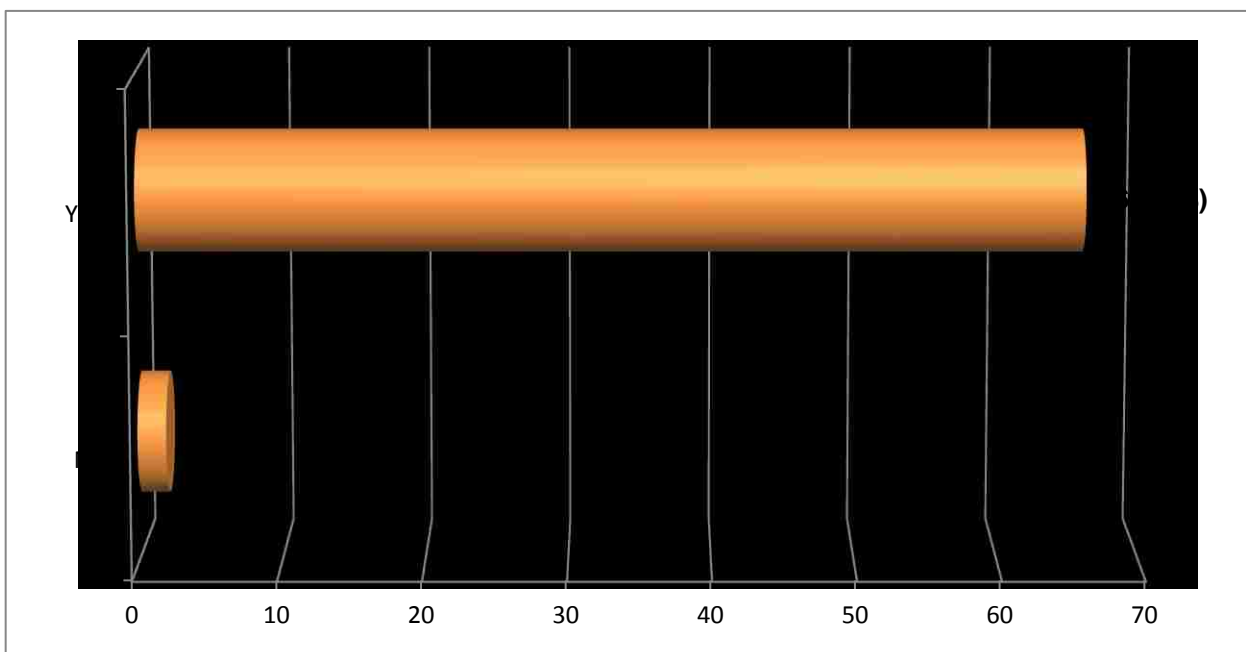
4.6.1.1 ICT enabled platforms in special libraries

Special libraries' staff were asked to indicate the ICT enabled platforms that the special library has. Sixty-six (97%) of the 68 special libraries' staff responded to this item while 2 (3%) did not. Figure 4.23 illustrates that 26 (39%) of the 66 special libraries' staff indicated that they have an e-mail in their special libraries. Twenty (30%) of the 66 special libraries showed that they have intranets in their libraries. Fourteen (21%) of the 66 special libraries' staff specified that they have extranet in their special libraries. Eleven (17%) of the 66 special libraries' staff displayed that they have blogs. Ten (15%) of the 66 special libraries' staff said that they have social media sites as their ICT

enabled platforms. Eight (12%) of the special libraries' staff demonstrated that they have Google Apples. Four (6%) of the 66 special libraries' staff stated that they have:

➢ Electronic conferencing 4 (6%)
➢ Institutional portal 4 (6%)

Three 3 (3%) of the 66 special libraries' staff indicated that they have:

➢ Web chat rooms 3 (5%)
➢ Wikis 3 (5%)

Two (3%) of the 66 special libraries' staff have Wikis. Only one (2%) of the 66 special libraries who said that they have Amlib as an ICT enabled platforms. The study shows that the majority of the special libraries' staff in KZN had e-mails as their ICT enabled platform.

Figure 4.23

[N=66]

ICT enabled platforms in special libraries
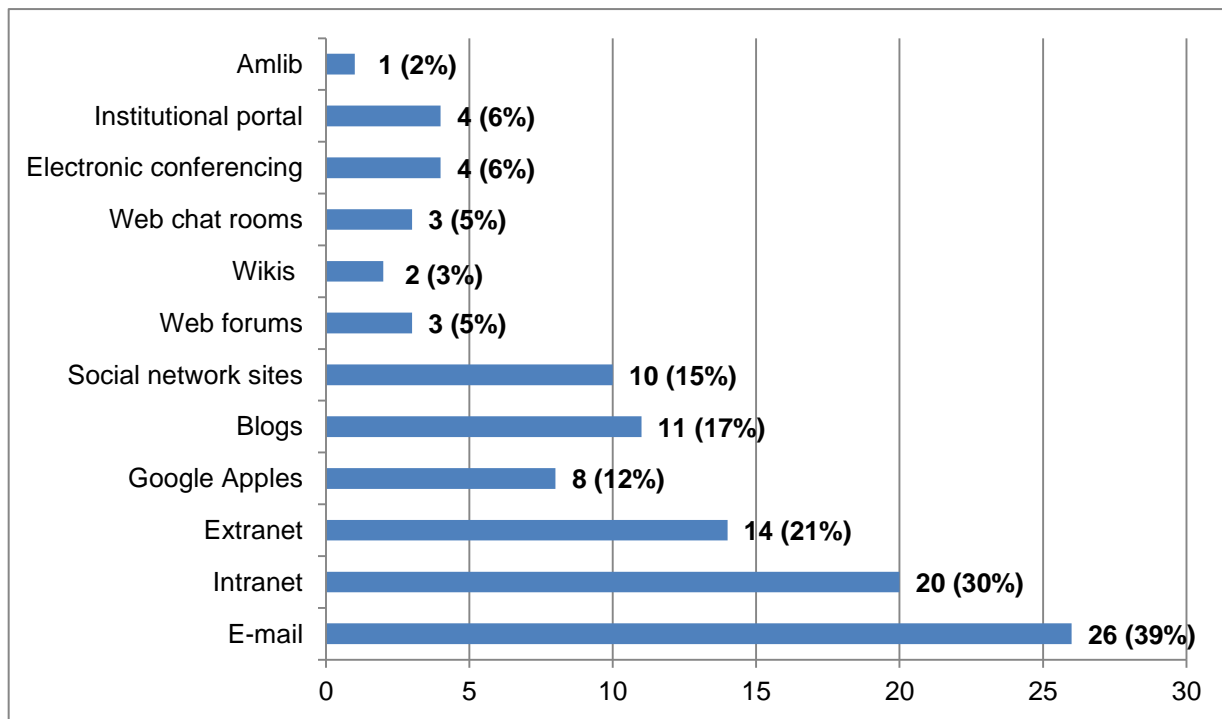
4.6.1.2 Usage of ICT enabled platform for knowledge sharing

Special libraries' staff were asked to indicate the use of ICT enabled platforms for knowledge sharing. Thirty-seven (54%) of the 68 special libraries' staff responded to this item while 31 (46%) did not. The information is captured in Table 4.10 below.

Table 4.10

[N=37]

ICT enabled platform usage

ICT enabled platforms used	No of respondents	Percentage %
Sending and posting information on social media and library websites	4	**10.8**
Communicate via e-mails, social media and library web page	3	**8.1**
Post and updates in library websites	3	**8.1**
Alert everyone in an organization to be aware of the current trends in libraries	1	**2.7%**
E-mailing each other libraries i.e. library to library	1	**2.7%**
It is used for training staff and users	1	**2.7%**
E-mail patrons on journal articles	1	**2.7%**
E-mail, internet and search platforms	1	**2.7%**
E-mails are used for work-related issues to update and the intranet is used by everyone in the organization, but specifically for the library, we use it to share our electronic resources with all Engen petroleum Ltd workers employees	1	**2.7%**
In the form of announcement in Izone page	1	**2.7%**
Make the library users aware of new stock and of any changes taking place	1	**2.7%**

People request information on the social network or e-mails	1	**2.7%**
People posts information as an awareness	1	**2.7%**
As a source of information	1	**2.7%**
To set meeting and remind staff and users	1	**2.7%**
Share pertinent information via e-mail, etc. to library patrons, hospital staff and management and other librarians that are of interest to them. To also make them aware that the library is available for their professional and personal development	1	**2.7%**
Sharing information	1	**2.7%**
E-mails used to communicate work-related issues	1	**2.7%**
We use e-mails to send articles, specifications and so on to exchange information in the organization. An intranet is used on things like circulars where they are stored online for us to access	1	**2.7%**
Very useful in a way that people learn and share easier	1	**2.7%**
We discuss on the various issues on the e-mail and send if other update and intranet is being updated for the purpose of knowledge sharing	1	**2.7%**
We are able to send e-mails to staff that needs an electronic journal	1	**2.7%**
Exchange resources	1	**2.7%**
We have an "online library" on our intranet. The online library has links to electronic resources (e-books, e-journals, e-reports etc.) both open-access and those that we subscribe to	1	**2.7%**
We have Communicator whereby users ask information and we give them immediately. Sometimes as colleague we also set or remind each about a serious matter in this platform that touches the organization. Even the reporting procedure and another important meeting	1	**2.7%**

We have internal and external intranet platforms where we share knowledge	1	**2.7%**
We use Amlib to share collection as one is able to see which Medical Library is holding each title in our collections so that we can share resources	1	**2.7%**
We use e-mails only for disseminating information needs for work purpose and work-related updates only. While the Intranet is being used by the organization at large to communicate and create awareness of certain issues related to the issues concerning of the organization	1	**2.7%**
We use our ICTs to do information search and sharing	1	**2.7%**
To keep the people updated on the upcoming events	1	**2.7%**
Total	**37**	**100%**

4.6.1.3 Social media in special libraries

Special libraries' staff were asked to indicate the social media that the library has. Figure 4.24 reflects the responses of the special libraries' staff on the social media that their places of employment have. Forty-five (66%) of the 68 special libraries' staff indicated that they have Facebook in their libraries. Thirty-two (47%) of the 68 respondents showed that they did not have any social media in their libraries. Fourteen (21%) of the 68 special libraries said that they have LinkedIn. Eleven (9%) of the 68 special libraries' staff stated that the social media that they have is Twitter. Seven (10%) of the 68 special libraries indicated that in their libraries they have WhatsApp. Five (7%) of the 68 special libraries' staff displayed that they have Blogs. One (1%) of the 68 special libraries' staff has indicated as followings:

➢ Not permitted in our organization 1 (1%)
➢ They have outlook 1 (1%)
➢ They have Business Skype 1 (1%)
➢ Communicator 1 (1%)
➢ YouTube 1 (1%)

The study shows that the majority of the special libraries have Facebook as their social media for knowledge sharing.

Figure 4.24

[N=68]

Social media in the library
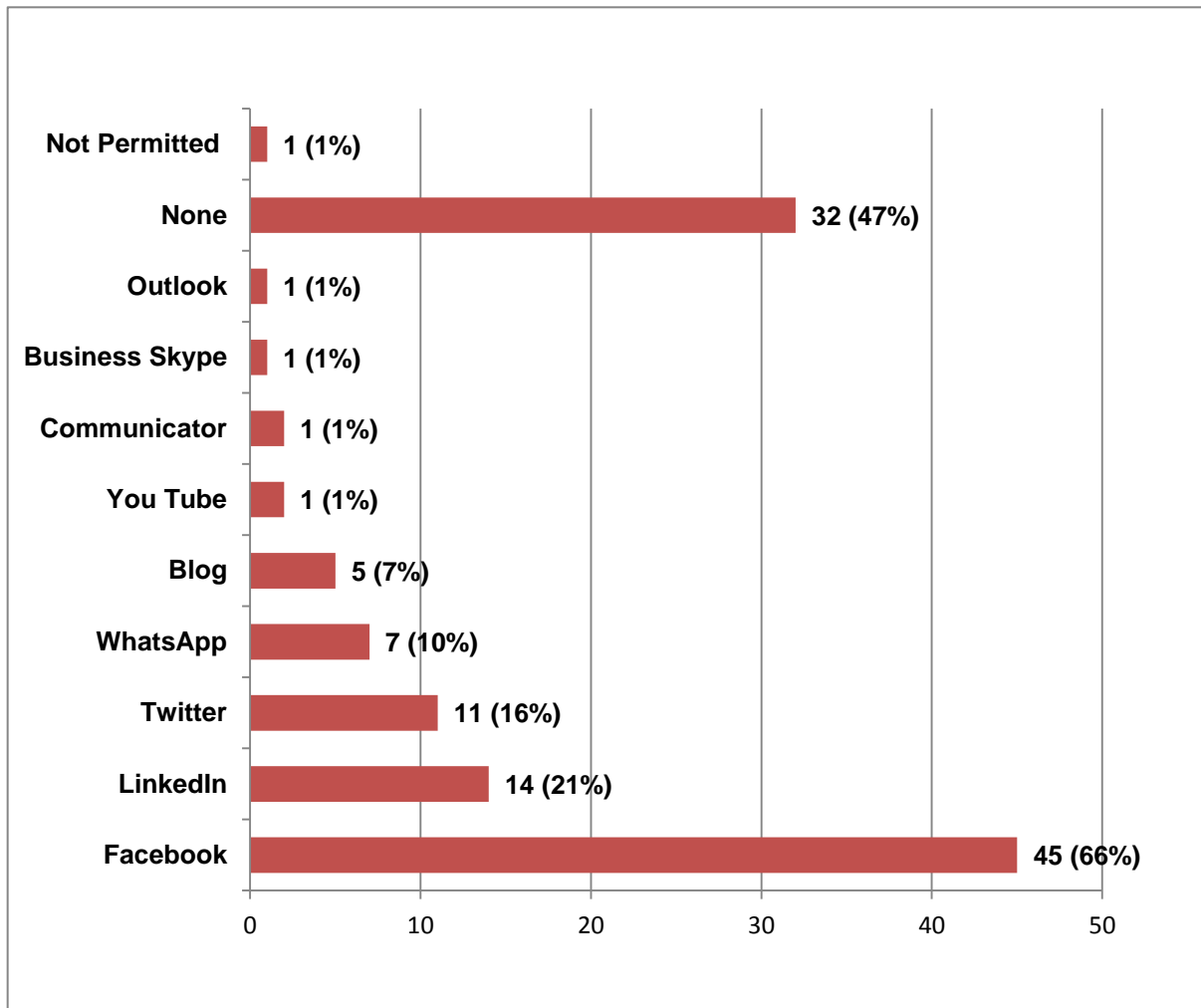
4.6.1.3.1 Social media used to share knowledge

Special libraries were asked to indicate the social media used to share knowledge in their special libraries of the employment. Fifty-six 56 (82%) of the 68 special libraries responded to this item while 12 (18%) did not. Information captured in Figure 4.25 shows that 27 (48%) of the 56 special libraries' staff that indicated that they did not use

any of the social media to share knowledge. Twenty-three (41%) of the 56 special libraries showed that in their libraries they use Facebook to shared knowledge. Eight (14%) of the 56 special libraries' staff said that Twitter was their social media for knowledge sharing. Seven (13%) of the 56 special libraries' staff displayed that they shared knowledge using LinkedIn. Five (9%) of the 56 special libraries' staff indicated that they shared knowledge using the following:

- ➢ WhatsApp 5 (9%)
- ➢ Blog 5 (9%)

Two 2 (4%) of the 56 special libraries' staff displayed that their knowledge is shared by means of e-mails. Only one (2%) of the 56 special libraries commented as follows:

- ➢ Not permitted in our organization 1 (2%);
- ➢ We use Izone 1 (2%);
- ➢ Intranet 1 (2%);
- ➢ Internet 1 (2%);
- ➢ Communicator 1 (2%) and;
- ➢ YouTube 1 (2%).

Figure 4.25

[N=56]

Social media used to share knowledge
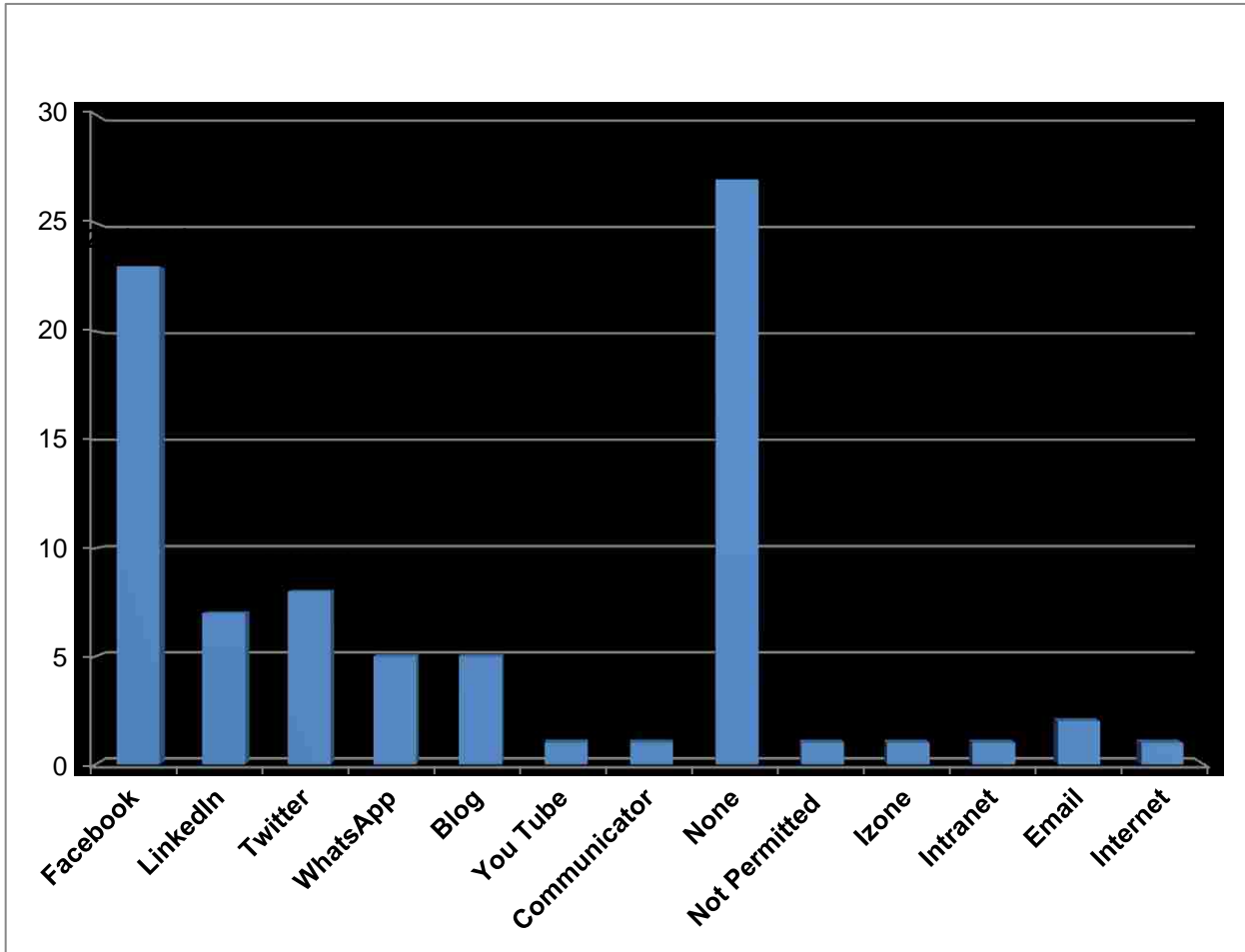
4.6.1.3.2 Social media that the special library staff has

Special libraries' staff were asked to indicate the social media that an individual has. Sixty-two (91%) of the 68 special libraries' staff indicated that they had Facebook. Sixty-one (90%) of the 68 special libraries' staff stated that they have WhatsApp. Forty-three (19%) of the special libraries' staff mentioned that they had LinkedIn. Thirty-two (47%) of the 68 special libraries' staff specified that they have Twitter. Nine (13%) of the 68 special libraries' staff said that they have Blog. Six (9%) of the 68 special libraries' staff said they have YouTube. Five (7%) of the 68 special libraries' staff indicated that they have Instagram. Only three (4%) of the 68 special libraries who said that they do not

have any social media. Figure 4.26 reveals that most special libraries' staff in KZN are using Facebook and WhatsApp.

Figure 4.26

[N=68]

Social media that the special library staff has
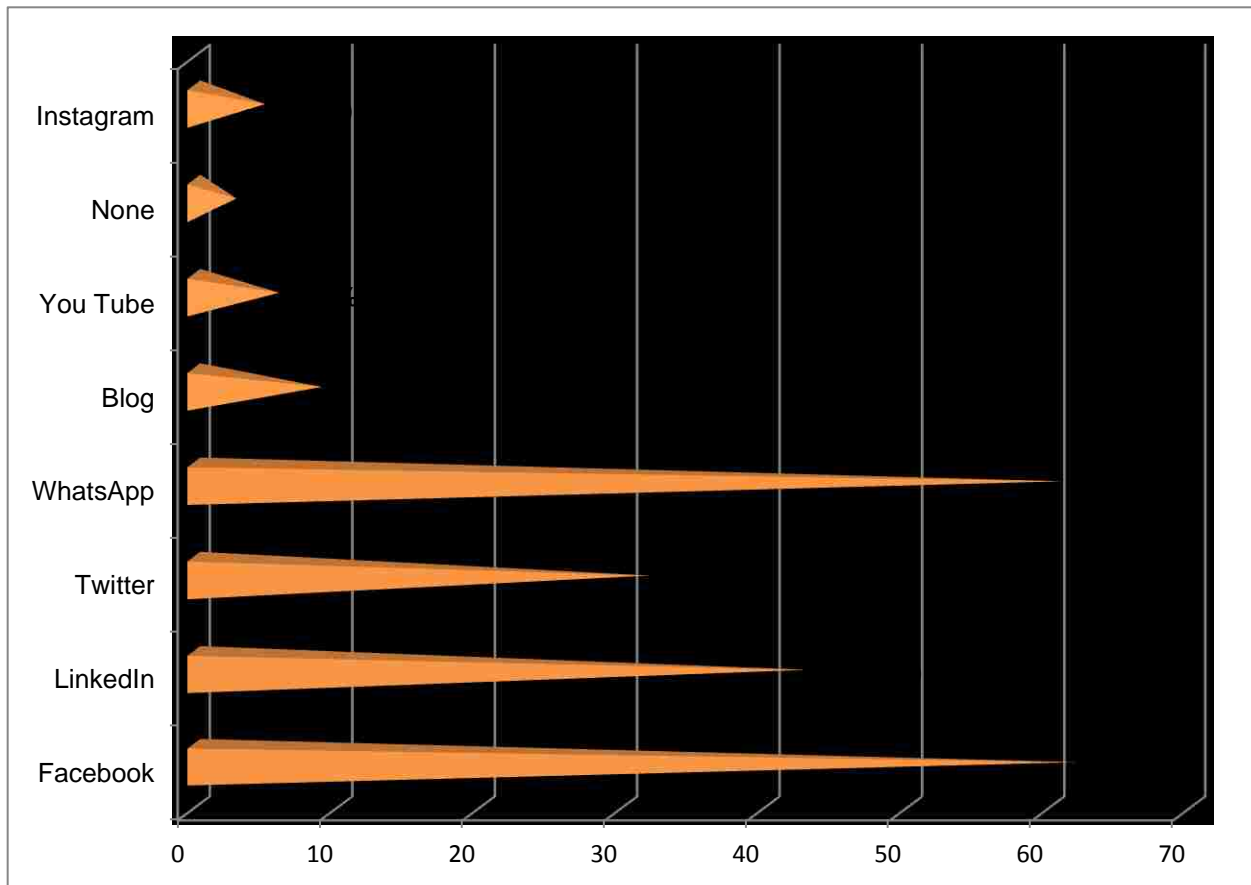
4.6.1.3.3 Social media that are used by the special libraries' staff to share knowledge

Special libraries' staff were asked to indicate the social media that they used to share knowledge. Figure 4.27 below indicates that 52 (76%) of the 68 special libraries' staff revealed that they shared knowledge using WhatsApp. Forty-eight (71%) of the 68 special libraries said that they shared knowledge by means of Facebook. Thirty-two (47%) of the 68 special libraries stated that they share knowledge by means of LinkedIn.

Twenty-six (38%) of the 68 special libraries' staff use Twitter. Eleven (16%) of the 68 special libraries' staff mentioned that they share knowledge using Blogs. Eleven (16%) of the 68 special libraries' staff said that they did not use any social media to share knowledge. Two (3%) of the 68 special libraries' staff indicated that they use

to share knowledge. Only one (1%) of the 68 special libraries' staff use e-mail to share knowledge. The study shows that the majority of the special libraries' staff are using WhatsApp platform to share knowledge.

Figure 4.27

[N=68]

Social media that are used by the special libraries staff to share knowledge
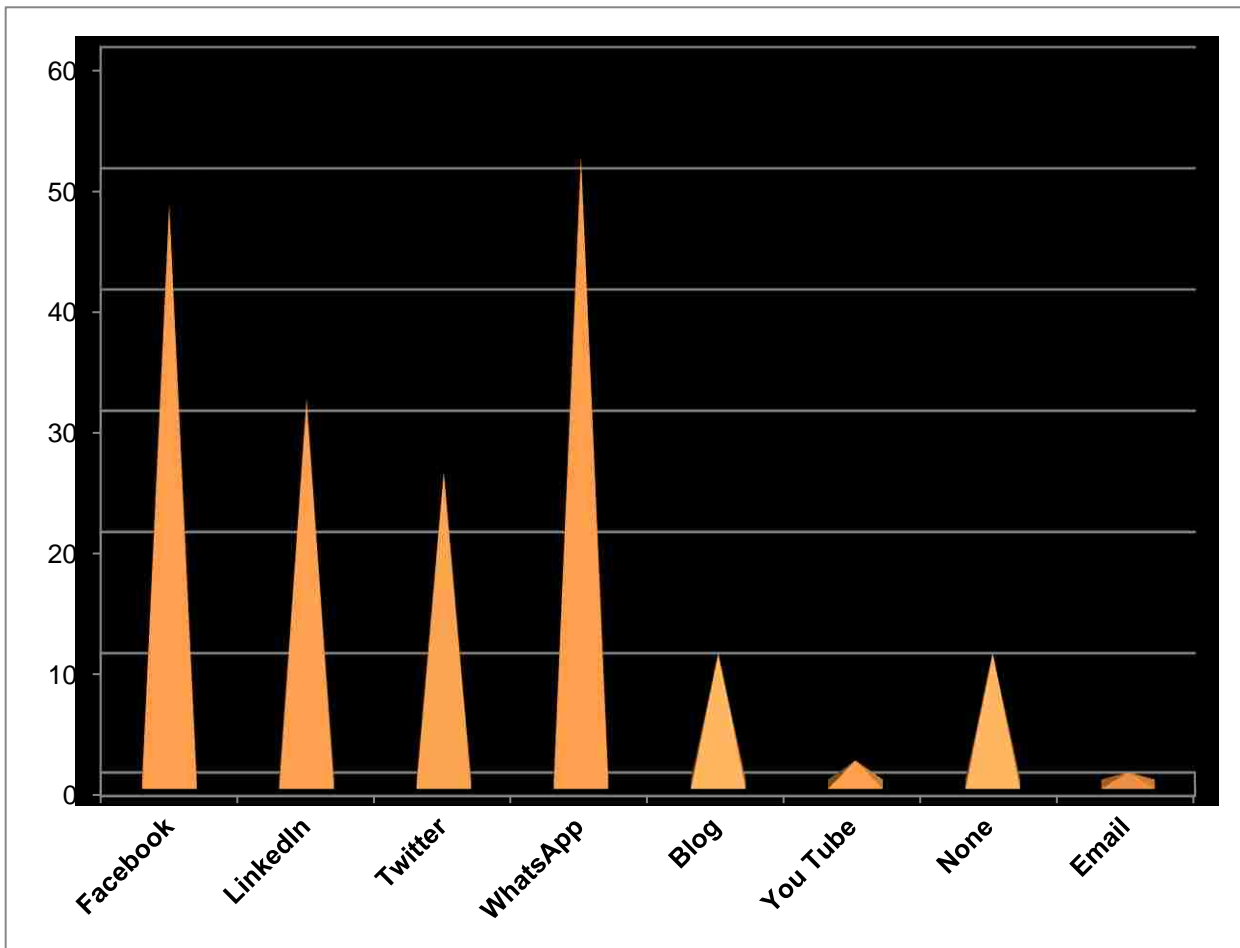
4.6.1.4 Knowledge sharing with colleagues using social media

Special libraries' staff were asked to indicate how they shared knowledge with colleagues using social media. Figure 4.28 illustrates that 55 (81%) of the 68 special libraries' staff indicated that they share knowledge using WhatsApp. Forty-nine (72%) of the 68 special said that they share knowledge by means of Facebook. Thirty-one (46%) of the 68 special libraries' staff have shown that they use LinkedIn to share knowledge with their colleagues. Thirty (44%) of the 68 special libraries' staff believe in sharing knowledge using Twitter. Twelve 12 (18%) of the 68 special libraries' staff indicated that they share knowledge using Blogs and 12 (18%) of the special libraries pointed out that social media was not allowed in their institutions. Four (6%) of the 68 special libraries' staff are using Instagram. Two (3%) of the 68 special libraries' staff displayed that they use YouTube while 1 (1%) said that he/she used e-mails.

Figure 4.28

[N=68]

Usage of social media to share knowledge with colleagues
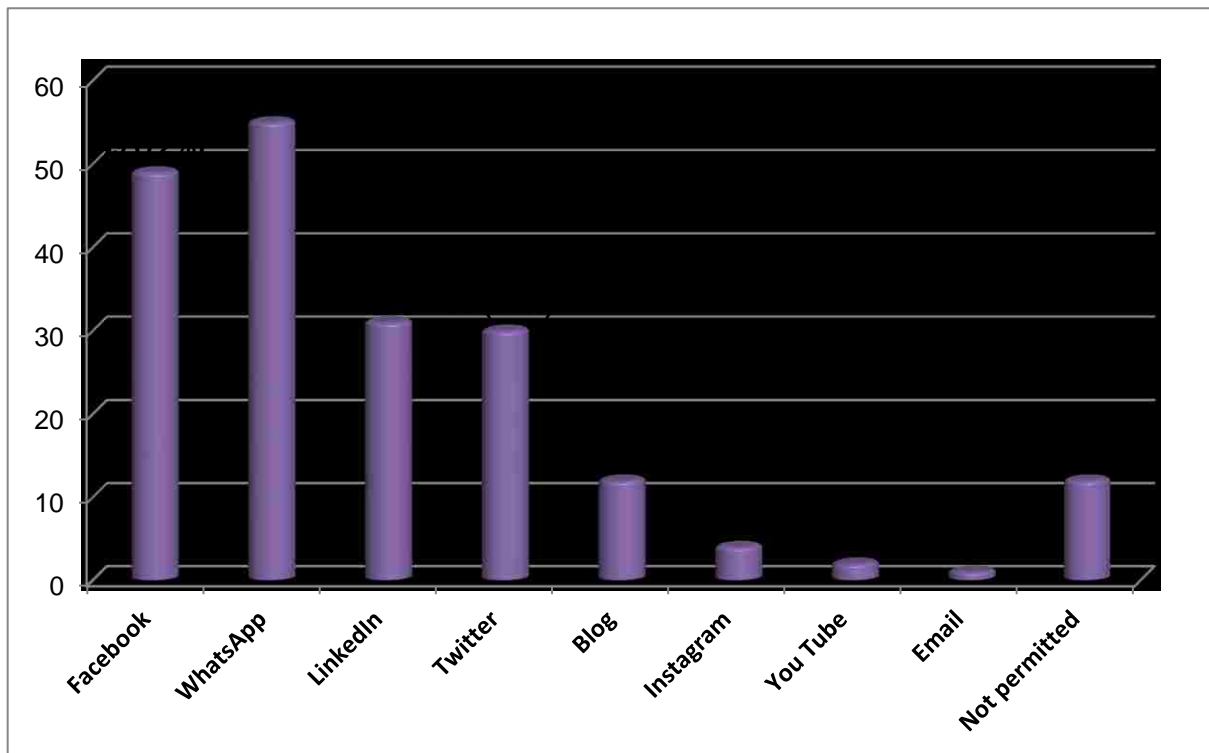
4.6.1.5 Knowledge sharing with staff at other special libraries using social media

Special libraries staff were asked to indicate if they shared knowledge with staff at other special libraries using Facebook, LinkedIn, WhatsApp, Twitter, YouTube, Blogs, My Space, Google Plus, Hello, Hubbub and Mxit. The discussions are as follows:

A. Facebook

Special libraries' staff were asked to indicate if they shared knowledge with staff at other special libraries using Facebook. Table 4.11 illustrates that 16 (23%) of the 68 special libraries' staff strongly disagreed that they shared knowledge with other staff at other special libraries using Facebook. Fifteen (22%) of the 68 special libraries' staff were neutral. Fourteen (21%) of the 68 special libraries' staff said that they strongly agreed on sharing knowledge with other special libraries using Facebook. Twelve (18%) of the 68 special libraries have agreed on this item while 11 (16%) disagreed. This study shows that special libraries' staff do not share knowledge with other special libraries' staff using Facebook as the majority strongly disagreed with this item.

B. LinkedIn

Special libraries' staff were asked to indicate if they shared knowledge with staff at other special libraries using LinkedIn. Twenty (29%) of the 68 special libraries' staff were neutral on this item. Sixteen (24%) of the 68 special libraries' staff strongly disagreed that they shared knowledge with staff at other special libraries using LinkedIn. Fourteen (21%) of the 68 special libraries' staff disagreed. Eleven (16%) of the 68 special libraries' staff agreed to this item while 7 (10%) strongly agreed. This study revealed that the majority were neutral on knowledge sharing using LinkedIn. However, 16 (24%) and 14 (21%) believed that LinkedIn is not a platform to share knowledge with staff other special libraries. Table 4.11 demonstrates the responses of the special libraries on the using of LinkedIn for knowledge sharing.

C. WhatsApp

Special libraries' staff were asked to indicate if they shared knowledge with other special libraries' staff using WhatsApp. Table 4.11 shows that 18 (27%) of the 68 special

libraries' staff agreed that they shared knowledge with other special libraries' staff using WhatsApp. Seventeen (25%) of the 68 special libraries' staff strongly disagreed that they shared knowledge with staff at other special libraries using WhatsApp. Thirteen (19%) of the 68 special libraries' staff displayed that they are neutral on this item. Eleven (16%) of the 68 special libraries' staff demonstrated that they strongly agreed that they share knowledge with staff at other special libraries using WhatsApp. Nine (11%) of the 68 special libraries disagreed that they share knowledge with other special libraries' staff using WhatsApp. The study shows that special libraries' staff are sharing knowledge with other special libraries' staff using WhatsApp.

D. Twitter

Special libraries' staff were asked to indicate if they shared knowledge with other special libraries' staff at other libraries using Twitter. The results are captured in Table 4.11 below. Twenty-five (37%) of the 68 special libraries' staff disagreed that they shared knowledge with staff at other special libraries using Twitter. Nineteen (28%) of the 68 special libraries' staff strongly disagreed to this item. Fifteen (22%) of the 68 special libraries' staff were neutral on this item. Six (9%) of the 68 special libraries' staff agreed that they share knowledge using Twitter. Three (4%) of the 68 special libraries' staff strongly agreed that they shared knowledge using Twitter. This study shows that the majority of special libraries' staff were not using Twitter as their platform to share knowledge.

E. YouTube

Special libraries' staff were asked to indicate their knowledge sharing with staff at other libraries using YouTube. Table 4.11 below shows that 31 (46%) of the 68 special libraries' staff disagreed to using YouTube to share knowledge with other special libraries' staff. Twenty-two (32%) of the 68 special libraries' staff strongly disagreed on the use of YouTube as a knowledge sharing platform. Nine (13%) of the 68 special libraries' staff were neutral. Five (7%) of the 68 special libraries' staff agreed to this question. Only one (2%) of the 68 special libraries' staff strongly agreed that they share knowledge using YouTube.

F. Blog

Special libraries' staff were asked to indicate if they shared knowledge with staff at other special libraries using Blog. Thirty-two (47%) of the 68 special libraries' staff disagreed to this item. Twenty-one (31%) of the 68 special libraries' staff indicated that they strongly disagreed on the use of Blogs to share knowledge. Eight (12%) of the 68 special libraries' staff were being neutral on this item. Six (9%) of the 68 special libraries' staff agreed that they use Blog to share knowledge with staff at other special libraries. Only one (1%) of the 68 special libraries' staff strongly agreed on this item. The responses of the special libraries are captured in Table 4.11.

G. Myspace

Special libraries' staff were asked to indicate knowledge sharing with other special libraries' staff using Myspace. Table 4.11 below reflects the responses of the special libraries' staff in relations to knowledge sharing using Myspace. Thirty-three (49%) of the 68 special libraries' staff who responded to this disagreed on the use of Myspace as their knowledge sharing platform. Twenty-seven (40%) of the 68 special libraries' staff strongly disagreed on this item. Seven (10%) of the 68 special libraries were neutral on this item. Only one (1%) of the 68 special libraries' staff agreed on using Myspace to share knowledge with staff at other special libraries. This study shows that special libraries' staff were not using Myspace as a knowledge sharing platform.

H. Google Plus

Special libraries' staff were asked to indicate their knowledge sharing with staff at other special libraries' staff using Google Plus. Table 4.11 shows that 32 (47%) of the 68 special libraries' staff disagreed on sharing knowledge using Google Plus. Twenty-nine (43%) of the 68 special libraries' staff strongly disagreed on this item. Five (7%) of the 68 special libraries' staff showed neutral. Only one (2%) of the 68 special libraries' staff strongly agreed and 1 (1%) agreed on this item. This shows that the majority of the special libraries' staff do not use Google Plus to share knowledge with staff at other special libraries.

I. Hello

Special libraries' staff were asked to indicate the knowledge sharing with staff at other special libraries' staff using Hello. Information is captured in Table 4.11 below. Thirty-one (46%) of the 68 special libraries' staff strongly disagreed on this item. Thirty (44%) of the 68 special libraries' staff disagreed that they shared knowledge with staff at other special libraries' using Hello. Six (9%) of the 68 special libraries' staff were neutral on this item. Only one (1%) of the 68 special libraries' staff strongly agreed. This study reveals that special libraries' staff are not using Hello as their knowledge sharing platform.

J. Hubbub

Special libraries' staff were asked to indicate if they shared knowledge with staff at other special libraries' staff using Hubbub. Table 4.11 reveals that 33 (49%) of the 68 special libraries' staff who responded on this item strongly disagreed that they shared knowledge using Hubbub. Twenty-eight (41%) of the 68 special libraries' staff disagreed that they shared knowledge using Hubbub. Only 7 (10%) of the 68 special libraries' staff were neutral. This study reveals that special libraries' staff in KZN do not use Hubbub to share knowledge among themselves.

K. Mxit

Special libraries' staff were asked to indicate if they shared knowledge with staff at other special libraries using Mxit. Information captured in Table 4.11 shows that 36 (53%) of the 68 special libraries' staff strongly disagreed on this item. Twenty-six (38%) of the 68 special libraries' staff disagreed that they shared knowledge using Mxit. Six (9%) of the 68 special libraries' staff were neutral on this item. The findings show that special libraries' staff in KZN are not using Mxit as their knowledge sharing platform.

Table 4.11

[N=68]

Knowledge sharing with staff at other special libraries using the followings

No.	Knowledge sharing with staff at other special libraries	Agree	Disagree	Neutral	Strongly Agree	Strongly disagree
A.	Facebook	12 (18%)	11 (16%)	15 (22%)	14 (21%)	16 (23%)
B.	LinkedIn	11 (16%)	14 (21%)	20 (29%)	7 (10%)	16 (24%)
C.	WhatsApp	18 (27%)	9 (13%)	13 (19%)	11 (16%)	17 (25%)
D.	Twitter	6 (9%)	25 (37%)	15 (22%)	3 (4%)	19 (28%)
E.	YouTube	5 (7%)	31 (46%)	9 (13%)	1 (2%)	22 (32%)
F.	Blog	6 (9%)	32 (47%)	8 (12%)	1 (1%)	21 (31%)
G.	MySpace	1 (1%)	33 (49%)	7 (10%)	27 (40%)	0
H.	Google Plus	1 (2%)	32 (47%)	5 (7%)	1 (1%)	29 (43%)
I.	Hello	0	31 (46%)	6 (9%)	1 (1%)	30 (44%)
J.	Hubbub	0	28 (41%)	7 (10%)	0	33 (49%)
K.	Mxit	0	26 (38%)	6 (9%)	0	36 (53%)

4.6.1.6 Usefulness of having a social network in special libraries

Special libraries' staff were asked to indicate the usefulness of having social networks in their places of employment. Table 4.12 below reflects the responses of the special libraries' staff in KZN regarding the usefulness of ICT enabled platforms in their institutions.

Table 4.12

[N=68]

The social network in special libraries

Usefulness of social media	Number of respondents
Social media is useful for knowledge sharing. It is useful as you get to know what happens around you. Social networks play a huge role in people lives and they serve as a good marketing tool as many people relate to social networks. In libraries, it might be useful for creating awareness.	35
It helps to communicate easy and fast. Facilitate knowledge sharing. Social media may increase the level of sharing information and collaboration. Social media is one of the knowledge sharing platforms where people can freely share information.	13
Social media can be relevant to information seekers and information providers	2
I think social network may support collaboration and also disseminate information easily	2
Social media is mostly used by people all over the world so if libraries may consider social media I think the speed of people who need information may increase. People spend more time on social media than the book so we rather take our product to a place where people are.	2
Finding people with common interests	1
For now, we do not have any, but staff use their personal social media	1
I would not know since we do not have any.	1
It increases the number of people who use the library	1
It will not be of benefit as staff will spend work time on these social networks rather than working. Not everyone is allowed Internet	1

access.	
Libraries may not rely anymore on printed sources and user may not actually come to request material to the library physical. We can send information via social media	1
Social media is a wonderful platform for sharing communication, I think if we can consider using it in our libraries the speed of knowledge sharing and retrieval can be higher.	1
Social media will create culture of sharing knowledge among ourselves. Almost everyone these days has one or more social media and we spent most of our time in the social network. Therefore, having a social network is good when it comes to knowledge sharing and it alerts us on what happens in the around us.	1
The challenge is that social media platforms are blocked by the IT department. Therefore, we are unable to access them on our computers. Staff would need to access them on their personal cell phones, which results in them using up their own data for work-related activities	1
We can able to share our expertise wherever we are and anytime. We can connect and stay updated with regards to what is happening in libraries and get knowledgeable in certain subjects.	1
We do not use any, however, if we may have that means we can stay connected anytime to disseminate information and knowledge to each other at any time of the day and at anywhere in the world.	1
We don't have but I think it can be very useful among library users, staff and in an institution as a whole.	1
In social media sometimes you find people with a common interest	1
Not sure	1
Total	**68**

4.6.1.7 Permission for using social media to communicate with staff at other special libraries

Special libraries' staff were asked to indicate if was there any permission given by the places of employment. Forty-six (68%) of the 68 special libraries' staff indicated that social is not allowed in their institutions. Twenty-two (32%) of the 68 special libraries said that social media was allowed in their institutions. Figure 4.29 shows that the majority (68%) of the special libraries' staff are not using social media at work.

Figure 4.29

[N=68]

Permission to use social media at work
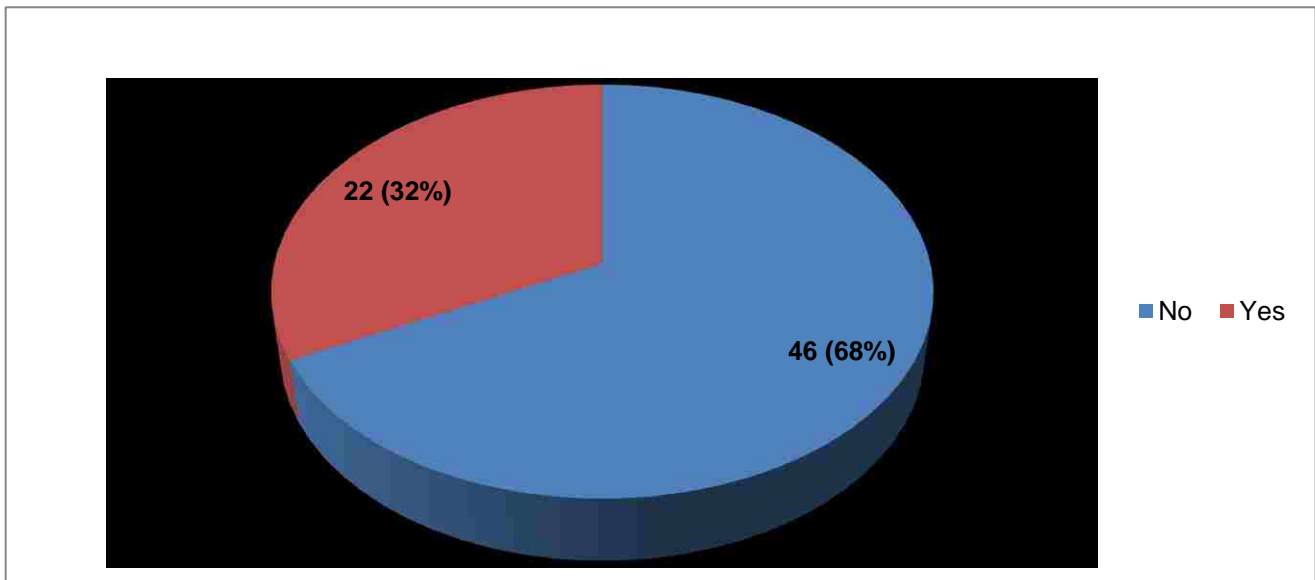
4.6.2 Communication among special libraries with other special libraries

Special libraries' staff were asked to indicate the communication methods that they used to communicate with staff at other special libraries except for the use of social media. Table 4.13 below indicate that 31 (46%) of the 68 special libraries' staff responded to this item.

Table 4.13

[N=31]

Communication among special libraries with other special libraries

Methods of communication among special libraries' staff using social media	Responded	Percentage
Telephone	17	55%
E-mail	9	29%
We communicate via an intranet web page and video conference	4	13%
We use Amlib to share collection as one is able to see which Medical Library is holding each title in our collections so that we can share resources	1	3%
Total	**31**	**100%**

4.6.3 Learning Management Systems

Special libraries' staff were asked to indicate if they have ever used Learning Management Systems. Figure 4.30 below reflects that 36 (53%) of the 68 special libraries' staff showed that they never used any Learning Management Systems. Thirty-two (47%) of the 68 special libraries' staff indicated that they have used Learning Management Systems in their lives. This study reveals that the majority of the special libraries' staff in KZN never used Learning Management Systems.

Figure 4.30

[N=68]

Learning Management Systems
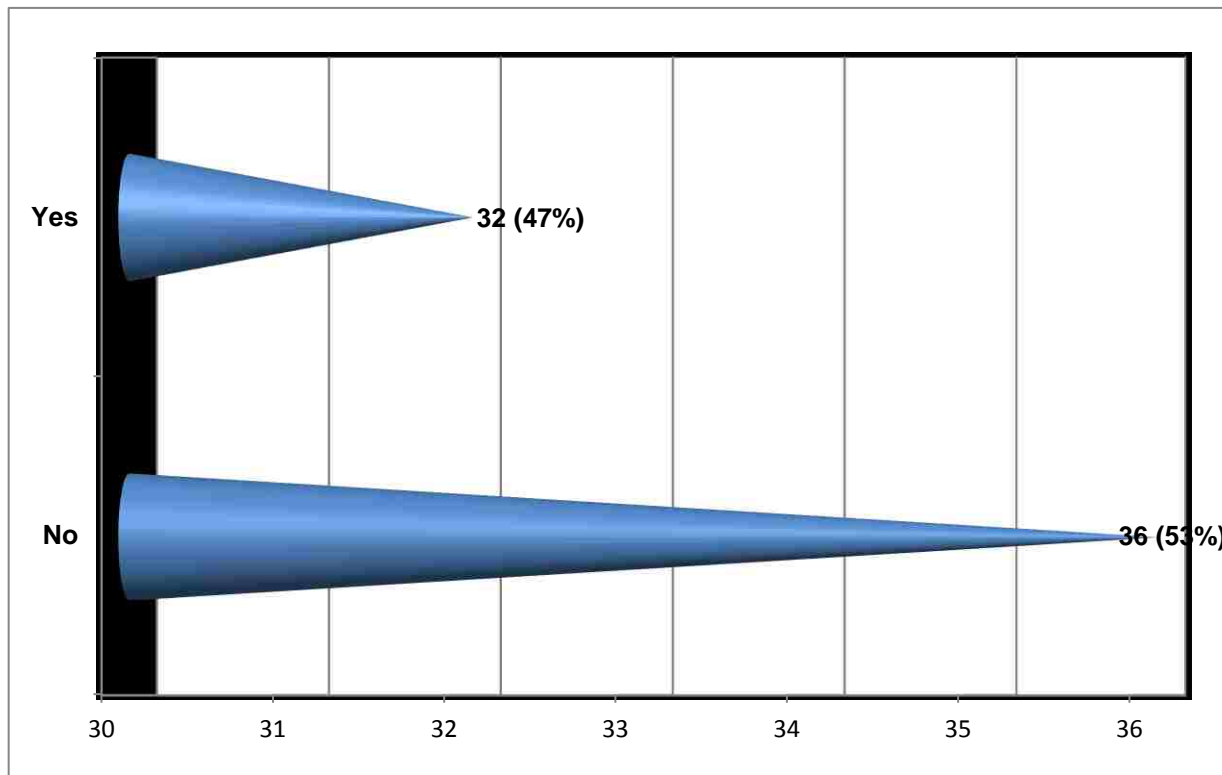
4.6.3.1 Usage of Learning Management Systems by special libraries' staff

Special libraries' staff were asked to indicate the Learning Management Systems that they have ever used for learning. Figure 4.31 below indicates 42 (62%) of the 68 special libraries' staff responded to this item while 26 (38%) did not. Twenty-two (52%) of the 42 special libraries' staff have said that they have used Blackboard for learning. Ten (23%) of the 42 special libraries' staff indicated that they have used Moodle. Eight (19%) of the 42 special libraries' staff pointed out that they have used CourseInfo. Five (12%) of the 42 special libraries' staff displayed that WebCT is the Learning Management Systems that they have used. Four (10%) of the 42 special libraries' staff have used Click2learn. Only one (2%) of the 42 special libraries' staff have said that have used Softscpe while 9 (21%) of the 42 said have never used any of the Learning Management Systems.

Figure 4.31

[N=42]

Learning Management Systems used
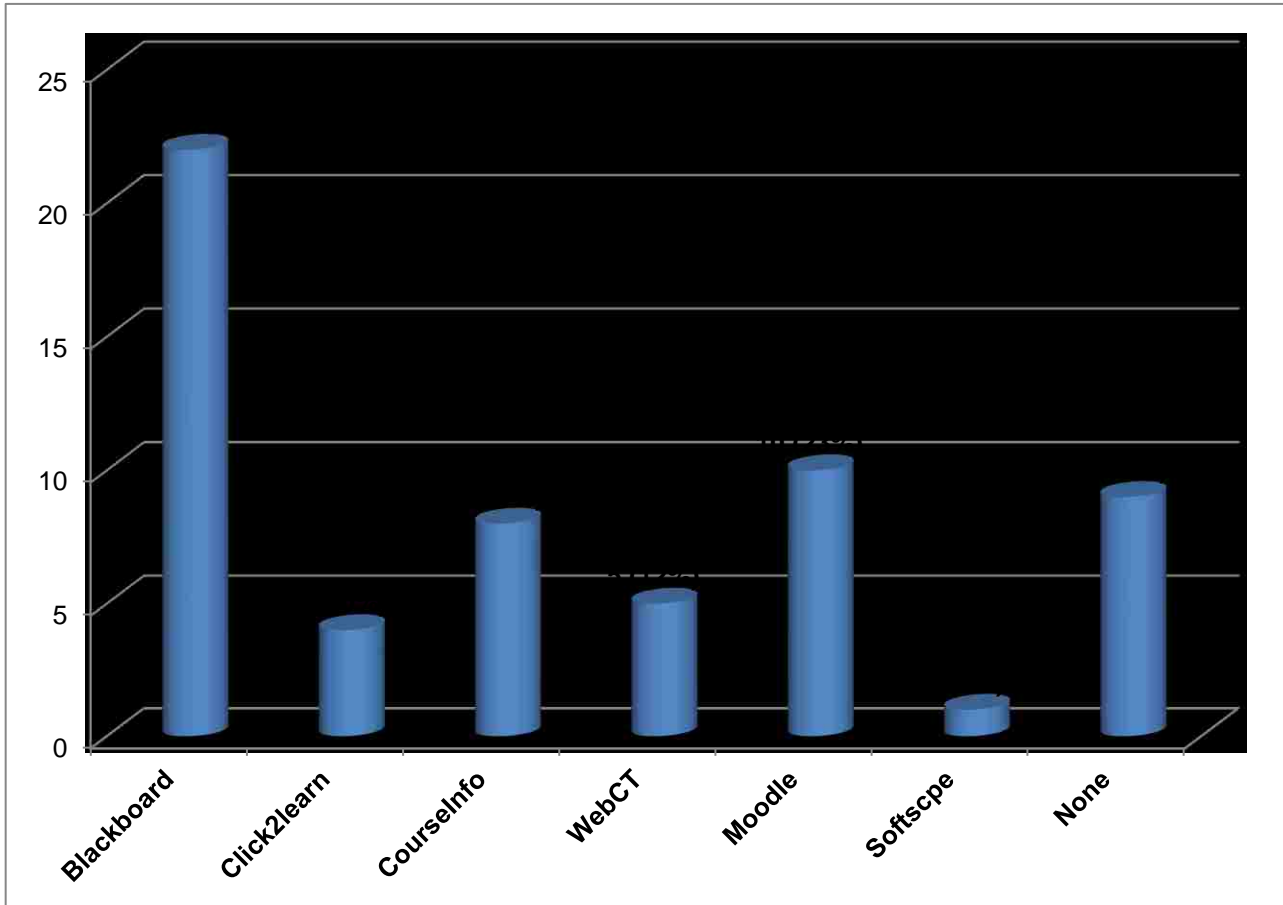
4.6.4 ICT enabled platform support knowledge sharing in special libraries

Special libraries' staff were asked to indicate if the ICT enabled platform that supports knowledge sharing in special libraries. This study shows that 60 (88%) of the 68 special libraries' staff pointed out that ICT enabled platform support knowledge sharing in their special libraries in KZN. Eight 8 (12%) of the 68 special libraries' staff said ICT enabled platform did not support knowledge sharing. Figure 4.32 below indicates that the majority of special libraries believed that ICT enabled platform support knowledge sharing.

Figure 4.32

[N=68]

ICT enabled platform support knowledge sharing
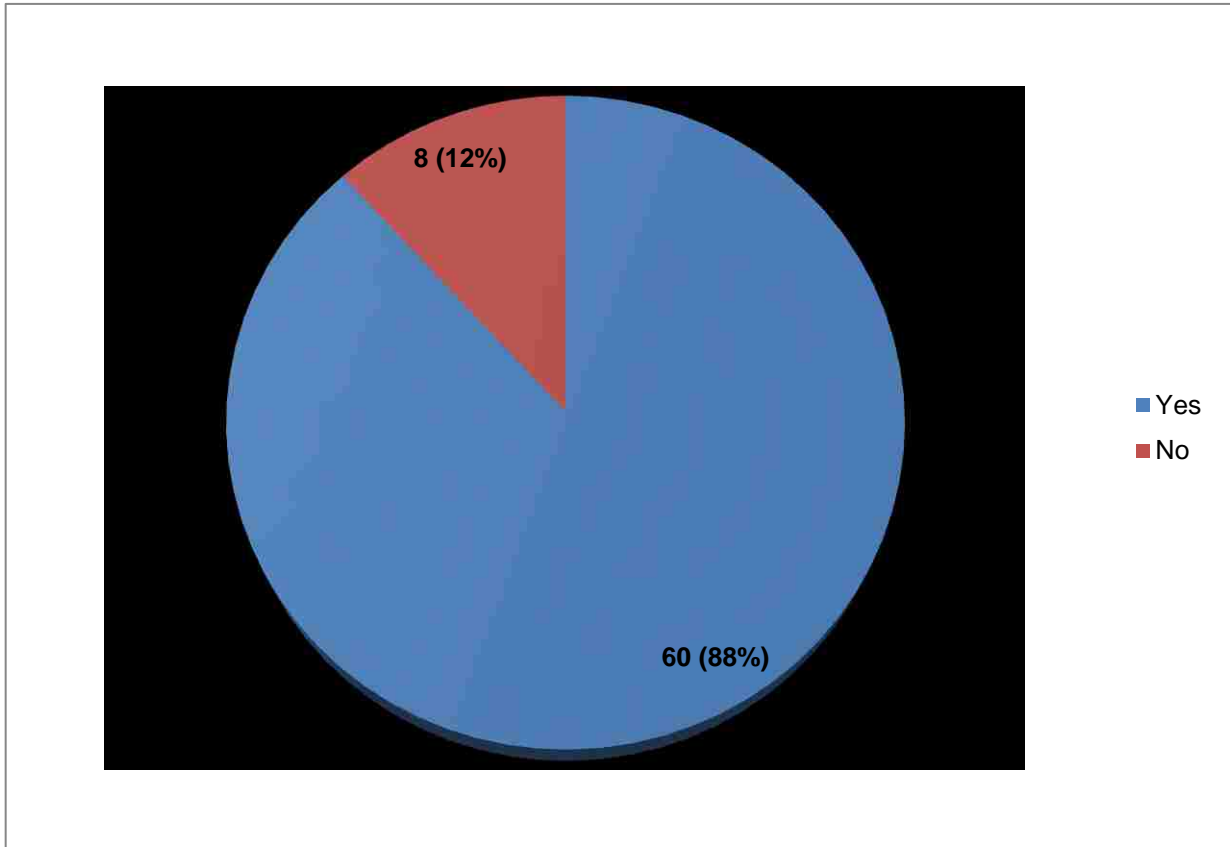
4.6.4.1 Ways in which ICT enabled platform support knowledge sharing

Special libraries' staff were asked to indicate the ways in which ICT enabled platform support knowledge sharing in special libraries. Six (9%) of the 68 special libraries' staff responded to this item while 62 (91%) did not. This study shows that 6 (9%) of the 68 special libraries' staff in KZN their responses were:

➢ Communication is very easy 2 (33%);
➢ Accessible and easy to dissemination information 1 (17%);
➢ Convenient and less cost 1 (17%);

➢ It keeps you connected at all the time and allows all staff across the same library or different special libraries to share their knowledge regardless of meeting face-to-face 1 (17%) and;

➢ Our system allows us to network with people all over the world 1 (17%).

4.6.4.2 Perceptions of the special libraries in the use of ICT enabled platforms

Special libraries' staff were asked to indicate their perception on the use of ICT enabled platform in support of knowledge sharing in their libraries. Sixty-eight (100%) of the special libraries' staff in KZN considered their responses a shown in Table 4.14 below. This study revealed that the majority of 19 (28%) of the special libraries believed that ICT in their libraries increase the speed of communication.

Table 4.14

[N=68]

Use of ICT enabled platforms

Special libraries' staff perception	Responses	Percentage %
Increase the speed of communication	19	28 %
Dissemination of information	11	16 %
Increase access to information	12	18 %
Current awareness	9	13 %
Increase collaboration	8	12 %
Information retrieval and knowledge management	3	4 %
Good for marketing our services	4	6 %
The best platform for sharing knowledge	2	3 %
Total	**68**	**100**

4.7 Summary

The purpose of this chapter was to interpret and analyze the research finding for this study. This study focused on knowledge among special libraries' staff in KZN with reference to ICT enabled platforms. The findings were based on data collection through online and printed questionnaires. The next chapter consists of the main findings of the study which linked to the objectives, research problem, critical questions and literature review.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Chapter four presented the findings obtained from special libraries' staff in KZN. This chapter will present the recommendations based on the findings from this study. This chapter highlights the achievement of the objectives; recommendations, suggestion and conclusions made by the special libraries' staff.

5.2 Achievement of objectives of the study

This section will present the achievement and the conclusion that has been made regarding the objectives of the study.

5.3   Objective 1: To find out if staff in special libraries share knowledge among themselves

5.3.1   Knowledge sharing among special libraries' staff

Harms and Roebuck (2010: 414) state that feedback is important to managers and leaders because employees' actions and behaviors ultimately determine the corporate culture and success of an organization. Moreover, feedback shapes an employee understands of what is acceptable behavior within an organization or work group. The study findings reveal that the majority (68%) of special libraries' staff report back after they have attended a conference, seminar, workshop or training to those who did not attend. However, this study shows special libraries' staff report to their colleagues differently. The (23%) of special libraries' staff report to their colleagues whereas others report to the management and staff (14%) and Librarian (5%).

Gichuhi, Kamau-Kang'ethe and Mwathi (2017: 93) mention that knowledge sharing was encouraged and facilitated in all libraries the bulk of knowledge shared was more explicit. The (79%) special libraries' staff in KZN shared knowledge with their colleagues from workshop, meeting, seminar or training with colleagues. The findings revealed that special libraries' staff were participating in knowledge sharing with their colleagues. Salis and Williams (2010: 440) state that face-to-face interaction is the richest medium to transfer knowledge, as it allows immediate feedback so that understanding can be

checked and interpretation corrected. Yuan *et al.* (2013: 1661) mention that face-to-face communication is considered more appropriate for obtaining tacit expertise because it allows the expertise seeker to learn through observation, even when the expertise provider encounters difficulties in their thoughts. The (31%) of special libraries' staff shared knowledge with their colleagues through face-to-face communication. The staff at special libraries also added that it's better if the staff at other special libraries meet in one place and discuss those issues. (Glass 2007); Sanaei, Javernick-Will and Chinowsky (2013: 998) mention that people are comfortable with picking up the telephone and asking questions of their peers, who may be a thousand miles away. This study reveals that (24%) of special libraries' staff shared knowledge by means of Telephone.

Kim (2018: 142) states that knowledge sharing is an important process in transforming individual learning into organizational capability in the public sector. This study revealed that (25%) of special libraries' staff stated that the reason for not sharing knowledge was that they do not see any need for sharing knowledge with their colleagues. Further, attending the same conference, seminar; workshop or training of which it may be pointless because they repeat what has been said. However, (13%) of special libraries have noted that they only communicate with colleagues and other people because in their institution they have a different type of information that they give to their users. Further, communication is very important but the policy of the organization and the type of information offered is not the same. Fombad (2015: 07) states that there are two challenges to knowledge sharing in law firms; firstly the control lawyers have over the delivery of knowledge and secondly their individualistic culture. The individualistic culture offers the opportunity for knowledge hoarding. An open, non-secretive, and cooperative culture with high levels of trust and social interaction, in terms of closeness and communication frequency, encourages knowledge sharing and resource flows. This study shows that (97%) of special libraries' staff believed that it is important to share knowledge with their colleagues. Kim (2018: 133) states that knowledge sharing can be regarded as a voluntary behavior that contributes to an organization's performance and the well-being of society. The (47.1%) of special libraries' staff believed that when sharing the knowledge you are developing new ideas. Further, (30.8%) of staff pointed out that sharing knowledge may bring innovations and development in LIS settings.

The (13.2%) of special libraries' staff pointed out that sharing knowledge keeps people updated all the time. Andreeva and Sergeeva (2016: 165) state that HR rewards for knowledge sharing do not have an impact on knowledge-sharing attitudes and behavior. However, the effect of extrinsic-motivation-enhancing HR practices depends on the availability of other HR practices. The (68%) of special libraries' staff displayed that there was a knowledge sharing culture in the organization that they worked for. The majority (99%) of special libraries' staff believed that there is a need for knowledge sharing culture. The findings from special libraries' staff show that (54%) of special libraries' staff shared knowledge with staff at other libraries. The (76%) of special libraries' staff indicated that meeting with staff at other special libraries was the best platform to share knowledge.

5.3.2 Objective 2: To determine the extent to which the staff in special libraries share knowledge among themselves using ICT enabled platforms

5.3.2.1 Knowledge sharing among colleagues using ICT enabled platforms

Anasi, Akpan and Adedokun (2014: 352-353) state that besides overcoming the barriers of time and space, ICT can make knowledge-sharing simple and cost-effective. It's a fact that ICT and particularly the internet plays a major role in knowledge sharing and dissemination (Sumedrea 2015b: 234). The majority (97%) of special libraries have ICT enabled platforms. The (39%) of special libraries have e-mails as their ICT enabled platforms for knowledge sharing with their colleagues. The need for having an intranet in the library was influenced by the state of technology and its use in a society that has a direct influence on the competitiveness and decentralization of information services (Sulaiman, Zailani and Ramayah 2012: 383). Rammutloa and Blaauw (2017: 380) pointed out that intranet should be a one-stop platform where business activities are centralized. Moreover, knowledge should be readily available and drawn from different platforms through a click of a button where different sources are streamlined and re-routed. Some (19%) of the special libraries' staff identified that among their colleague's intranet is the most common ICT enabled platform.

The (48%) of special libraries' staff clearly stated that they did not use any of the social media to share knowledge hence that affect the way in which information should be

circulated and shared using social media. Suabsom (2015: 438) social media is the interaction among people in a virtual environment that facilitate the creation, sharing, and exchange of information and ideas. The findings for this study bring to light that the (66%) of special libraries have Facebook. Priyono (2016: 13) states that using WhatsApp as a communication platform requires all members to actively participate in virtual team meetings. Yang, Chen and Wang (2012: 196) classify ICT applications into two groups: basic and advanced. Using this classification, WhatsApp can be categorized as an advanced ICT application, as it supports collaborations, allows video conferences, and is accessed via a smartphone, the function of which is similar to that of a personal digital assistant. In this study (91%) of special libraries' staff had Facebook and (90%) of the special libraries' staff had WhatsApp. Nevertheless, (76%) of the special libraries' staff used WhatsApp while (71%) of the special libraries' staff used Facebook as their social media to share knowledge with staff at other special libraries. Sook-Fern et al (2017: 316) state that recently trendy social media platforms such as Facebook, Twitter, Instagram, Google+, LinkedIn and YouTube have grown exponentially worldwide. This study identified that other social media used by the special libraries were (47%) LinkedIn, (38%) Twitter, (16%) Blogs and (1%) e-mail. The (51.4%) mentioned that social media is useful for knowledge sharing. It is useful as you get to know what happens around you. Social networks play a huge role in people lives and they serve as a good marketing tool as many people relate to social networks. In libraries, it might be useful for creating awareness. However, (68%) of special libraries said that social media was not allowed in their institutions.

5.3.3 Objective 3: To ascertain the possible ways in which ICT enabled platforms to support knowledge sharing

5.3.3.1 The ICT enabled platforms that can be utilized by staff in special libraries to support knowledge sharing

This study shows that (88%) of special libraries' staff pointed out that ICT enabled platform support knowledge sharing in their special libraries in KZN. The finding expresses that knowledge is being shared by special libraries in KZN using ICT more than physical exchanging information. ICT was found as the most used platform as it is the most platform available knowledge sharing in KZN special libraries. Ndlela (2014b:

726) added that Information and communication technologies (ICTs) have made it possible to codify, store and share different kinds of data, information, and knowledge, at a faster rate and ICTs were also central to internal communications.

Yuan *et al.* (2013: 1661) state that e-mails may improve both accuracy and efficiency in the expertise of sharing knowledge. The findings for this study revealed that (54%) of the special libraries' staff use e-mail to share knowledge with their colleagues. This study also reveals (74%) of special libraries' staff were often used e-mail to share knowledge with other staff members. Goglio-Primard, Guittard and Burger-Helmchen (2017: 15) state that network of practice (NoP) facilitates knowledge sharing between business units and with the customers through e-mails. Yuan *et al.* (2013: 1661) mention that e-mails may improve both accuracy and efficiency in the expertise of knowledge sharing. However, (55%) of special libraries staff were using Telephone to communicate with other special libraries.

Almeida and Soares (2014: 774) suggest that organisations develop a mechanism to make knowledge exchange easier, such as promoting the use of ICT tools or providing direct channels of communication. This study found out that (10.8%) of special libraries' staff mentioned that ICT enabled platforms in their libraries were used for sending text messages and posting information for the users. The (8.1%) of special libraries' staff mentioned that ICT was used for communicating with staff and users within the organisation and with staff at other staff at other libraries. ICT is also used to disseminate information, resource sharing, retrieval of information and information exchange. According to Anasi, Akpan and Adedokun (2014: 366) suggest that equipping the library workplace with appropriate and up-to-date. ICT infrastructures could encourage increased use of ICTs for knowledge-sharing among librarians. Recent developments in IT have made it easier for organizations to interact with employees, customers, suppliers, and other partners, thereby improving operations. There is a necessity for employees within organizations to share knowledge (Abu-Shanab, Haddad and Knight 2014: 39).

5.3.3.2 Perception of the special libraries' staff on the use of ICT enabled platforms

This study reveals that (28%) of special libraries' staff believed that ICT in their libraries increase the speed of communication. It was mentioned that ICT;

- ➤ Disseminate information;
- ➤ Increase access to information;
- ➤ Current awareness;
- ➤ Increase collaboration;
- ➤ Information retrieval and knowledge management;
- ➤ Good for marketing our services;
- ➤ Good for marketing our services and;
- ➤ Best platforms for knowledge sharing.

5.4 Recommendation of the study

The recommendations of the study enlighten that:

- ➤ Special libraries should take more active roles in knowledge sharing and collaborative learning through Communities of Practice (CoPs).
- ➤ Special librarians should play crucial roles as facilitators of learning forums such as CoPs, where members teach and learn from each other.
- ➤ CoPs can help special libraries staff in various special libraries to obtain new knowledge and skills.
- ➤ Knowledge sharing culture should be compulsory to all special libraries.
- ➤ Special libraries need to consider more on the use of ICT enabled platforms to share knowledge as the most libraries go digital.
- ➤ Social network websites should be used as knowledge sharing platforms by special libraries' staff that knowledge and share with other libraries.
- ➤ Special libraries should have their own IT department who understands the importance of having ICT at work because it's become difficult to share knowledge using other ICT platforms like social media because IT departments restrict websites accessed in some organisation.

> ➢ Knowledge sharing groups must be created and be uniform in all special libraries.

> ➢ Social media should be considered as a (KS) platform for collaboration in all special libraries and dissemination of information.

5.5   Summary and conclusion

This final chapter has been integrated the findings on knowledge sharing in special libraries in KZN in relation to the use ICT enabled platforms. It also provides the literature relating to the study objectives and the recommendations of the study. The findings from this study show that special libraries' staff shared knowledge among each other and with staff at other special libraries using WhatsApp and Facebook. It is recommended that special librarians should play crucial roles as facilitators of learning forums such as CoPs, where members teach and learn from each other.

The finding of this study presented will benefit the special libraries in KZN in relations to knowledge sharing of special libraries and staff employed with the use of ICT enabled platforms. The researcher in this study believed that has successful meet all the research objectives of this study. It is also believed that all the critical questions were met and data collection tool used covered all the research questions.

This study acknowledges the input of all special libraries' staff to support the ongoing of the study. It also acknowledges the support of all the institutions who granted the permission to the researcher to collect data.

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Appendix A

Survey questionnaire for special library staff in KwaZulu-Natal

Knowledge sharing among library staff of special libraries in KwaZulu-Natal with special reference to using Information and Communication Technologies enabled platforms

Department of Library and

Information Studies

M.L. Sultan Campus

P O Box 1334

Durban

4000

Dear Participant,

I am studying towards a Master of Management Sciences (MManSc) in Library and Information Science at the Durban University of Technology. The study, which is being supervised by Dr M. Rajkoomar is entitled: **Knowledge sharing among library staff of special libraries in KwaZulu-Natal with special reference to using Information and Communication Technologies enabled platforms**. The aim of the study is to explore the use of ICT enabled platforms for knowledge sharing among staff of special libraries in KwaZulu-Natal province. The objectives of the study are : to find out if staff in special libraries share knowledge among themselves; to determine the extent to which the staff in special libraries share knowledge among themselves using ICT enabled platforms; to ascertain the possible ways in which ICT enabled platforms to support knowledge sharing. This study may benefit special libraries in KwaZulu-Natal to share knowledge and build communities of practice.

Your cooperation in completing this questionnaire would be greatly appreciated.

Yours sincerely

…………………………...

Lucky Khoro

Cell No.: 084 827 9706

khorolucky@gmail.com

SURVEY QUESTIONNAIRE FOR SPECIAL LIBRARY STAFF IN KWAZULU-NATAL

Knowledge sharing among library staff of special libraries in KwaZulu-Natal with special reference to using Information and Communication Technologies enabled platforms

This study is being undertaken in fulfillment of the Master of Management Sciences in Library and Information Science at the Durban University of Technology. The objectives of the study are : to find out if staff in special libraries share knowledge among themselves; to determine the extent to which the staff in special libraries share knowledge among themselves using ICT enabled platforms; to ascertain the possible ways in which ICT enabled platforms support knowledge sharing.

This study aims to exploring knowledge sharing among staff of special libraries in KwaZulu-Natal province using ICT enabled platforms. Your responses could assist in the adoption of future knowledge sharing platforms in KZN special libraries.

Please note the following
- Please answer all questions. Kindly explain as much as you can where it is required. Responses to some questions are determined by your response in previous questions.
- Please answer all the questions by placing a cross (**X**) in the appropriate block.
- The results of the study will be used for academic purposes only and may be published in an academic journal.
- Your response will be treated as strictly confidential.
- Your cooperation in completing this survey is highly appreciated.

Section A: Biographic information

1. **Please indicate your gender**

Male	
Female	

2. **Please indicate the institution at which you currently employed**

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

3. **Please indicate number of years in this particular institution**

0-5 years	
6-10 years	
11-15 years	
16-20 years	
More than 20 years	

4. **What is your designation in your institution?**

Library Director	
Library Manager	
Senior Librarian	
Librarian	
Assistant Librarian	
Library Assistant	
Library Attendant	
Other **(Please specify)**	

Section B: Knowledge sharing

5. **Please complete this statement: Knowledge sharing is**

   ……………………………………………………………………………………………………

   ……………………………………………………………………………………………………

   ……………………………………………………………………………………………………

6. **Have you ever attended any conference, workshops, meeting, seminars or training?**

Yes	
No	

6.1 **If answered Yes in Q6, how often do you attend per year?**

Once a year	
Twice a year	
Three times a year	
Other **(Please specify)**	

6.2 **After attending a conference, workshop, meeting, seminar or training do you report back?**

Yes	
No	

6.3 **Who do you give this report to?**

   ……………………………………………………………………………………………………

   ……………………………………………………………………………………………………

   ……………………………………………………………………………………………………

7. **Do you share knowledge from workshop, meeting, seminar or training with your colleagues?**

Yes	
No	

7.1 How do you share knowledge with your colleagues?

Please tick **all** that apply:

Telephone	
Intranet	
E-mail	
Face-to-face	
Leaving notes	
Presentations	
Other **(Please specify)**	

8. **If your answer is No in Q7, what could be the possible reason for not sharing knowledge with your colleagues?**

    ……………………………………………………………………………………………………

    ……………………………………………………………………………………………………

    ……………………………………………………………………………………………………

    ……………………………………………………………………………………………………

9. **Do you think it is important to share knowledge among your colleagues?**

Yes	
No	

9.1 Please justify your answer to Q9

    ……………………………………………………………………………………………………

    …………………………………………………………………………………………………..

    ……………………………………………………………………………………………………

10. **Does the organisation you work for have a knowledge sharing culture?**

Yes	
No	

10.1 Do you think there is a need for a knowledge sharing culture?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

11. What could be the possible ways in which you share knowledge among your colleagues?

Please tick **all** that apply:

Email	
Circular	
Telephone	
Newsletters	
Forums	
Staff meetings	
Workshops	
Training	
Seminars	
Mentoring	
Coaching	
Conferences	
Intranet	
Extranet	
Other **(Please specify)**	

11.1 Which one of these knowledge sharing methods in Q11 do you use often?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

12. Do you share knowledge with staff at other special libraries?

Yes	
No	

12.1 How do you share knowledge with staff at other special libraries?

Please tick **all** that apply:

Discussion	
Meetings	
Workshops	
Training	
Seminars	
Telephone	
Conferences	
Extranet	
Other **(Please specify)**	

13. Do you have a group where knowledge is shared with other special libraries?

Yes	
No	

13.1 If answered Yes in Q13, are you a member of that group?

Yes	
No	

13.2 What is the name of a group/s where you share knowledge among member?

....

....

....

13.3 Is being in this group beneficial to you?

Yes	
No	

13.3.1 If your answer is Yes in Q 13.3 please elaborate

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…………………………………………………………………………………………………
…………………………………………………………………………………………………

14. Are you a member of any professional body

Yes	
No	

14.1 What is the name of your professional body/bodies you belong to?

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…………………………………………………………………………………………………
…………………………………………………………………………………………………

14.2 If your answer is No in Q14, what could be the possible reason?

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…………………………………………………………………………………………………
…………………………………………………………………………………………………

14.3 Are there any special interest group/s that you belong to where you can share knowledge?

Yes	
No	

14.3.1 If your answer is Yes in Q14.3 please name them

…………………………………………………………………………………………………
…………………………………………………………………………………………………

Section C: ICT

15 Does your library have ICT enabled platforms?

Yes	
No	

15.1 If answered Yes in Q15 please indicate which ICT enabled platforms does your library have?

Please tick **all** that apply:

E-mail	
Intranet	
Extranet	
Google Apples	
Blogs	
Social network sites	
Web forums	
Wikis	
Web chat rooms	
Electronic conferencing	
Institutional portal	
Other **(Please specify)**	

15.2 How does your library use ICT enabled platforms in Q15.1 to share knowledge?

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…….

16 Which of the following social media does your library have?

Please tick **all** that apply:

Facebook	
LinkedIn	
Twitter	
YouTube	
Blogs	
WhatsApp	
Other **(Please specify)**	

16.1 Which of the following does the library use to share knowledge?

Please tick **all** that apply:

Facebook	
LinkedIn	
Twitter	
YouTube	
Blogs	
WhatsApp	
Other **(Please specify)**	

16.2 Which of the following social media do you have?

Please tick **all** that apply:

Facebook	
LinkedIn	
Twitter	
YouTube	
Blogs	
WhatsApp	
Other **(Please specify)**	

16.2.1 Which of the following social media do you use to share knowledge with your colleagues?

Please tick **all** that apply:

Facebook	
LinkedIn	
Twitter	
YouTube	
Blogs	
WhatsApp	
Other **(Please specify)**	

16.3 Do you share knowledge with staff at other special libraries using the following?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Facebook					
LinkedIn					
WhatsApp					
Twitter					
YouTube					
Blog					
MySpace					
Google Plus					
Hello					
Hubbub					
Mxit					

17 How useful do you think it is to have social network in your institution?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

18 Does the organisation allow you to use social media to communicate with other special libraries?

Yes	
No	

18.1 If answered No in Q18 how do you communicate with other special libraries?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

19 Have you ever used Learning Management Systems (eg. Blackboard, Moodle, Click2learn)?

Yes	
No	

19.1 Which of the following Learning Management Systems have you used?

Please tick **all** that apply:

Blackboard	
Moodle	
Click2learn	
CourseInfo	
GeoLearning	
Softscape	
WebCT	
Other **(Please specify)**	

20 Does the ICT enabled platforms support knowledge sharing in your library?

Yes	
No	

20.1 If your answer is No in Q19 (Please explain how does ICT enabled platforms support knowledge sharing?)

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21 How do you perceive the use of ICT enabled platforms to support knowledge sharing in your library?

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22 Please provide any other comments that you would like to make with reference to the issues raised in the questionnaire.

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…………………………………………………………………………………………………

…………………………………………………………………………………………………

Thanks for your participants

LETTER OF INFORMATION

Dear participants

I am studying towards a Master of Management Sciences (MManSc) in Library and Information Science at the Durban University of Technology. The study is being supervised by Dr M. Rajkoomar.

Title of the Research Study: Knowledge sharing among library staff of special libraries in KwaZulu-Natal with special reference to using Information and Communication Technologies enabled platforms

Principal Investigator/s/researcher: (Lucky Khoro, Master of Management Sciences in Library and Information Science (MManScLIS)

Co-Investigator/s/supervisor/s: (Dr M. Rajkoomar, PhD: LIS and Miss P.P.T Rakoma, MTECH: LIS)

Brief Introduction and Purpose of the Study: This study will investigate if special libraries in KZN share knowledge and to determine the extent to which the staff in special libraries share knowledge among themselves using ICT enabled platforms. The aim of the study is to explore knowledge sharing among staff of special libraries in KwaZulu-Natal province using ICT enabled platforms.

Outline of the Procedures: The researcher will send questionnaires via email or deliver personally to other respondents who do not have access to email as soon as ethical clearance is obtained. Follow ups will be done telephonically and respondents will be given two weeks to complete questionnaires.

Benefits: After the completion of the study practices regarding knowledge sharing will be shared amongst organizations (special libraries) and respondents may benefit in the adopting good practices for their organizations. The benefit to the researcher will be research publications both in conference proceedings and in accredited journals.

Reason/s why the Participant May Be Withdrawn from the Study: Respondents in this study is voluntary. The respondents may withdraw from the study any time without providing any reason.

Remuneration: There will be no remuneration. The researcher dependent on Faculty research budget allocated to conduct research for a Masters' qualification.

Research-related Injury: There will be no risks or discomforts to the respondents.

Costs of the Study: Respondents will not be expected to cover any costs towards the study.

Confidentiality: All respondents will remain anonymous. Names of the respondents will not appear on the questionnaire and the response will be treated as strictly confidential in the reporting of the research.

Persons to Contact in the Event of Any Problems or Queries:

(Dr M. Rajkoomar email: mogier@dut.ac.za) Please contact the researcher (tel no.0848279706), my supervisor (tel no. 031-373 6776 cell 084 624 1062) or Co-supervisor (Miss P. Rakoma email: rakomap@dut.ac.za, tel.no. 031- 373 6777 or cell no. 082 689 8532) or the Institutional Research Ethics administrator on 031 373 2900. Complaints can be reported to the DVC: TIP, Prof F. Otieno on 031 373 2382 or dvctip@dut.ac.za.

General: Participation will be voluntary and respondents will each be send the information letter and consent form that they will need to sign before responding to the questionnaire. The questionnaire will be available only in English as all the participants are fluent with the language.

CONSENT LETTER

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, Lucky Khoro, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: REC 29/16,

- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.

- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.

- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.

- I may, at any stage, without prejudice, withdraw my consent and participation in the study.

- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.

- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____   _____   _____

Full Name of Participant   Date   Time   Signature / Right Thumbprint

I, **Lucky Khoro** herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

_____   _____   _____

Full Name of Researcher   **Date**   **Signature**

_____   _____   _____

Full Name of Witness (If applicable)   **Date**   **Signature**

_____   _____   _____

Full Name of Legal Guardian (If applicable) Date   **Signature**

DUT DURBAN UNIVERSITY OF TECHNOLOGY

1816 Welbedatch West
Durban
Chatsworth
4092

21 July 2016

## PERMISSION TO CONDUCT RESEARCH STUDY

Dear Sir/Madam

I am writing to request permission to conduct a study at your institution. I am currently enrolling a Master of Management Science in Library and Information Science at Durban University of Technology, Durban campus, and I am in the process of writing my Master's Thesis. The institution would like to see your confirmation as soon as possible. The study is entitled: **Knowledge sharing among library staff of special libraries in KwaZulu-Natal with special reference to using Information and Communication Technologies enabled platforms.**

I hope that you will allow me to recruit questionnaires to you and anonymously complete an online questionnaire. If approval is granted, you will complete the survey online. The survey process should take few minutes to complete. The survey results will be pooled for the thesis project and individual results of this study will remain absolutely confidential and anonymous. Should this study be published, only pooled results will be documented. No costs will be incurred by either participating in this study.

Your approval to conduct this study will be greatly appreciated. I will follow up with a telephone as soon as possible and would be happy to answer any questions or concerns that you may have at that time. You may contact me at my email address: khorolucky@gmail.com.

Yours faithful
L. Khoro
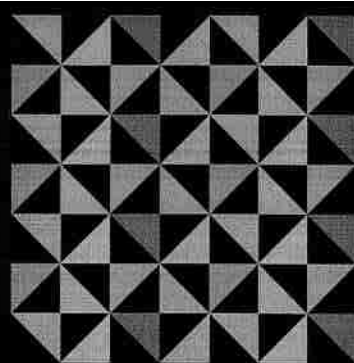
3 June 2016

IREC Reference Number: **REC 29/16**

Mr L Khoro
1816 Welbedatch West
Chatsworth
4092

Dear Mr Khoro

Knowledge sharing among library staff of special libraries in KwaZulu-Natal with special reference to using Information and Communications Technology enabled platforms

I am pleased to inform you that Provisional Approval has been granted to your proposal REC 29/16 subject to:

➢ Piloting of the data collection tool and
➢ Obtaining and submitting the necessary gatekeeper permission/s to the IREC.

Full approval is subject to meeting the above conditions.

The Proposal has been allocated the following Ethical Clearance number **IREC 049/16**. Please use this number in all communication with this office.

Approval has been granted for a period of two years, before the expiry of which you are required to apply for safety monitoring and annual recertification. Please use the Safety Monitoring and Annual Recertification Report form which can be found in the Standard Operating Procedures [SOP's] of the IREC. This form must be submitted to the IREC at least 3 months before the ethics approval for the study expires.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

Please note that you may continue with validity testing and piloting of the data collection tool. Research on the proposed project may not proceed until IREC reviews and approves the final document. If there are no changes to the data collection tool, kindly notify the IREC in writing.
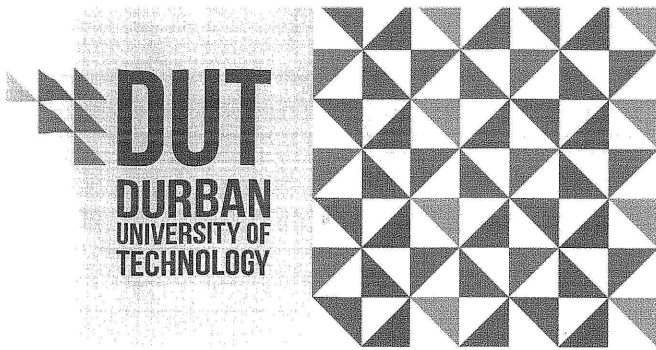
Yours Sincerely

Professor J K Adam
Chairperson: IREC

15 August 2016

IREC Reference Number: **REC 29/16**

Mr L Khoro
1816 Welbedatch West
Chatsworth
4092

Dear Mr Khoro

Knowledge sharing among library staff of special libraries in KwaZulu-Natal with special reference to using Information and Communications Technology enabled platforms

The Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tools.

Kindly ensure that participants used for the pilot study are not part of the main study.

In addition, the IREC acknowledges receipt of your gatekeeper permission letters.

Please note that FULL APPROVAL is granted to your research proposal. You may proceed with data collection.

Yours Sincerely,

Professor M N Sibiya
Deputy Chairperson: IREC