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RESEARCH ARTICLE

A Preliminary Investigation into the Knowledge-Sharing Practices of Academic Librarians in Malaysia

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Abstract

Purpose: The pilot research describes how the data, outliers, and multivariate assumptions were checked. It gives an evaluation of Cronbach's Alpha reliability testing, and data validity, using SPSS version 23. It also displays the data's demographic features and assists the researchers in comprehending the characteristics of respondents and their responses. Furthermore, the pilot study addresses the various measures involved in data processing and screening. Furthermore, it described the various ways of evaluating ANOVA.

Design/Methodology/Approach: The quantitative research approach was used to identify and assess variables as well as evaluate library personnel goals and views. The analysis approach used to analyse its reliability and validity includes descriptive statistics, central tendency, distribution, frequencies, measurement assessment, and structural model evaluation. The pilot study found that librarians at Malaysian academic libraries participated in a variety of knowledge-sharing activities with colleagues from their own and other libraries.

Findings: The outcome demonstrates the common sources of understanding. It has been discovered that intention, attitude, and library policies are critical factors influencing knowledge transfer in the expatriate academic library community. According to the findings, intention, perceived behavioural control, subjective norms, and trust and relation are the elements impacting knowledge-sharing practises among Malaysian librarians.

Research limitations/Implications: The scope of this research is limited to Malaysian academic libraries and their staff. However, future research could include various additional academic university libraries that are not covered by Malaysian library professionals in order to reach a bigger demographic. This pilot study report has practical implications for people who are unfamiliar with working conditions in university libraries. It presents a detailed overview of information-sharing styles and objectives, as well as the drawbacks of sharing essential knowledge, which will aid library employees in understanding the restrictions.

Originality/Value: This original study rates the effectiveness of knowledge-sharing practises among academic libraries staff members. The Klang Valley academic library employees in Malaysia and their supporting staff have not been the subject of any prior studies on knowledge-sharing practices. This pilot study would be advantageous for library professionals who are planning to pursue a career in this field on a large scale.

Keywords: Academic librarians, Intention, Knowledge Sharing, Klang Valley, Malaysia.

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1. Introduction

Many experts say that sharing knowledge is one of the most important parts of knowledge management. Organizations have identified knowledge and the sharing of knowledge as important resources that must be created and shared to maintain a competitive edge (Islam, Jasimuddin& Hasan, 2015). Some people view knowledge as an organization's resource that enables improvement and transformation (Gonzalez & Martins, 2017). Lee & Yoo (2019), Ramayah,Yeap, and Ignatius (2014) are just a few of the scholars who agree with these claims. Knowledge-sharing behaviour, on the other hand, is well-debated phenomenon and social activity; and it is the cumulative behaviour of a group of individuals (Ranasinghe and Dharmadasa, 2013). Previous research in South Asia has determined that knowledge workers are unwilling to share their expertise inside their organisations. Azudin, Ismail, and Taherali (2009) and Hayes (2018) attribute this negative attitude to culture.According to Azudin et al. (2009), Asians don't trust each other or their own knowledge, which hinders knowledge management (KM). The authors say most people fear losing their jobs if they speak up. Contemporary studies by Intezari, Taskin, and Pauleen(2017) further corroborate this claim. However, this pilot research attempts to promote the use of knowledge organization systems for successful information sharing and transfer among its users while focusing on the problems with current knowledge sharing practises and the importance of knowledge sharing in Malaysia's Klang Valley academic libraries. Theresearch paper presents the demographic profile of respondents and the data that is collected via the questionnaire which was distributed to academic library staff. It reveals the critical analysis and results of the pilot study. This pilot study is a preliminary test conducted on 66 academic librarians randomly selected from five different academic libraries to show the level of intent and participation. The respondents' suggestions and their feedback on the wording of the questionnaire were considered and incorporated into the main questionnaire of the research.

2. Literature Review

The purpose of libraries and academic libraries is to serve the community of the institution by offering resources and information (Maponya, 2005). Institutional libraries are described by Herman-Miller (2010) and Reimer (2018) as being meant to work with departments at all levels to provide instructional support for a variety of skill levels. The authorsfurther on to say that students should be encouraged to become information providers rather than only users in academic libraries. Stoffle (2011) places an emphasis on the creativity and successful administration of knowledge found in academic libraries. Thus, the instructional and knowledge management responsibilities that academic libraries play may be very necessary to achieve success in this new arena. Moreover, all knowledge management academics agree that knowledge is vital to the organisation, especially in the knowledge of library.

According to Lee (2005) as well as Jordan and Lloyd (2017), the knowledge and experiences of library employees are the intellectual resources of any library, and they should be respected and shared. Conferring to the research presented in Zakaria (2008) and Jordan & Lloyd (2017), there are several challenges associated with capturing the undocumented knowledge of staff, including the loss of key personnel and the knowledge they possess, the contribution to knowledge creation at the parent university, and the increased knowledge sharing and staff productivity. Ali, Gohneim, and Roubaie (2014) consider information sharing a key commodity in the knowledge-based economy. Other authors use knowledge sharing, flows, and transfer interchangeably. Knowledge sharing in the library involves sharing knowledge with others (Ipe, 2003). Further, knowledge sharing is a process of transferring knowledge within the organisation through communication channels (Alavi and Leidner, 2001).

In Malaysia, academic libraries are non-profit, institutes of higher learning libraries, and they are divided into two categories: government and private universities, which are also private institutions. They are all formally governed by the Ministry of Higher Education. Academic libraries acquire, process, transmit, store, and use the information for university functions (MOHE, 2015). Malaysian academic libraries traditionally provide human resource and advising services. The director-general of the national library of Malaysia, Dato' Raslin Bin Abu Bakar, found that as of 2012, Malaysia has 366 academic libraries, 20 of which were government-run and 346 private (Raslin, 2012). This study evaluates five government higher education academic libraries in Malaysia's Klang Valley. The researcher chose these university libraries for their location and diversity. A person's knowledge and the ways in which they choose to share it are a product of their own thoughts

and actions. Therefore, this study employs Ajzen's (1991) Theory of Planned Behaviour as the theoretical framework to investigate how attitude, subjective norm, and perceived behavioural control affect library staff members' information sharing intents. Thus, Ajzen (1991) and Ajzen & Fishbein (2000) argue that a person's attitude, which includes their subjective norm and their perceived behavioural control, is a crucial determinant of their behaviour with respect to knowledge sharing.

Based on these facts, this study will contribute to the expanding body of literature on the notion of planned behaviour by concentrating on how library personnel in Malaysian university libraries communicate their knowledge. Thus, the study's primary purpose is to evaluate the factors that influence library staff knowledge-sharing practices in academic libraries. Considering this, the theoretical framework and questionnaire for the study were based on research representing knowledge interaction.

3. Research Methodology

3.1 Pilot Study

According to McDaniel & Gates (2010), a pilot study refers to surveys whereby a limited number of respondents are given a set of questionnaires to be answered with a less rigorous sampling technique than in extensive questionnaire studies. In other words, it refers to a small-scale version or trial run in preparation for a significant study, which is more often used to test the instrument. Furthermore, Simon (2011) highlights that a pilot study is comparable to a probability study commonly used to undo if the items yield the sort of information needed before conducting the final version of the questionnaire.

3.2 Research Instrument

The survey for the study is designed based on the Theory of Planned Behaviour (TPB) items adopted from previous research and created from the themes identified regarding library staff knowledge sharing. In this regard, the researcher assesses and explains the similarities and differences of items related to the research objectives. The items are modified to suit the current study as suggested by (Ajzen & Fishbein, 2014). The researchers asked respondents to indicate how much they agree on the criteria items on a five-point Likert scale that ranges from '1' (strongly disagree) to '5' (strongly agree). The researchers, however, designed and obtained the demographic characteristics of the participants and information about their approaches toward knowledge-sharing practices. Precisely, the questionnaire is in two sections. The first section captures the participants' demographic features such as gender, age group, marital status, education level, and working experience. In contrast, the second section obtains information about library staff intentions and perceptions toward knowledge-sharing practices. Based on a previous study on information-sharing behaviour, these survey elements originate from the theory of planned behaviour and other instruments confirmed in other studies. The valid items, their loadings, mean, standard deviation, and Cronbach's alpha, are highlighted in the following tables. It is essential to mention that the instruments of this study do not contain any common method biases since the survey instruments are adapted from previous studies and modified to suit the context of this study.

3.3 Population and Sample

The pilot study population consists of 66 librarians and their supporting staff from the five selected academic libraries: International Islamic University Malaysia IIUM Library, University of Malaya UM Library, University Technology Malaysia UTM Library, UniversitiKebangsaan Malaysia UKM Library, and International University INTI Library, all located in the Klang Valley of Malaysia. A sum of 66 participants was randomly chosen and sampled for the pilot study. Meanwhile, all 66 respondents were adjusted to be appropriate for this type of research. Therefore, the researcher used all 66 respondents for the pilot study.

3.4 Admin of the Research Instruments

As part of the study, the researcher administered the research instrument to the respondents personally in the university libraries in the Klang Valley of Malaysia. The amount of work put into providing a concise description was done by the researcher so that the target audience can have a comprehensive understanding of the subject. Overall, the researcher assigned 66 questionnaires to the respondents, out of which all 66 were completed and returned. As this number is sufficient for the pilot project, the researcher uses 66 respondents for this pilot study. The next paragraph and the tables below encompass the demographic details of the respondents used for the pilot report.

4. Data Analysis

4.1 Demographic Characteristics of the Respondents

For the respondents' demographic details, the researcher obtained 66 questionnaires from the respected respondents, and all 66 questionnaires were deemed suitable for use in the data analysis process. Descriptive figures, including percentages and frequencies, are measured to provide a more accurate interpretation of the features of the survey respondents.

Accordingly, a total of 66 participants participated in the preliminary study test. The findings for the participants are listed in Table 1, and according to that table, 27 of the participants were male (40.9%) and 39 of the participants were female (59.1%). The research indicates that there are more female participants in the pilot sample than there are male participants. The mean score for each gender, on the other hand, is 1.559, with a standard deviation of 0.495. The next step is to investigate how evenly the respondents were distributed throughout the various age groups. The conclusion that can be drawn from this is that most participants, 20 (30.3%), fall into the age range of 32 to 39 years old, with the rate of participants aged 46 and beyond being the lowest, only 3 (4.5%). According to this view, the pilot study had a greater number of adult participants than it does young volunteers. The mean score of the age group is 2.58, with a standard deviation of 1.164. The next step is to investigate the responses of the various survey participants regarding how they feel about their work environment.

The table illustrates the distribution of respondents according to their location of employment. The study found that many respondents were concerned about their employment; 25 (37.9%) of them work in the section zone, 23 (34.8%) in the division area, and 18 (27.3%) are administrators. However, the average workplace score is 2.23, with a standard deviation of 1.134. The distribution of respondents by marital status follows. The report revealed that most respondents, 49 (74.2%), are married, while 16 (24.2%) are single, and only 1 (1.5%) was confirmed to be divorced.In addition, the mean score for marital status is 1.79 and the standard deviation is 0.61.

Next, the frequency distribution of respondents based on qualification reveals that many respondents (34.5%) have a degree in master, followed by bachelor's degrees (18.3%), High School degrees 6 (9.1%), and low responses from both Ph.D. Degrees 4 (6.1%) and Diplomas. The mean score for Education is 3.39 and the standard deviation is 1.042. Following that, we investigated the attitudes of respondents toward academic libraries, as shown in the table. The findings present a breakdown of the respondents according to the academic library they supervised.While we did receive responses from a wide variety of libraries, our research revealed that the IIUM Academic Library accounted for 34 of the participants (51.1%). UTM's academic library had the second-highest number of replies (nineteen; 27.3%), followed by those from INTI's academic college library (eighteen; 12.1%), the central library at UM (four; 6.1%), and UKM (two; 3.0%). In this case, the academic libraries had an average score of 2.18 and a standard deviation of 1.413.

Responses were then broken down by how long they'd been in the workforce. In terms of work experience, the results presented in the table show that the vast majority of respondents are highly qualified, with 34 (51.5%) holding over six years of experience, followed by 13 (19.7%) holding between two and four years of experience, and only three (4.5%) holding less than two years of experience. The average job experience rating is 3.91 out of a possible 5.0, with a standard deviation of 1.298. Furthermore, Table 1 below exhibits the results obtained from the analysis.

Table 1. *Shows the demographic distribution of respondents*

Distr_of_Resp(s)	Frequency	Percentage (%)	Mean	Standard Deviation
Gender				
Male	27	40.9	1.559	0.495
Female	39	59.1		
Age Group				
18 – 25	15	22.7	2.58	1.164
25 – 32	16	24.2		
32 – 39	20	30.3		
39 – 46	12	18.2		
46 – Above	3	4.5		

Workplace				
Section	25	37.9	2.23	1.134
Division	23	34.8		
Admin	18	27.3		
Marital status				
Single	16	24.2	1.79	0.612
Married	49	74.2		
Divorced	1	1.5		
Education				
High School	6	9.1	3.39	1.042
Diploma	4	6.1		
Bachelor	18	27.3		
Master	34	51.5		
PhD	4	6.1		
Academic Library				
IIUM Library	34	51.5	2.18	1.413
UM Library	4	6.1		
UTM Library	18	27.3		
UKM Library	2	3.0		
INTI Library	8	12.1		
Work Experience				
Less than 1 year	3	4.5	3.91	1.298
1 to 2 years	9	13.6		
2 to 4 years	13	19.7		
4 to 6 years	7	10.6		
6 years & above	34	51.5		

5. Reliability Analysis

Reliability describes the degree of regularity that an instrument or procedure validates. The idea behind the reliability concept is that whatever a created instrument is evaluating, it should do so with flexibility. As explained earlier in chapter three of this thesis, the reliability test tells us how well we can rely on the report provided in the survey. Thus, the researcher used Cronbach's alpha to assess this process. Pallant (2011) argued that Cronbach's Alpha permits the researcher to determine which item to retain or delete. It is a model of internal consistency reliability based on the average inter-item correlation of an instrument (Rovai, Baker, & Ponton, 2014, p. 545) cited by (Koonce, & Kelly, 2014). For this pilot study, the researcher used Cronbach's Alpha to ascertain the reliability of 49 items, and the result confirmed 0.949 and the Cronbach's Alpha based on Standardised Items = 0.953. This result fulfils the minimum requirement of the reliability analysis as well as the overall items' total scale statistics of the mean, variance, and standard deviation of the 49 items, as shown in Table 2.

Table 2. *Cronbach's Alpha and Items-Total Scale Statistics*

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items		No of Items
0.949	0.953		49
Reliability Statistics			
Mean	Variance	Std. Deviation	Number of Items
207.76	374.463	19.351	49

5.1 Reliability Analysis by Variables

The reliability analysis for this pilot study and each variable showed that the Cronbach's alpha of the variables ranged between 0.718 and 0.913 with their respective number of items. Therefore, it can be concluded that this satisfied the requirement of the reliability analysis. Table 3 shows the reliability coefficients for the studied variables and the mean and standard deviation values.

Table 3. *Factor Loadings for Mean, Std. & Cronbach's Alpha*

Variables	Cronbach α	No of Items	Mean	Std.
Knowledge Sharing Practice	0.718	5	22.47	2.585
Intention	0.761	5	21.79	2.715
Attitude	0.749	6	27.58	2.287
Perceived Behavioural Control	0.860	6	24.52	3.425
Subjective Norm	0.906	5	20.91	2.975
Trust & Relation	0.858	6	24.47	3.375
Teamwork Skills	0.870	6	25.30	2.128
Corporate Culture	0.913	5	20.58	3.273
Library Staff Ignorance	0.843	5	20.15	3.544

6. Results of Reliability Analysis for Factor Items

The findings of the dependability analysis for each factor are displayed down below in table 4. On the other hand, the items in factor 1 labelled "Knowledge Sharing Practice" (KSP1–KSP5) are evaluated according to the items loaded under each component. The variable that was used in this study as a representative of a dependent variable. The factor's Cronbach's alpha rating is 0.718, which indicates that it has a satisfactory level of reliability. The values of the variables' internal consistency ranged from 0.591 to 0.815, which is a direct reflection of this range. As can be seen in the table that follows, the values of the variables showed a high degree of dependability.The outcomes of the reliability study for factors 2 elements (INT1–INT5) are categorically deemed to be related to the "Intention to Share Knowledge." This factor's Cronbach's alpha score is 0.761, which indicates that this estimate is a very good representation of the factor. The internal classification performance for the measurements, on the other hand, ranged somewhere from 0.655 to 0.850. As can be seen in the table, all the variables managed to attain high consistency ratings for the factor in question.

The results for factor 3 items (ATT1–ATT6) titled "Attitude towards Knowledge Sharing" are displayed with the reliability analysis. The factor's Cronbach's alpha score is 0.749, which indicates that it is of moderate reliability. Similarly, the internal consistency values for the variables ranged from 0.673 to 0.772; generally speaking, the table demonstrates that the variables have exhibited good stability values.The results of the reliability analysis for factor 4 items (PBC1–PBC6) titled "Perceived Behavioural Control towards Knowledge Sharing" are displayed further down. The factor's Cronbach's alpha value is 0.860, which is regarded as being in a satisfactory range. Accordingly, the values of the variables' internal consistency ranged from 0.825 all the way up to 0.856. The assessment demonstrates that the variables all received high scores for their reliability.Factor 5 items (SUN1 - SUN5) are labelled "Subjective Norm towards Knowledge Sharing" and provide the reliability analysis results. Cronbach's alpha for this component is 0.906, which is considered excellent. Internal consistency values for the variables ranged from 0.873 to 0.900, respectively. The variables received exceptional dependability values, as shown in the table.

Furthermore, the reliability analysis results for factor 6 items (TRR1 - TRR6) titled "Trust & Relationship towards Knowledge Sharing" were reported. Cronbach's alpha for the factor is 0.858, which is considered an outstanding value. Similarly, the variables' internal consistency values ranged from 0.816 to 0.851. The variables had good dependability values, as seen in the table.The reliability study for the 7 items (TWS1 - TWS6) labelled "Teamwork Skills towards Knowledge Sharing" is shown in table 4. Cronbach's alpha for the factor is 0.870, which is regarded as good. Similarly, the variables' internal consistency values ranged from 0.825 to 0.896. The variables had high dependability values, as demonstrated. The reliability analysis for factor 8 items (CRC1 - CRC5) entitled "Corporate Culture towards Knowledge Sharing" is shown in the results. Cronbach's alpha for the factor is 0.913, which is considered a good value. Similarly, the variables' internal consistency values ranged from 0.881 to 0.910. The variables had high dependability values, as seen in the table below. Finally, the reliability analysis for factor 9 items (LSI1 - LSI5) labelled "Library Staff Ignorance" is shown in the results. Cronbach's alpha for the factor is 0.843, which is regarded as good. Similarly, the variables' internal consistency values ranged from 0.780 to 0.831. The variables scored strong dependability values for the pilot study, as shown below.

Table 4. *Reliability Item-Total Statistics*

ReliabilityItem-Total Statistics				
Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
knowledge sharing				
KSP1	18.00	3.938	.652	.591
KSP2	17.86	4.520	.625	.620
KSP3	17.94	4.673	.521	.655
KSP4	18.02	4.661	.556	.644
KSP5	18.06	5.104	.171	.815
Intention				
INT1	17.33	5.118	.678	.680
INT2	17.32	5.236	.665	.687
INT3	17.82	4.305	.365	.850
INT4	17.35	4.754	.723	.655
INT5	17.33	5.579	.489	.734
Attitude				
ATT1	22.77	4.148	.566	.705
ATT2	23.23	3.655	.350	.772
ATT3	22.92	3.763	.665	.673
ATT4	22.95	3.952	.450	.723
ATT5	22.95	3.736	.524	.702
ATT6	23.05	3.644	.518	.704
Perceived Behavioural Control				
PBC1	20.74	8.440	.591	.848
PBC2	20.33	8.410	.728	.825
PBC3	20.36	8.666	.674	.834
PBC4	20.50	8.346	.560	.856
PBC5	20.44	7.881	.703	.827
PBC6	20.20	8.499	.694	.830
Subjective Norm				
SUN1	16.83	5.587	.792	.878
SUN2	16.76	6.063	.758	.886
SUN3	16.77	5.594	.772	.883
SUN4	16.70	5.599	.814	.873
SUN5	16.58	6.156	.685	.900
Trust & Relation				
TRR1	20.50	8.223	.639	.836
TRR2	20.55	7.821	.583	.851
TRR3	20.38	8.147	.695	.826
TRR4	20.20	9.022	.562	.850
TRR5	20.44	7.573	.694	.826
TRR6	20.29	8.024	.758	.816
Teamwork Skills				
TWS1	20.91	7.745	.565	.865
TWS2	21.05	6.752	.752	.833
TWS3	21.17	6.572	.794	.825
TWS4	21.02	6.507	.785	.826
TWS5	21.17	7.003	.755	.835

TWS6	21.21	7.247	.442	.896
Corporate Culture				
CRC1	16.55	7.083	.777	.894
CRC2	16.42	6.986	.863	.878
CRC3	16.44	6.712	.835	.881
CRC4	16.55	6.683	.719	.910
CRC5	16.35	7.554	.728	.904
Library Staff Ignorance				
LSI1	16.50	6.808	.657	.831
LSI2	16.05	8.475	.667	.807
LSI3	16.00	9.354	.577	.831
LSI4	16.02	8.846	.667	.809
LSI5	16.05	8.290	.780	.780

6.1 Data Validity

Analyzing Table 5 below shows that the data for this pilot study investigation is normally distributed because none of the items in the skewness column are higher than 3 and none of the items in the Kurtosis column are higher than 10. As a result, it is possible to conclude that the data were regularly distributed.

Table 5. *Descriptive Statistics for Skewness and Kurtosis Normality distribution*

Descriptive Statistics					
	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
KSP1	66	-1.974	.295	4.968	.582
KSP2	66	-1.430	.295	.827	.582
KSP3	66	-1.449	.295	1.973	.582
KSP4	66	-1.149	.295	1.639	.582
KSP5	66	-2.109	.295	4.842	.582
INT1	66	-1.066	.295	2.263	.582
INT2	66	-.583	.295	-.581	.582
INT3	66	-1.442	.295	1.458	.582
INT4	66	-2.022	.295	8.431	.582
INT5	66	-.651	.295	-.488	.582
ATT1	66	-1.560	.295	.445	.582
ATT2	66	-1.126	.295	1.210	.582
ATT3	66	-.651	.295	-1.627	.582
ATT4	66	-1.081	.295	.188	.582
ATT5	66	-1.743	.295	4.756	.582
ATT6	66	-.944	.295	-.082	.582
PBC1	66	-.375	.295	-.035	.582
PBC2	66	-.544	.295	.526	.582
PBC3	66	-.174	.295	-.686	.582
PBC4	66	-.359	.295	-.687	.582
PBC5	66	-1.037	.295	2.195	.582
PBC6	66	-.501	.295	-.761	.582
SUN1	66	-.118	.295	-1.081	.582
SUN2	66	-.138	.295	-.533	.582
SUN3	66	-.692	.295	.572	.582
SUN4	66	-.335	.295	-.959	.582
SUN5	66	-.494	.295	-.695	.582

TRR1	66	-.207	.295	-.345	.582
TRR2	66	-.881	.295	1.212	.582
TRR3	66	-.407	.295	.140	.582
TRR4	66	-.167	.295	-.501	.582
TRR5	66	-.742	.295	.361	.582
TRR6	66	-.238	.295	-.786	.582
TWS1	66	-.131	.295	-.916	.582
TWS2	66	-.665	.295	.854	.582
TWS3	66	-.478	.295	.456	.582
TWS4	66	-.742	.295	.518	.582
TWS5	66	-.494	.295	1.660	.582
TWS6	66	-1.101	.295	2.531	.582
CRC1	66	-.744	.295	.948	.582
CRC2	66	-.763	.295	1.166	.582
CRC3	66	-1.440	.295	3.897	.582
CRC4	66	-1.332	.295	2.933	.582
CRC5	66	-.307	.295	-.778	.582
LSI1	66	-1.121	.295	.297	.582
LSI2	66	-.804	.295	.147	.582
LSI3	66	-.710	.295	.516	.582
LSI4	66	-1.042	.295	2.521	.582
LSI5	66	-1.105	.295	2.431	.582
Valid N (listwise)	66				

6.2 Validation of the Research Instrument

The researchers performed factor analysis to determine the validity of the items in the survey questionnaire used in this study. As a result, they decided to use the KMO and Bartlett's Test, determinant, total variance explained, similarities, and rotated component matrix tables to ensure that the assumptions of factor analysis were met. Pallant (2020) recommended that a research instrument be qualified for factor analysis if its correlation matrix has a value of.3 or higher. She also claimed that the KMO must be 0.6 or above, with Bartlett's test result of less than 0.05. Similarly, Mayer (2013) emphasised that the value of KMO must be high to satisfy the multicollinearity assumption. The researchers subsequently ran the factor analysis test and obtained the following results:

Table 6. *KMO and Bartlett's Test for the Pilot Study*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**0.609**
Bartlett's Test of Sphericity	Approx. Chi-Square	2965.670
	Df	1176
	Sig.	0.000b

Table 6 above displays the result of the Kaiser Meyer-Olkin measure of sampling adequacy and Bartlett's Test of Sphericity. However, Kaiser Meyer-Olkin and Bartlett's test reveals the suitability of the data set for factor analysis (Shrestha, 2021). Based on the standardised table above, the value of the Kaiser Meyer-Olkin measure of sampling adequacy is 0.609, which is above 0.6 as suggested by Pallant (2011; 2020). Nevertheless, Bartlett's test of Sphericity is statistically significant with $p < .000$. Therefore, the data passed the Kaiser Meyer-Olkin measure of sampling adequacy and Bartlett's Test of Sphericity.

6.3 Determining the Factor Loadings

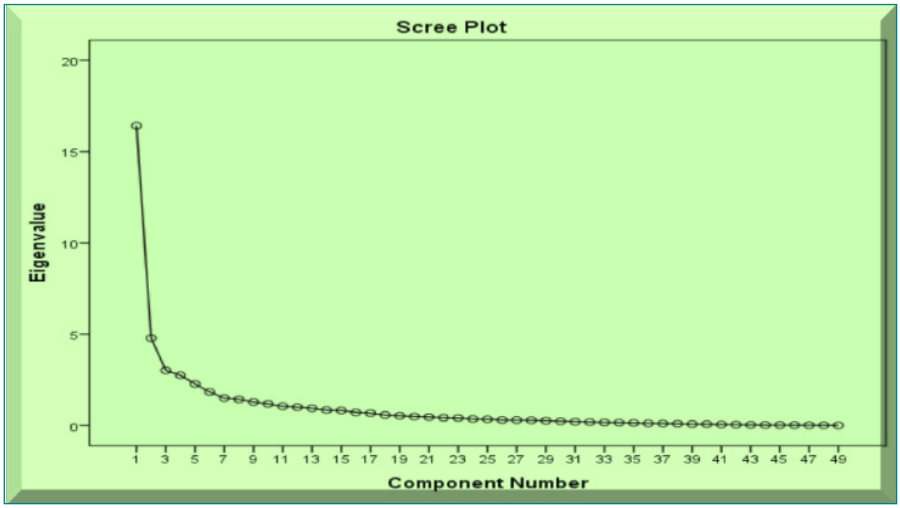
There is a need to outlook the total variance explained table for the pilot study. (Table 7) and scree plot (Figure 1) determine how many components meet this measure. However, the eigenvalue of a factor represents the amount of the total variance explained by that factor, which is called Kaiser's criterion. According to Pallant (2005), only the factors with an eigenvalue of 1.0 or more are retained for further investigation.

Table 7. *Total Variance Explained*

Initial Eigenvalues			
S/N	Total	Percentage of Variance (%)	Cumulative Percentage
1	16.417	33.505	33.505
2	4.783	9.761	43.266
3	3.018	6.160	49.426
4	2.752	5.615	55.041
5	2.275	4.642	59.683
6	1.840	3.755	63.438
7	1.502	3.065	66.502
8	1.433	2.925	69.428
9	1.284	2.621	72.048
10	1.181	2.410	74.458
11	1.054	2.150	76.608
12	1.003	2.047	78.655
Extraction Method: Principal Component Analysis,			
12 components extracted			

Discussing Table 7 above, the result shows the total variance explained. With this, the researcher can determine the number of variables to be retained for this pilot study. It also showed the number of variables with an eigenvalue greater than 1. From the total variance explained in the table above, it was found that twelve variables have their eigenvalue greater than 1. Therefore, twelve variables will be examined in this pilot study. In addition, the total variance explained in the analysis shows that 78.655% of the items are explained by the twelve variables in this investigation.The 49 items in the survey questionnaire were subjected to library staff in knowledge sharing components analysis (PCA) using Statistical Package for Social Sciences (SPSS) version 22. To this, the suitability of data for factor analysis was assessed. A careful inspection of the correlation matrix shows the presence of many coefficients of .3 and above. The Kaiser-Mayer-Olkin value was .609 which exceeds the recommended value of .6 suggested by Kaiser (1970). Bartlett's Test of Sphericity reached a statistically significant of .000. These support the factorability of the correlation matrix. The principal component analysis shows the presence of twelve components with an eigenvalue greater than 1. Moreover, to support the data, it is important to look at the scree plot. Based on Pallant's(2005) justification, as explained by Akpullukcu & Cavas (2017), the scree plot testis one of the techniques that can be used to assist in the decision concerning the number of factors to retain. This involves plotting each of the eigenvalues of the factors and inspecting the plot to find a point at which the shape of the curve changes direction and becomes horizontal.

A critical inspection of the scree plot graph below shows a clear break after the twelve components. Going by the Catell's (1966) screen test, it was decided to retain twelve components for further investigation.



Graph 1. *Shows the Scree Plot for the Pilot Study*

Observing the graph above, there is relatively a clear break between the first and second components. Thus, components 1 explains or captures more of the total variance than the remaining components. From this plot, it is recommended to retain only one component for the pilot study. This relationship enabled the collapse of the 49 items into one factor. This indicates that the items in the questionnaire accumulate around a single dimension.

7. Inferential Test

7.1 Pearson Correlation

Pearson correlation is conducted to analyse the inter-correlation between independent and dependent variables. The finding summary of the correlation is presented in (Table: 8). The results show the presence of a positive relationship between the DV and IVs. The results support the hypotheses of this study in which it was assumed there would be the existence of a positive/negative relationship between the dependent and the independent variables. The findings are also consistent with previous studies such as those completed by AlShamsi& Ajmal, (2018); Rafique, Hameed & Agha, (2018); Rafique & Mahmood, (2018), all of which reported the existence of positive/negative relationships between DV and IVs. The table also illustrates that the correlation between variables is distinguished as the values of Pearson correlation are significantly greater than the benchmark value (0.05).

Table 8. *Correlations Matrix*

Variables	KSP	INT	ATT	PBC	SUN	TRR	TWS	COC	LSI
Knowledge Sharing Practice	1.00								
Intention	0.569**	1.00							
Attitude	0.261*	0.307*	1.00						
Perceived Behavioural Control	0.149	0.012	0.317**	1.00					
Subjective Norms	0.252*	-0.067	0.394**	0.776**	1.00				
Trust & Relation	0.443**	0.214	0.270*	0.592**	0.520**	1.00			
Teamwork Skills	0.204	0.124	0.102	0.410*	0.465**	0.596**	1.00		
Corporate Culture	0.221	0.090	0.291*	0.614**	0.551**	0.603**	0.526**	1.00	
Library Staff Ignorance	0.258*	0.264*	0.217	0.681**	0.484**	0.517**	0.437**	0.603**	1.00

Correlation Matrix

*** Correlation is Significant at the 0.01 level, (p <0.01)(2-tailed).*

** Correlation Significant at the 0.05 level, (p<0.05) (2-tailed).*

7.2 Multiple Regression

Multiple regression is used in this study to test the effect of independent variables towards the dependent variable. To investigate the effect of multiple independent variables to a single dependent variable, it is vital to use multiple regression analysis (Plonsky, Ghanbar, 2018; Astivia& Zumbo, 2019). However, in the case of the present study, the multiple regression model is used to determine the effect of the Independent Variables (IV), which is also known as exogenous on the Dependent Variable (DV) known as endogenous, which the researcherswant to explain. Furthermore, the terms endogenous and exogenous are not commonly used when explaining regression analysis in general. As for DV, we usually use terms such as a response or reply, an outcome, or a standard variable. For the IVs, we usually use terms such as predictors, causes, or explanatory variables. It is, however, commonly used in the structural model of Structural Equation Modeling (SEM). The formula given for this is as bellow.

$$Y = a + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + B_6X_6 + e$$

Whereas Y= Knowledge Sharing Practice, X_1= Intention to Share, X_2 = Attitude, X_3 = Perceived Behavioural Control, X_4 = Subjective Norm, X_5 = Trust & Relation, X_6 = Teamwork Skills, X_7 = Corporate Culture, X_8 = Library Staff Ignorance. “a” is a constant, “Bs”. In short, we presume that Y is the dependent variable while X_1 to X_8 are the independent variables, “e” error term while “Bs” is the coefficient to estimate the sig., (Astivia& Zumbo, 2019).

Table 9. *Multiple Regression a*

Variable	Standardized β	P-value	VIF
(Constant)		0.592	
Intention	0.540	***	1.415
Attitude	-0.046	0.674	1.398
Perceived Behavioural Control	-0.405	0.033	4.037
Subjective Norm	0.467	**	3.082
Trust & Relation	0.426	**	2.231
Teamwork Skills	-0.167	0.180	1.779
Corporate Culture	-0.013	0.922	2.171
Library Staff Ignorance	0.036	0.807	2.464
F =	7.516		
R2 =	0.513		
Adjusted R2	0.445		
Correlation Matrix *** *Correlation Significant at the 0.01 level, (p <0.01)* ** *Correlation Significant at the 0.05 level, (p<0.05)*			

[a] Dependent Variable: Knowledge-sharing Practice

Table 10. *Shows ANOVAa*

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.961	8	2.120	7.516	.000[b]
	Residual	16.077	57	.282		
	Total	33.038	65			
a. Dependent Variable: Knowledge_SP						
b. Predictors: (Constant), LS_Ignorance, Attitude, Intention, Teamwork_Skills, Trust_Relation, Subjective_Norms, Corporate_Culture, Peceived_BC						

8. Discussion

A multiple regression analysis is conducted to determine the hypothesis of the study. The result showed that out of the eight hypotheses tested, four are supported and the remaining four are not supported in this study. Intention has a significant and a positive influence on knowledge-sharing practices (β=0.54; p<0.001) however, hypothesis 1 is supported; this indicate that intention is a prerequisite for knowledge-sharing practices. To accept knowledge-sharing practice among librarians they should have a positive intention among which will have a great impact in their acceptance of knowledge-sharing. Additionally, perceived behavioural control has a negative a significant influence on knowledge-sharing practices among librarians supporting hypothesis 3 (β=-0.405; p<0.033). Furthermore, subjective norm has appositive a significant influence on knowledge-sharing practices among librarians in Klang Valley of Malaysia supporting hypothesis 4 (β=0.467; p<0.01), this indicates that subjective norm in one of the most import factors that influences knowledge-sharing practices. Moreover, the results showed that Trust and relation has also a significant and positive influence on knowledge-sharing practices among librarians which support hypothesis 5 (β=0.426; p<0.01), indicating that trust and relation are among the most influential factors when it's come to determine the knowledge-sharing practices among librarians in Malaysia.

Therefore, the factors that are influencing knowledge-sharing practices among librarians in Klang valley of Malaysia are intention, perceived behavioural control, subjective norms, and trust and relation. It can be understood that these factors are pre-requisite to knowledge-sharing practices among librarians in Malaysia.Library managers should take these factors into consideration and focus more on these factors to increase knowledge-sharing practices among university students and librarians in Malaysia. This may improve students' knowledge-sharing practices among them as well as encourage librarians to share knowledge among them as knowledge sharing is very important in society.

9. Limitations and Practical Implications

Based on Freydouni's (2013) study, a research's limits are characteristics of the analysis that may impact the research findings and make it challenging for the investigator to easily generalized the study's findings. As a result, the study's scope is confined to its generalizability because it acknowledges the knowledge librarian workforce in five Malaysian academic libraries of higher education. In this sense, it was anticipated that every responder to the survey would be an active participant in the creation, exchange, distribution, and use of knowledge pertaining to Malaysian academic library institutions. The main objective of this pilot paper on university libraries concentrates primarily on academic library staff, which is evident in a few universities. However, future research could add several other academic university libraries that are not covered by Malaysian library professionals to reach a larger demographic. This pilot study statement has practical consequences for persons who are unfamiliar with the working circumstances in university libraries. It provides a comprehensive overview of information-sharing styles and requirements, as well as the disadvantages of sharing critical knowledge, which will assist library staff in learning about the constraints.

10. Conclusion

The findings of this pilot study resulted in the selection of 66 academic library staff members and their support teams from five different academic institutions of higher learning in Klang Valleyof Malaysiadrawn from the population in the researcher's questionnaire design assessment.Following data collection from respondents, the research attempted to assess the research instrument's validity and accuracy. For this pilot research, all 49 items passed the reliability test. Moreover, factor analysis was employed in the study to assess the validity of the questionnaire. After completing the necessary modifications, the investigator distributes the structured questionnaires. As a result, this demonstrates that the survey questionnaire can be appliedto a broader population in academic university libraries in Klang Valley of Malaysia. The result of the analysis indicates that intention, perceived behavioural control, subjective norms, and trust and relation are factors influencing knowledge-sharing practices among librarians in the Klang Valley of Malaysia.

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