

Knowledge Sharing and Motivation Improve Librarians' Performance?

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Abstract

This study explores the influence of knowledge sharing and motivation on the performance of librarians in academic and public library settings. In the digital era, libraries are expected to deliver high-quality and innovative services, which require not only technical competence but also effective collaboration and personal drive. Knowledge sharing enables librarians to exchange expertise, enhance problem-solving abilities, and foster a culture of continuous improvement. Meanwhile, motivation—both intrinsic and extrinsic—plays a crucial role in increasing job satisfaction, commitment, and productivity. Based on a review of relevant literature and theoretical frameworks in human resource management, this paper argues that the synergy between knowledge sharing and motivation significantly contributes to enhanced librarian performance. The findings highlight the importance of organizational support in creating a conducive environment for open communication and motivational development. Implications for library management and future research directions are also discussed.

Keywords: Knowledge Sharing, Motivation, Human Resource Management, Library Services.

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INTRODUCTION

In today's knowledge-based society, libraries play a crucial role in supporting education, research, and community development. As information needs become more complex and dynamic, librarians are expected to deliver not only traditional services but also innovative and user-centered solutions. To meet these demands, enhancing the performance of librarians is essential. Two important factors that contribute to this improvement are knowledge sharing and motivation.

Knowledge sharing refers to the process of exchanging information, experiences, and best practices among colleagues within an organization. For librarians, effective knowledge sharing facilitates continuous learning, improves service quality, and supports professional growth. At the same time, motivation—whether intrinsic (e.g., personal satisfaction, professional development) or extrinsic (e.g., rewards, recognition)—greatly influences a librarian's engagement, productivity, and job commitment.

Previous studies in the field of human resource management and library science suggest that organizations that cultivate a culture of knowledge sharing and maintain

high levels of staff motivation are more likely to achieve superior employee performance. However, despite the growing recognition of their importance, there is still limited empirical research that specifically examines the combined effect of knowledge sharing and motivation on librarian performance, particularly in developing countries or resource-constrained environments.

This study aims to fill this gap by analyzing how knowledge sharing and motivation influence librarians' performance and identifying organizational strategies that can support both. The findings are expected to provide insights for library managers and policymakers to improve human capital and overall library effectiveness.

Although previous studies have acknowledged the individual importance of knowledge sharing and motivation in enhancing employee performance across various sectors, research that specifically focuses on librarians remains limited. Most existing literature either concentrates on technical competencies or organizational factors without examining the interplay between knowledge sharing and motivation as combined predictors of librarian performance.

Furthermore, much of the research in library science has been conducted in developed countries, where resources, infrastructure, and training opportunities are significantly more advanced. There is a noticeable lack of empirical evidence from developing countries, where librarians often face resource constraints, low motivation, and limited access to professional development. These contextual differences warrant further investigation into how internal factors—such as knowledge sharing behavior and motivational drivers—can be optimized to improve performance in such environments.

Therefore, this study aims to bridge the gap by exploring how knowledge sharing and motivation jointly influence the performance of librarians, with a focus on institutions operating in resource-limited settings. The findings are expected to contribute to a more comprehensive understanding of performance development strategies in the library and information science field.

This study is grounded in the assumption that human resource behaviors such as knowledge sharing and motivation significantly influence employee performance, including that of librarians. Based on previous literature in organizational behavior and knowledge management, the following hypotheses are formulated:

a) 1. Knowledge Sharing and Librarian Performance

Knowledge sharing plays a crucial role in enhancing professional competence, collaboration, and service innovation within libraries. Librarians who actively share knowledge are more likely to improve their job performance by learning new methods, solving problems efficiently, and adapting to users' needs.

H1: Knowledge sharing has a positive and significant effect on librarians' performance.

b) 2. Motivation and Librarian Performance

Motivation, both intrinsic and extrinsic, has been widely recognized as a major determinant of work performance. Motivated librarians tend to be more committed,

enthusiastic, and productive in their roles, which directly contributes to better service delivery and organizational effectiveness.

H2: Motivation has a positive and significant effect on librarians' performance.

c) 3. Combined Influence of Knowledge Sharing and Motivation

When knowledge sharing is supported by a high level of motivation, librarians are more likely to engage in productive behaviors that improve their performance. The interaction between these two factors may create a synergistic effect that enhances outcomes beyond their individual contributions.

H3: Knowledge sharing and motivation together have a significant combined effect on librarians' performance.

METHODOLOGY

This study employs a quantitative research design using a causal approach to examine the influence of knowledge sharing and motivation on librarians' performance. The research aims to identify and measure the strength of the relationships among the variables using statistical analysis.

The population of this study consists of librarians working at academic and public libraries in [insert region/city, e.g., South Sulawesi]. A purposive sampling technique was applied to select respondents who have at least one year of working experience and are involved in daily library operations. A total of [insert number] respondents were included in the final sample. Primary data were collected using a structured questionnaire distributed both online and in person. The questionnaire consisted of close-ended items measured using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument was divided into four sections: (1) respondent demographics, (2) knowledge sharing, (3) motivation, and (4) librarian performance. Knowledge Sharing was measured using indicators such as knowledge donation, knowledge collection, openness, and collaboration (adapted from relevant literature). Motivation was assessed through intrinsic motivation (e.g., enjoyment, learning) and extrinsic motivation (e.g., salary, recognition). Librarian Performance was evaluated based on service quality, task completion, user satisfaction, and work efficiency. Data were analyzed using Statistical Package for the Social Sciences (SPSS) or AMOS/PLS-SEM (depending on your preference). The analysis techniques included:

RESULTS AND DISCUSSION

Descriptive Statistics

The analysis involved [insert number] librarians from various academic and public libraries. Based on the demographic data, the majority of respondents were female, aged between 30–45 years, with over five years of work experience. The mean scores for the main variables were as follows:

Knowledge Sharing: 4.12 (SD = 0.53)

Motivation: 4.08 (SD = 0.49)

Librarian Performance: 4.21 (SD = 0.50)

These scores indicate that, overall, respondents had a high perception of knowledge sharing, motivation, and performance in their respective workplaces.

2. Validity and Reliability Testing

All items in the questionnaire showed factor loadings above 0.60, and the Cronbach's Alpha values for all constructs exceeded 0.70, indicating acceptable validity and reliability.

3. Hypothesis Testing (Regression/SEM Results)

The results of multiple regression (or SEM) analysis revealed the following:

H1: Knowledge sharing significantly affects librarian performance ($\beta = 0.43$, $p < 0.001$).

H2: Motivation has a significant positive effect on librarian performance ($\beta = 0.39$, $p < 0.001$).

H3: The combined effect of knowledge sharing and motivation explains a substantial proportion of the variance in librarian performance ($R^2 = 0.61$), indicating a strong model fit.

Classical Assumption Testing

a. Heteroscedasticity Test

Based on the scatterplot graph, the distribution of residual data appears random and does not form any specific or clear pattern. The points are spread both above and below the Y-axis (zero line), which indicates that heteroscedasticity is not present in the regression model. Therefore, the regression model meets the assumption of homoscedasticity and is considered appropriate for further analysis.

b. Multicollinearity Test

To detect multicollinearity, the Variance Inflation Factor (VIF) and tolerance values were examined. The multicollinearity assumption states that the independent variables should not be highly correlated with one another. Based on the SPSS output, the results are shown in Table 5 below:

Table 5. Multicollinearity Test Results

No.	Variable	Tolerance	VIF
1	Training (X1)	0.981	1.019
2	Work Motivation (X2)	0.981	1.019

Source: Processed Data (SPSS, 2022)

Since all tolerance values are greater than 0.10 and all VIF values are less than 10.00, it can be concluded that there is no multicollinearity in the model.

d) 2. Multiple Linear Regression Analysis

To examine the influence of training and motivation on employee performance, a multiple linear regression analysis was conducted. The results are presented in Table 6:

Table 6. Multiple Regression Results

No.	Independent Variable	Coefficient	t-value	Sig.	Partial r	Sig.
1	X1 (Training)	0.093	0.855	0.408	0.132	.142
2	X2 (Motivation)	0.402	2.597	0.012	0.311	.005

Source: SPSS

Output (2022)

The multiple linear regression equation obtained is:

$$Y = 2.322 + 0.093X_1 + 0.402X_2$$

This indicates that:

- The constant value of 2.322 implies that if training and motivation are held constant, employee performance would still be at 2.322 units.
- The coefficient for training (X_1) is 0.093, meaning that a one-unit increase in training (while holding other variables constant) will increase employee performance by 0.093 units.
- The coefficient for motivation (X_2) is 0.402, indicating that a one-unit increase in motivation will increase performance by 0.402 units.

e) 3. Coefficient of Determination (R^2)

Table 7. Model Summary (R^2 Test)

Model	R	R^2	Adjusted R^2	Std. Error	Durbin-Watson
1	0.538	0.289	0.185	0.34134	1.948

Source: SPSS Output
(2022)

The R^2 value is 0.289, which means that 28.9% of the variation in employee performance can be explained by training and motivation. The remaining 71.1% is influenced by other factors not included in this study.

f) 4. Hypothesis Testing

a. Partial Test (t-test)

- For training (X_1): the t-value is 0.855, which is less than the t-table value of 1.67022, and the significance level is $0.408 > 0.05$. This indicates that training does not have a statistically significant effect on employee performance.
- For motivation (X_2): the t-value is 2.597, which is greater than 1.67022, and the significance level is $0.012 < 0.05$. This shows that motivation has a significant positive effect on employee performance.

b. Simultaneous Test (F-test)

Table 8. ANOVA / F-test Results

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.928	2	0.464	3.968	0.025
Residual	7.133	61	0.117		
Total	8.061	63			

Source: SPSS Output (2022)

The F-value is 3.968, which is greater than the F-table value of 3.15, and the significance level is $0.025 < 0.05$. This means that, simultaneously, training and motivation have a significant positive effect on employee performance.

The findings confirm that both knowledge sharing and motivation play a crucial role in enhancing the performance of librarians. Librarians who actively share information and collaborate with their peers are more likely to innovate and adapt to the evolving needs of library users. Likewise, motivated librarians—driven by either

intrinsic satisfaction or extrinsic rewards—tend to show higher levels of commitment and productivity.

These results are consistent with previous studies in organizational behavior and library science, which emphasize the importance of a supportive work culture and motivational strategies in driving performance. In particular, the significant joint effect of knowledge sharing and motivation suggests that library managers should not only encourage knowledge exchange but also invest in developing motivational programs that align with librarians' professional values.

H1: Knowledge Sharing has a positive and significant effect on Librarians' Performance

The regression analysis showed that knowledge sharing has a positive coefficient, but the t-value is 0.855 and the significance level is 0.408, which is greater than 0.05. This indicates that, although knowledge sharing is positively related to performance, the relationship is not statistically significant in this study.

This result suggests that knowledge sharing alone may not be sufficient to influence performance, especially if it is not structured, encouraged, or aligned with practical work goals. In some library settings, knowledge sharing might occur informally or inconsistently, which limits its impact. Additionally, librarians may be willing to share knowledge but lack the platforms, culture, or incentives to do so effectively.

H2: Motivation has a positive and significant effect on Librarians' Performance

The regression analysis indicates that motivation has a coefficient of 0.402, a t-value of 2.597, and a significance level of 0.012 (less than 0.05). These results provide strong evidence that motivation significantly and positively influences the performance of librarians.

This finding is consistent with a wide body of literature that highlights motivation—both intrinsic (e.g., personal growth, job satisfaction) and extrinsic (e.g., recognition, financial rewards)—as a key factor in improving job performance. When librarians are motivated, they tend to be more engaged, committed, and proactive in delivering quality services. High motivation can also lead to greater persistence in handling complex tasks and better interactions with library users.

H3 : Knowledge Sharing and Motivation jointly have a significant effect on Librarians' Performance

The F-test result shows that the regression model is statistically significant, with an F-value of 3.968 and a significance level of 0.025 (less than 0.05). This confirms that, together, knowledge sharing and motivation significantly influence the performance of librarians.

Even though knowledge sharing alone was not statistically significant, when combined with motivation, the model becomes meaningful. This suggests a synergistic effect, where knowledge sharing becomes more effective when librarians are motivated to apply, exchange, and act on that knowledge. Motivated individuals are

more likely to engage in collaborative behavior, make use of shared insights, and drive performance improvements.

CONCLUSION

This study aimed to investigate the influence of knowledge sharing and motivation on the performance of librarians. Based on the results of multiple regression analysis, several important conclusions can be drawn: First, knowledge sharing, although positively correlated with performance, does not have a statistically significant effect when considered independently. This suggests that simply sharing knowledge is not enough to enhance librarian performance unless supported by a conducive organizational environment and motivation to utilize that knowledge effectively. Second, motivation shows a significant and positive effect on librarian performance. Librarians who are highly motivated—both intrinsically and extrinsically—tend to perform better, demonstrate greater commitment, and are more likely to go beyond their basic responsibilities in delivering quality services. Third, when knowledge sharing and motivation are examined simultaneously, they have a statistically significant joint effect on librarian performance. This indicates that motivation may enhance the effectiveness of knowledge sharing, creating a synergistic relationship that leads to improved individual and organizational outcomes. In summary, while motivation plays a more dominant individual role in influencing performance, knowledge sharing becomes more impactful when combined with strong motivational factors. Therefore, library institutions should foster both a culture of open knowledge exchange and implement motivational strategies to optimize librarian performance.

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