Are University Librarians Thoughtful About Knowledge Management? A Case with Private Universities in Bangladesh

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Abstrak

Pustakawan memberikan kontribusi yang signifikan terhadap efisiensi pelaksanaan proyek KM sebagai penjaga dan penyebar informasi dalam organisasi. Penelitian ini memberikan gambaran menyeluruh tentang KM di perpustakaan universitas swasta di Bangladesh. Tujuan utama dari penelitian ini adalah untuk menganalisis status praktik KM saat ini di perpustakaan universitas swasta di Bangladesh. Tingkat pemahaman profesional perpustakaan tentang KM serta metode pencatatan pengetahuan di perpustakaan ini juga diidentifikasi. Ini adalah penelitian kuantitatif. Kuesioner survei terstruktur didistribusikan di antara 11 profesional perpustakaan universitas swasta di Bangladesh untuk mengumpulkan data primer. Tingkat respons keseluruhan adalah 89,1%. Data yang dikumpulkan telah dianalisis dengan Perangkat Lunak IBM SPSS Statistics Version 25. Hasilnya menunjukkan bahwa tidak ada penerapan KM secara teoritis dan praktis di perpustakaan universitas swasta Bangladesh. Pemahaman para profesional perpustakaan tentang KM secara umum berada pada tingkat yang memuaskan. Penelitian ini juga menunjukkan bahwa metode yang paling sering digunakan untuk mencatat pengetahuan diam-diam dan eksplisit di perpustakaan adalah 'Interaksi Sosial' dan 'Jurnal'.

Kata kunci: Praktek KM, Perpustakaan Universitas Swasta, Bangladesh

Abstract

Librarians contribute significantly to the efficient implementation of KM projects as custodians and disseminators of information within the organization. This research provides an overall picture of KM in private university libraries in Bangladesh. The primary aim of this study is to analyze the present status of KM practices in private university libraries in Bangladesh. Library professionals' level of understanding of KM as well as the methods of recording knowledge in these libraries is also identified. This is a quantitative study. A structured survey questionnaire was distributed among the 11 private university library professionals of Bangladesh to collect primary data. The overall response rate was 89.1%. The collected data has been analyzed by IBM SPSS Statistics Version 25 Software. The results revealed that there is no formal theoretical as well as practical application of KM in Bangladesh's private university libraries. The library professionals' understanding of KM is at a generally satisfactory level. The present study also suggests that the most frequently utilized methods to record tacit and explicit knowledge in these libraries are 'Social interaction' and 'Journals' respectively.

Keywords: KM Practices, Private University Libraries, Bangladesh

1. INTRODUCTION

The concept of knowledge management was initially marketed as a useful business proposition. Now, both for-profit and nonprofit businesses, including academic institutions and service organizations, use it. In the fields of education and research, higher education institutions continue to make significant contributions. They are regarded as "houses of knowledge" where new knowledge is created and existing knowledge is passed from teacher to student (Islam & Agarwal, 2021; Sheikh, 2019). A suitable management system is required to govern the flow of this massive knowledge. This applies equally to both public and private educational institutions. Besides, the library is the heart of an educational institution. Librarians are knowledge workers. Because of this, it can be said that they must fulfill the organization's responsibility for KM.

Librarians significantly contribute to the efficient execution of KM projects as the information custodians and disseminators inside organizations. As a knowledge worker, they

are crucial in the identification, acquisition, development, resolution, storage, and exchange of knowledge (Mutkule, 2021; Mutkule et al., 2015; Rao, 2016). To carry out these wide ranges of activities, library professionals employ a variety of proficiencies. Leadership skills, networking, and communication skills, teamwork skills, decision-making skills, abilities to use information technology, creative thinking skills, change management skills, project management skills, and information and documentation skills are the core competencies of LIS professionals required for effective KM practices (Ahmad, 2017; Vlachopoulos, 2021). However, these abilities cannot be learned overnight. Effective training programs are required for library employees in this regard. Only a knowledgeable and professional knowledge manager can effectively oversee KM operations (Krishnamurthy, 2015; Mabunda & Plessis, 2022; Sharief et al., 2021).

Previous literature on KM and libraries focuses on the management of information and knowledge towards library users, and less on the library employee's own knowledge and skills (Daland, 2016). Librarians of academic institutions in Bangladesh need to have a clear understanding of KM. In a qualitative study, other study explored the current KM practices in public university libraries in Bangladesh indicating the understanding of KM of the librarians, KM implementation strategies, methods of recording tacit and explicit knowledge, and so on (Othman & Mostofa, 2022). They also suggested that further research work can be accomplished in other educational institutions like secondary, higher secondary, and private universities in Bangladesh. Other study found that most university librarians were unaware of the KM methods used in Bangladesh's Chittagong division university libraries, which is very unfortunate (Shathi, 2019). She mainly represented the actual scenario of KM practices there. Previous study conducted a study on the perceptions of KM among ISLM students of Rajshahi University, Bangladesh (Mostofa et al., 2017). In another study, investigated the working atmosphere and staff's perception of KM in the National Library of Bangladesh (Sultana & Mostofa, 2018).

Alongside public universities, private universities are making a substantial impact on research and education in Bangladesh. From the above discussion, it is evident that no such work has yet been performed to assess the overall scenario of KM practices in these universities. Previous study have worked recently on private university libraries' KM practices, but their objectives were different, and private universities were a smaller part of their samples (Alam et al., 2021; Islam & Agarwal, 2021). As a result, the present status of KM practices in these institutions is still unknown. Therefore, it is clear that no comprehensive study on the present status of KM practices as well as library professionals' level of understanding of KM in private university libraries in Bangladesh has ever been performed. The previous study makes it evident that it is necessary to inquire how the private university libraries of Bangladesh are conducting their KM practices. These are the motivations to conduct the present research.

In Bangladesh, there are numerous private universities in addition to governmental institutions. These universities can accomplish their institutional objectives to a greater extent with the effective implementation of KM (Chandel, 2008; Dhamdhere, 2015). Thus, university knowledge managers (library professionals) need to have a thorough understanding of KM. This study will investigate how the private university libraries of Bangladesh are presently conducting their KM practices. Additionally, the level of understanding of KM of the library employees as well as the methods of recording knowledge in these libraries will also be identified (Alwis & Hartmann, 2008; Hadjimichael & Tsoukas, 2019; Sarkhel, 2022). The findings of this study will help university administrators to be aware of the current status of their KM practices and act accordingly. Ultimately, the other university libraries of Bangladesh that have not yet incorporated KM in their libraries, will get a scope of thinking about KM.

2. METHODS

The main aim of this study is to examine the library professionals understanding of KM and investigate the state of KM practices in private university libraries in Bangladesh, which perfectly matches the situation of survey research. That's why this method is adopted to conduct this research. There are currently 108 private universities in Bangladesh. Among these universities, 11 universities of Dhaka City, the capital of Bangladesh have been taken as a sample as show in Table 1.

Table 1. Name of the Universities Taken as Sample

Sl. No	Name of the University	Location	No. of Students admitted in 2021 (UGC, 2021)	No. of Library Resources
1	North South University	Dhaka Division	5872	56,846
2	Independent University Bangladesh	Dhaka Division	2406	72,118
3	Daffodil International University	Dhaka Division	4135	52,854
4	University of Liberal Arts Bangladesh	Dhaka Division	1121	2,074,370
5	Stamford University Bangladesh	Dhaka Division	1030	55,209
6	Southeast University	Dhaka Division	2333	128,332
7	Sonargaon University	Dhaka Division	2203	1,425
8	Green University of Bangladesh	Dhaka Division	2259	78,308
9	Bangladesh University	Dhaka Division	514	37,111
10	University of Asia Pacific	Dhaka Division	1961	21,388
11	The People's University of Bangladesh	Dhaka Division	573	10,881

Base on Table 1, due to scheduling limitations, the universities outside of Dhaka city could not be included. So, a convenient sampling technique is used here in this study, which is a non-probability sampling type. Additionally, the universities we have chosen are some of the best private universities not just in Dhaka, but also in the entire country as well. Modern central libraries with staff members and trained library specialists are available at each of these universities.

The quantitative approach was applied in this research to collect and analyze data from the Librarians/Deputy librarians/Assistant librarians of the private university libraries in Bangladesh. That's why, a questionnaire consisting of close-ended questions was designed to collect data. The data collection period spanned from April to June 2023. The data were collected with the full consent of the library professionals by distributing the printed questionnaire in person. The questions were designed based on the objectives of the study. A total of 46 questionnaires were distributed among the library professionals of 11 private university libraries in Dhaka, Bangladesh. The number of valid responses received was 41. The overall response rate was 89.1%. While some of the questions here are self-developed, others are adopted from relevant an earlier study which is stated in Table 2.

Table 2. Variables and Sources of Questionnaire Items

Variables	Questions
Demographic information	a. Name of the university
	b. Gender
	c. Designation in the library
	d. Highest academic level
	e. Service experience
The state of KM practices at private university libraries	f. Do you have a KM section at your library?
	g. Does your university have any KM department or discipline?
	h. Does your university have KM staff?
	i. How is knowledge recorded in your library?
Understanding of KM	j. How much are you familiar with KM and its relationship with others?

The Cronbach alpha score was computed for the variable 'Understanding of KM' is show in Table 3.

Table 3. Internal Consistency for the Variables

Variables	No. of Items	Reliability (Cronbach's Alpha)
Understanding of KM	7	0.736

Base on Table 3, he majority of statisticians suggest that the ideal Cronbach value should be between 0.7 and 0.8. It is seen that all the scores are above 0.70, which is in a good range. IBM®SPSS® Statistics Version 25 software was used to analyze the gathered data. Besides calculating the percentages, mean, and standard deviation of different items, a couple of Chi-Square tests were accomplished to check the difference between library professionals' understanding of KM in terms of gender and academic level. In addition, a "Kruskal Wallis H" test was also conducted to examine the variations between the participants' understanding of KM according to years of experience. Furthermore, two "Mann-Whitney U" tests were executed to examine how gender varied in the methods of recording tacit and explicit knowledge.

3. RESULTS AND DISCUSSION

Results

Demographic Profile of the Respondents

The frequency and percentages of the demographic profile of the respondents are displayed in Table 4.

Table 4. Demographic Profile

Demographic	Frequency (N=41)	Percentage (%)
Gender		
Male	25	61
Female	16	39
Academic Level		
B.A. (Hons)	1	2.4
M.A.	30	73.2
MSS	8	19.5

Demographic	Frequency (N=41)	Percentage (%)
MPhil	1	2.4
PhD	1	2.4
Total Service Experience		
1-10 Year(s)	21	51.2
11-20 Years	16	39
21-30 Years	2	4.9
31-40 Years	2	4.9
Designation		
Librarian	7	17.1
Deputy Librarian	4	9.8
Assistant Librarian	4	9.8
Assistant Library Officer	8	19.5
Senior Library Officer	6	14.6
Library Officer	6	14.6
Junior Library Officer	1	2.4
Junior Assistant Librarian	3	7.3
Cataloguer	2	4.9
Total	**41**	**100**

Base on Table 4, a total of 41 respondents participated in the survey. The frequencies and percentages of male and female library professionals are 25 (61%) and 16 (39%) respectively. It is clear from the respondents' demographics that there are more males than females who participated in this survey. In terms of academic degrees, most of them 30 (73.2%) hold M.A. degrees in Library and Information Science, 8 (19.5%) of them have MSS degrees, and one each holds a B. A. (Hons) 1 (2.4%), MPhil 1 (2.4%), and PhD 1 (2.4%) degrees of the same discipline respectively. The table above also shows that more than fifty percent of the respondents 21 (51.2%) have service experience between 1-10 years. Among the others, 16 (39%) participants have experience within 11-20 years, and a tiny percentage of the survey respondents have 2 (4.9%) 21-30 years and 2 (4.9%) 31-40 years of experience. Furthermore, the highest 8 (19.5%) are Assistant Library Officers. The second position here is taken by the Librarians 7 (17.1%), followed by 6 (14.6%) Senior Library Officers, 6 (14.6%) Library Officers, 4 (9.8%) Deputy Librarians, 4 (9.8%) Assistant Librarians, 3 (7.3%) Junior Assistant Librarians, 2 (4.9%) Cataloguers, and 1 (2.4%) Junior Library Officer.

Understanding of KM among the Library Professionals

To measure library professionals' perceptions or level of understanding of KM, seven statements were set on a 5-point Likert-type scale which denote: "1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= Strongly Agree". Most of the respondents agreed and strongly agreed about considering KM as a motivator of learning innovative skills (Mean=4.05; SD=0.947), a catalyst for finding new jobs (Mean=4.05; SD=1.048), a booster of library efficiency and prospects (Mean=3.95; SD=0.999), and IT expertise as a primary way of contributing to KM (Mean=3.88; SD=1.005). On the contrary, the item for which the respondents mostly disagreed and strongly disagreed was considering KM as a risk to the position or future of LIS experts (Mean=2.20; SD=1.077) is show in Table 5.

Table 5. Understanding of KM

Statements	Mean (SD)
KM is a new term for LIS professionals	3.49 (1.121)
KM can provide new career options for LIS professionals	4.05 (1.048)
KM is a threat to the status and future of LIS professionals	2.20 (1.077)
KM can encourage LIS professionals to gain new skills	4.05 (0.947)
LIS professionals should focus on their own competencies and ignore KM	2.68 (1.059)
KM can boost library efficiency and prospects	3.95 (0.999)
The major contribution that LIS professionals can make to KM is through their IT skills	3.88 (1.005)

Present Status of KM Practices at the Private University Libraries

The respondents were asked some questions to assess the current situation of KM practices in their libraries is show in Table 6.

Table 6. Status of KM Practices

Statements	Frequency (N=41)	Percentage (%)
Do you have a KM section at your library?		
Yes	4	9.8
No	37	90.2
Does your university have any KM department or discipline?		
Yes	3	7.3
No	38	92.7
Does your university have KM staff?		
Yes	5	12.2
No	36	87.8
How is knowledge recorded in your library?		
Tacit knowledge		
Interview (recording)	17	11.3%
Audio recorders (CD-DVD)	21	14%
Formal and informal records	26	17.3%
Integrated applications	19	12.7%
Social interaction	28	18.7%
Capture employee's stories	16	10.7%
Personal wisdom	23	15.3%
Explicit knowledge		
Book selection tools like indexes and bibliographies	32	13.7%
Encyclopedias	29	12.4%
Glossary	13	5.6%
Newspapers	34	14.6%
Journals	40	17.2%
Training	28	12%
Conference participation	25	10.7%
Online subscription	32	13.7%

Note: "What are the methods of capturing knowledge in your library?" is a multiple-response question

Base on Table 6, most of the respondents, 37 (90.2%) answered that they don't have any. Only 4 (9.8%) participants showed a positive attitude in the sense that KM activities are

carried out in the processing and circulation sections of their university libraries. A large number of participants 38 (92.7%) responded negatively to the question of having a KM department or discipline in their universities, whereas only 3 (7.3%) provided positive responses. As a justification for this, they cited the fact that even though their universities don't have a separate department of KM, the basic concept of KM is still taught in some departments. In response to the question of having KM staff in the libraries, 36 (87.8%) respondents replied that their university libraries don't employ this kind of staff. Only 5 (12.2%) responders said 'Yes' in this regard. Their rationale was that in addition to regular activities, their staff accomplishes KM-related tasks too.

Social interaction is the method responders utilize most frequently 28 (18.7%) to record tacit knowledge. After that, the methods used in order of popularity are formal and informal records 26 (17.3%), personal wisdom 23 (15.3%), audio recorders (CD-DVD) 21 (14%), integrated applications 19 (12.7%), interview (recording) 17 (11.3%), and capture employees' stories 16 (10.7%). The frequencies of the methods of recording explicit knowledge are demonstrated here. The result says that most of the library professionals 40 (17.2%) have chosen journals as the method of recording explicit knowledge. Newspapers 34 (14.6%) are the second most utilized method in this list, followed by book selection tools like indexes and bibliographies 32 (13.7%), online subscription 32 (13.7%), encyclopedias 29 (12.4%), training 28 (12%), conference participation 25 (10.7%), and glossary 13 (5.6%).

Chi-Square Test of Understanding of KM by Gender and Academic Level

A chi-square test was conducted to check the difference in library professionals' understanding of KM in terms of gender and academic level is show in Table 7.

Table 7. Chi-square Test of Understanding of KM by Gender and Academic Level

Statements	Gender	Academic Level
KM is a new term for LIS professionals	2.875 (0.579)	21.964 (0.144)
KM can provide new career options for LIS professionals	7.527 (0.111)	18.583 (0.291)
KM is a threat to the status and future of LIS professionals	2.807 (0.591)	20.258 (0.209)
KM can encourage LIS professionals to gain new skills	2.652 (0.618)	27.632 (0.035***)
LIS professionals should focus on their own competencies and ignore KM	2.941 (0.568)	25.090 (0.068)
KM can boost library efficiency and prospects	1.286 (0.864)	30.249 (0.017***)
The major contribution that LIS professionals can make to KM is through their IT skills	2.244 (0.691)	48.602 (0.000***)

Notes. ***$p < 0.05$

According to Table 7, there were no significant differences in any of the statements in terms of gender as all 'p' values are over 0.05 (significant at $p < 0.05$). It reveals that both male and female has a similar understanding of KM. In terms of academic level, the results are significant for three out of seven statements. Firstly, the difference is significant for the statement, "KM can encourage LIS professionals to gain new skills" ($X^2 = 27.632$, Df = 16, $p = 0.035$), which means KM encourages participants of different academic levels in different ways. Secondly, the difference is significant for the statement, "KM can boost library efficiency and prospects" ($X^2 = 30.249$, Df = 16, $p = 0.017$), which denotes that the respondents of different academic levels have diverse viewpoints regarding this statement. Lastly, a significant difference is also found in the statement, "The major contribution that LIS professionals can make to KM is through their IT skills" ($X^2 = 48.602$, Df = 16, $p = $

0.000), which represents that the responders of different academic levels have distinct views on this.

Kruskal Wallis H Test for Understanding of KM by Years of Experience

A Kruskal Wallis H test was accomplished to determine whether the library professionals' understanding of KM altered with increasing working ages is show in Table 8.

Table 8. Kruskal Wallis H Test of Understanding of KM by Years of Experience

Statements	Years of Experience
KM is a new term for LIS professionals	2.603 (0.457)
KM can provide new career options for LIS professionals	0.904 (0.824)
KM is a threat to the status and future of LIS professionals	2.594 (0.458)
KM can encourage LIS professionals to gain new skills	4.497 (0.213***)
LIS professionals should focus on their own competencies and ignore KM	6.264 (0.099)
KM can boost library efficiency and prospects	4.274 (0.233***)
The major contribution that LIS professionals can make to KM is through their IT skills	1.266 (0.737***)

Notes. ***p<0.05

Table 8 showed that none of the statements proved statistically significant, as the *p* values are above 0.05 (significant at p < 0.05). This proves that senior and junior library professionals have an equal understanding of KM.

Mann Whitney U Test for Methods of Recording Tacit Knowledge by Gender

To examine whether male and female library professionals differed in their adoption of tacit knowledge recording methods, a Mann-Whitney U test was applied in Table 9.

Table 9. Mann Whitney U Test of Methods of Recording Tacit Knowledge by Gender

Methods of Recording Tacit Knowledge	Gender	Mean Rank	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Interview (recording)	Male (N=25)	21.30	192.500	328.500	-0.235	0.814
	Female (N=16)	20.53				
Audio recorders (CD-DVD)	Male (N=25)	20.84	196.000	521.000	-0.123	0.902
	Female (N=16)	21.25				
Formal and informal records	Male (N=25)	20.88	197.000	522.000	-0.096	0.923
	Female (N=16)	21.19				
Integrated applications/ audiovisual materials	Male (N=25)	20.66	191.500	516.500	-0.263	0.793
	Female (N=16)	21.53				
Social interaction	Male (N=25)	20.24	181.000	506.000	-0.630	0.529
	Female (N=16)	22.19				
Capture employee's stories	Male (N=25)	18.34	133.500	458.500	-2.103	0.035*
	Female (N=16)	25.16				
Personal wisdom	Male (N=25)	17.74	118.500	443.500	-2.533	0.011*
	Female (N=16)	26.09				

Notes. *p<0.05

Table 9 displays the results of the Mann-Whitney U Test for methods of recording tacit knowledge by gender. In light of the results, there are no appreciable variations in five of the seven methods. The differences are significant (significant at $p < 0.05$) in the case of adopting the 'Capture employee's stories' method (Mann-Whitney = 133.500, $p < 0.05$) and the 'Personal wisdom' method (Mann-Whitney = 118.500, $p < 0.05$). That means male and female survey participants differed in their adherence to these two methods of recording tacit knowledge. The results also say that, while recording tacit knowledge, female respondents utilize both 'Capture employee's stories' (mean rank for female = 25.16) and 'Personal wisdom' methods (mean rank for female = 26.09) more frequently than male respondents.

Mann Whitney U Test for Methods of Recording Explicit Knowledge by Gender

A Mann-Whitney U test was executed to evaluate the explicit knowledge recording techniques applied by male and female library professionals to find out whether there were any differences is show in Table 10.

Table 10. Mann Whitney U Test of Methods of Recording Explicit Knowledge by Gender

Methods of Recording Explicit Knowledge	Gender	Mean Rank	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Book selection tools like indexes and bibliographies	Male (N=25)	23.88	128.000	264.000	-2.683	0.007*
	Female (N=16)	16.50				
Encyclopedias	Male (N=25)	21.56	186.000	322.000	-0.475	0.635
	Female (N=16)	20.13				
Glossary	Male (N=25)	21.76	181.000	317.000	-0.630	0.529
	Female (N=16)	19.81				
Newspapers	Male (N=25)	21.60	185.000	321.000	-0.615	0.539
	Female (N=16)	20.06				
Journals	Male (N=25)	21.32	192.000	328.000	-0.800	0.424
	Female (N=16)	20.50				
Training	Male (N=25)	21.06	198.500	334.500	-0.050	0.960
	Female (N=16)	20.91				
Conference participation	Male (N=25)	19.56	164.000	489.000	-1.138	0.255
	Female (N=16)	23.25				
Online subscription	Male (N=25)	21.42	189.500	325.500	-0.391	0.696
	Female (N=16)	20.34				

Note. *p<0.05

Base on Table 10, the results of the Mann-Whitney U Test for methods of recording explicit knowledge in terms of gender are given in the above table. According to the table, there are no significant differences seen in seven out of eight methods. The only statistically significant difference (significant at $p < 0.05$) is found for the method 'Book selection tools like indexes and bibliographies' (Mann-Whitney = 128.00, $p < 0.05$), which suggests that in terms of using this method of recording explicit knowledge, male and female respondents behave differently. The table above also notifies that more male respondents make use of the 'Book selection tools like indexes and bibliographies' tool (mean rank for males = 23.88) than female participants.

Discussion

To reveal the present status of KM practices at the participating libraries, some questions were set. Firstly, the survey participants were asked if they had a KM section in their university libraries. Most of the respondents 37 (90.2%) answered that no KM section exists in their university libraries. Secondly, surprisingly a large number of participants 38 (92.7%) responded negatively to the question of having a KM department or discipline in their universities, whereas only 3 (7.3%) provided positive responses. In addition, in response to the question of having KM staff in the libraries, 36 (87.8%) respondents replied that their university libraries don't employ this kind of staff. That means none of the participating university libraries have any KM sections or KM staff. They don't even have any KM department or discipline in their universities (Karamitri et al., 2017; Sharma, 2019; Uzohue & Yaya, 2016). Therefore, it is evident that there is no formal theoretical as well as practical application of KM in Bangladesh's private university libraries. This result supports the findings found that no KM section and staff exist in the public university libraries of Bangladesh (Othman & Mostofa, 2022). In another study, found the same scenario for the medical college libraries of Bangladesh (Reza et al., 2022). So, the situation of both the private and public university libraries of Bangladesh is the same in this regard. The authorities need to consider this issue seriously.

The research discloses that most of the library professionals were supportive of the statement "KM can provide new career options for LIS professionals" (Mean=4.05; SD=1.048). However, their responses were mostly negative for the statement "KM is a threat to the status and future of LIS professionals" (Mean=2.20; SD=1.077). That means the respondents' familiarity with KM is at a satisfactory level. Similar findings have been obtained in earlier studies on the same topic. Previous study indicated that the term "KM" is known to the public university library professionals in Bangladesh. Other study discovered that the perceptions and awareness of KM of Greek academic library practitioners were generally in good shape (Koloniari & Fassoulis, 2017). Previous study found the librarians knowledgeable about the concept of KM (Nazim & Mukherjee, 2013). Three statements of the variable 'Understanding of KM' (KM's ability to provide new career options, and KM as a threat, major contributions the LIS professionals can make to KM is through their IT skills). The results of the present study exactly match with previous finding (Sarrafzadeh, 2008). Both the study reveals that, according to most LIS professionals, KM can provide new career options to them, and KM is not a threat to them (Shah & Mahmood, 2013). In addition, in both cases, the respondents agreed that in certain ways, IT skills are necessary for the effective deployment of KM. However, according to other study the professionals were evenly split on KM's being a new term, which is opposite to the findings of the present study which asserts that the participants mostly agreed with this statement (Ajiferuke, 2003).

The study suggests that the most popular ways of recording tacit knowledge in private university libraries in Bangladesh are social interaction, formal and informal records, and personal wisdom. This is in line with the findings who declared interview (recording), formal and informal records, and personal wisdom as the frequently used methods by the librarians of the public university libraries in Bangladesh (Mostofa, 2023). On the other hand, journals, newspapers, and book selection tools like indexes and bibliographies are the top three methods that library professionals adopt while recording explicit knowledge according to this research. This finding supports the findings who assert that 'Book selection tools like indexes and bibliographies' are the most widely used technique for documenting explicit knowledge (Mostofa et al., 2017).

The study's findings indicate that both males and females have a similar understanding of KM. In another study, found that respondents' opinions about KM are similar regardless of gender (Shah & Mahmood, 2013). The study also found that senior and

junior library professionals have an equal understanding of KM. Other findings support this result as it says that there are no appreciable variations in faculty members' opinions about KM based on their academic rank (Al-Omari et al., 2013). In addition, it contradicts the result of having distinct views of the respondents of different academic levels regarding the understanding of KM. There is also reported that the respondents' educational backgrounds do not influence their KM practices, which contradicts that as well (Chidambaranathan & Rani, 2015).

The implications of this research, firstly, this study will shed light on how professionals working in private university libraries perceive KM, which is directly linked to the application of KM in these libraries. Through this, they will gain an idea about their notion regarding KM. They will therefore be curious to learn more about KM and dispel their misconceptions of KM as well. Secondly, their frequently used tacit and explicit knowledge recording methods are revealed in this research, which is a crucial stage in the KM process. This will make the trend of recording knowledge in private university libraries well-known, allowing other libraries to adopt it. The present study is quantitative in nature. A qualitative study can be accomplished on the same topic in the primary and secondary educational institutions of Bangladesh. The findings of this study may not be generalized as the sample size was small. Further studies can be performed including a larger sample size.

4. CONCLUSION

Besides examining the present scenario of KM in private university libraries in Bangladesh, this research specifically focused on the attitudes of the library professionals regarding KM and the methods of recording tacit and explicit knowledge, which had never been investigated earlier. These prove the originality of this research. This study is unique since it is one of the first attempts to inquire into the existing KM status in Bangladesh's private university libraries. The research revealed that the seeds of implementing KM in private university libraries in Bangladesh are just beginning to germinate. The opinions of library professionals at these universities about KM are typically favorable. 'Social interaction', 'Formal and informal records', and 'Personal wisdom' are the most frequently used methods of recording tacit knowledge of the private university library professionals of Bangladesh. In addition, 'Journals', 'Newspapers', and 'Book selection tools like indexes and bibliographies' are the most popular explicit knowledge-capturing methods there.

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