

Keeping it an open book: exploring the knowledge sharing experience of librarians in the Philippines

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Abstract:

Purpose of this paper:

This study is an attempt to explore the participation of librarians in the Philippines as knowledge generators and receptors in the domain of knowledge sharing. It aims to document the various intellectual outputs these librarians come up with, their discretion to share its contents, the modes they employ in sharing information and its extent of reach.

Theme:

Based on the results of the study, librarians who co-generate new knowledge are gradually gaining recognition in the local setting. The proliferation of Web 2.0 technologies is a big factor that has afforded them a gateway of opportunity to share their knowledge assets, collaborate and interact with other scholars at close-to-personal experience.

Design/methodology/approach:

Using knowledge sharing as the central theme of the study, an online questionnaire was devised as instrument. It was designed such that it will identify how far they have gone in terms of putting out creative outputs, in making the contents of their works open to the knowledge society, the benefits gleaned from such an experience and their motivation to participate in the process. It was also designed to capture those who have yet to join in the realm of knowledge sharing and explore their thoughts about the process. The purposive sampling method was used for this study.

Findings:

Librarians were surveyed across the country to examine their knowledge sharing initiatives. Significant findings reveal that sixty-six percent of the respondents are active producers of explicit

and implicit knowledge, out of which, seventy-one percent are open to the knowledge sharing process. Interestingly, the thirty-four percent who responded as not active in knowledge generation, collection and sharing has signified their openness to the process.

Research limitations/implications:

With the librarians becoming aware that they can blend into the scholarly society as producers of knowledge assets, this study endeavors to encourage those undertaking research to dive deeper into scholarly and knowledge exchange, especially that the Internet is now being eyed as a publishing hub.

Practical implications:

As the library profession moves forward, this paper could be used as a source document by information professionals in the country to evaluate their transcending role of being custodians of knowledge and custodians imparting knowledge. The results of this study may influence active participation in the generation of new knowledge among librarians to increase their visibility in the larger scientific community.

What is original/value of paper:

This exploratory study is seen as a key contribution to the curbing of the knowledge sharing practice among librarians. This may also essentially serve as a springboard to more in depth studies on the various aspects of the knowledge culture in Philippine librarianship.

Keywords: Knowledge sharing, librarians, research.

INTRODUCTION

Librarianship is no stranger on Philippine tides. It in fact embodies a colorful history in itself, being around the country since the Spanish and American colonial periods that sprung forth names that have become pillars in Philippine history and in the field of librarianship, such as Teodoro Kalaw, Trinidad Pardo de Tavera and Epifanio de los Santos, to name a few (Hernandez, 2001). In the following years, institutions offering skills training and formal courses in library science were put up, dating to as far back as the post war era, which began at the Philippine Normal School (Hernandez, 2001), and later in 1961, the Institute of Library Science of the University of the Philippines became the first full degree granting institution to offer undergraduate and graduate courses in library science in the country (Faderon, 2011). With the growth of the field came the mushrooming of library schools. To date, there are about 145 schools/colleges/universities that offer either library and information science (LIS) as a minor course or a diploma leading to a bachelor or masters degree in LIS (PAARL, 2013). This remarkable milestone in library education was one of the agents that paved the roadwork to the professionalization of librarianship in the country. Republic Act 6966 of 1990 that was later repealed by Republic Act 9246 in 2004 further outlined the key role that librarians play in one's organization and in the greater realm, the society.

To this day in the Philippines, many have still not heard of librarianship as a practice and a regulated profession. Furthermore, what is still unknown to them is the fact that librarians here have started to move away from the traditional work they have come to associate them with and have actually started to write, conduct research and impart knowledge by way of producing intellectual outputs and contributing to the scholarly circle.

Filipino librarians

The enactment of RA 9246 (Philippine Librarianship Act) gave the profession a sense of distinction that ushered librarians to set sail into practice and eventually, do more than just that. Since its regulation in 1990, library practitioners who were granted a license to practice by passing the Librarians' Licensure Examination (LLE) – including those that were exempted with consideration from taking/passing it in compliance with the conditions of the law, soared in number over the years. According to the Board for Librarians (BFL) of the country's Professional Regulation Commission (PRC), the roster of librarians lists a total of 6,803 names as of November 2012. Since this number is based solely on the list of passers of the LLE, this does not reflect those who have retired, died, or did not register to be a recognized professional librarian, as defined by law. Likewise, this number does not reflect those licensed LIS graduates who do not practice librarianship and chose to pursue another profession, neither are those who opt not to take the licensure exam after graduation but are only after the degree. Moreover, when it comes to producing creative, scholarly or learning outputs, the figures are also not directly proportional to the research writing demographics of librarians. While it is true that there are a number of librarians who are indeed actively involved in academic and scientific writing, the ones who do not, on the other hand, far outnumber them.

But knowledge sharing is another dimension. Many librarians may not be involved in deep scientific research as yet in the field (or in any other chosen fields of study), but collaboration and benchmarking as their way of contributing to the knowledge society spells a different story altogether.

On Knowledge Sharing

Knowledge sharing is about connecting people with the knowledge they need – rather than collecting and compiling documents. (ILO, 2007).

Knowledge is a commodity that once rendered dormant becomes purposeless. It has to be dynamic in order to cultivate more learning and create new knowledge. Keeping the knowledge game going entails a process of mutual exchange and transfer to which participants along the process would take control over the ball and make the most out of its every bit to keep it rolling. In essence, in order for it to effect change and innovation, knowledge has to be propagated. It has to be shared.

Simply put, knowledge sharing is a process of give and take. You bring in your intellectual capital to others by means of scholarly communication (i.e., knowledge donating) and you also pool in others' intellectual assets by way of consultation (i.e., knowledge collecting), which could greatly influence them to do the same for others (van den Hooff and de Ridder, 2004). Truly, in the dynamics of knowledge sharing, one benefits more from taking than from giving.

Knowledge sharing may seem like an easy enough deal to seal, but no. Since it involves individual players to tackle the deal, the creation and sharing of one's knowledge capital largely depends on each individual's conscious effort (Okyere-Kwakye and Nor, 2011), personal interest (Gurteen, 1999) and intention (Tohidinia and Mosakhani, 2010). Motives

also play a crucial role in this synergy. Not everyone who comes up with a study would be willing to share what s/he has nor is willing to collaborate with others. Not everyone who collaborates intends to pursue knowledge sharing. Not everyone who is motivated to share knowledge will bare all her/his cards on the table but will depend on how much the other is willing to spill over. Tohidinia and Mosakhani's (2010) study further revealed that the higher the intention of one to share knowledge, the higher the donation and collection of knowledge will be.

Apropos to it being a synergy of give-and-take, knowledge sharing involves a level of collaboration, but not everyone is open to this idea because of varied attitudes and beliefs surrounding this (as again, people are the key players here). There are many reasons, though. One apprehension is the scare of losing their competitive advantage (Hurmelinna-Laukkanen, 2011). In the knowledge sharing process, that nagging feeling that one's knowledge capital is losing a bite instead of gaining more into the bucket is serious business to some. But when an extra layer of protection to their knowledge assets is assured, perhaps knowledge sharing activities would present an ideal package for them to go ahead with it.

In the field of librarianship, the participation of librarians (especially in the local experience) in the knowledge sharing circle is more likely to be just within the tangent – touching but not intersecting. As they are regarded as the middle men of knowledge, floating the idea of them as knowledge generators and receptors (Okyere-Kwakye and Nor, 2011) and not merely custodians of knowledge may take some time to be recognized.

Custodians who impart knowledge

Despite the stereotype, Filipino librarians have come to produce various scholarly outputs. Incidentally, as the field is gradually gaining recognition and continues to evolve – and especially with the rise of collaborative learning hubs and spaces, a number of librarians and LIS practitioners in the country have been coming up with various types of explicit (i.e., tangible) and tacit (i.e., ideas, insights, cognition) knowledge (Okyere-Kwakye and Nor, 2011) in the form of creative outputs and resource materials borne out of speaking engagements (e.g., seminars, trainings), organizational initiatives and projects, research partnerships/collaboration and scholarly publishing. Although not all of these resources have been made accessible even amongst their colleagues, it is only a matter of making these scholarly assets known and thus, making it work for collaborative learning. And with technology playing a transformational role in the knowledge sharing culture (Gurteen, 1999), the associated Web 2.0 technologies have afforded them this gateway of opportunity that have enabled them to reach out to other scholars at close-to-personal experience. Knowledge sharing is now just a click away.

PURPOSE OF THE STUDY

This study is an attempt to explore the participation of Filipino librarians as knowledge generators and receptors in the domain of knowledge sharing. The idea is to document the kind of explicit and implicit knowledge they put out, their discretion to share, contribute and collaborate, and the means for which they perform knowledge sharing activities. At the same time, an attempt to probe into the insights of those who have yet to experience taking active

part in the knowledge sharing process shall reveal their reasons for non-participation and their degree of familiarity and openness to this process. It is the highest hope of this study for the librarians in the country (beginning with the respondents herein) to become significant contributors in the knowledge communication circle.

SCOPE AND METHODOLOGY

For the purpose of this study, those who are licensed librarians as defined by the Philippine Librarianship Act (i.e., RA 9246) as well as those who are non-licensed but have had formal training and education in library and information science (i.e., leading to an LIS degree) shall be covered as the subjects of this paper.

Sample

Despite the 6,803 names in the PRC's roster of LLE passers and a significant number of non-licensed LIS graduates from the many library science schools all over the country, there is an absence of a complete and accurate directory to refer to in order to account for this population of library practitioners. Although there may be an overlap in membership, professional library organizations' directories have been consulted next as a means to locate the target sample. With this, the purposive sampling method was deemed appropriate for this study.

Upon close examination of the directories, it was found out that there is an inconsistency in providing membership information that proves the apparent unreliability of these directories in terms of establishing online contact of the would-be respondents of the study. Nevertheless, one directory was randomly selected where an email probe was sent out to those belonging to the group with surnames beginning with A (i.e., n=71). After sampling this directory for the survey, only 1 out of the 71 names who were sent an email inquiry responded confirmation; 38% returned as delivery error/system failure (i.e., inactive or erratic email accounts); and no reply was received from the remaining 61% would-be respondents. This unsuccessful response rate in a directory led to the survey of closed discussion groups from social networking sites (SNS) of which the target subjects are members.

Facebook (FB), being the most popular SNS in the country to date, was the choice SNS as most librarians are active users of the said SNS. Apparently, some professional library organizations in the country have created FB groups to represent themselves in social media. Meanwhile, others have created an FB page rather than an FB group. The Association of Special Libraries of the Philippines (ASLP), in addition to a page, created a personal account (where members are added as 'friends') intended for special librarians and other friends of the association.

From among the said FB groups, Table 1 shows that of the Philippine Association of Academic/Research Librarians (PAARL) stood out as having the most number of members at 1,366 to date (1,304 at the time the survey was conducted), while more is being added to its membership daily.

Professional Library Association/Organization	Facebook		
	Group (Members)	Page (Likes)	Personal Account (Friends)
Association of Special Libraries of the Philippines (ASLP)	0	258	2,413
Philippine Librarians Association, Inc. (PLAI)	1,076	0	0
Philippine Association of Academic and Research Librarians (PAARL)	1,366	0	0
Philippine Association of Teachers of Library and Information Science (PATLS)	0	96	0
Philippine Group of Law Librarians (PGLL)	0	0	0
Society of Filipino Archivists (SFA)	0	175	0

Table 1. Professional Library Associations with Facebook Accounts

Instrument

An online survey questionnaire was determined as the suitable instrument to use in order to reach as many subjects as possible. It was designed to capture the profile of the target respondents and from there, establish whether or not they are producing creative/scholarly/learning outputs. Depending on the respondent's answer, the questionnaire branches out into two sets of questions to further investigate their knowledge sharing activities. The data gathered from their responses is pertinent to data analysis as intended by this study.

Collection and Analysis of Data

The survey questionnaire was launched by sending a direct message all subjects within reach via e-mail and FB. As this is an online survey form, the members were asked to send an acknowledgment receipt by replying to the message in order to account for the responses that will be submitted into the report form. Member selection was further trimmed down as some in the list have restricted access to their "wall" – barring the sending out of direct messages, while some are non-librarians (by virtue of the nature of qualified respondents stated in the scope) and the rest are still students of LIS. At the end of the two-month survey period (December 2012 to January 2013), a total of 135 responses (all valid) were gathered for analysis. Descriptive statistics and percentage analysis were used as statistical treatment in analyzing the recorded responses.

RESULTS AND DISCUSSION

Profile of respondents and their knowledge outputs

The profiling of respondents was conducted according to their eligibility, nature of work environment and their involvement in knowledge output production.

Respondents' Profile

A total of 110 respondents are connected to libraries by occupation. Of those who are licensed, 106 are practicing in libraries while 4 of the non-licensed perform LIS capacities in libraries. Twenty-five (25) licensed and non-licensed respondents are not in any way neither practicing nor performing library work (see Table 2).

Licensed	Connected to library		Total
	Yes	No	
Yes	106	22	128
No	4	3	7
Grand Total	110	25	135

Table 2. Number of respondents working in a library

A majority of those who are working in libraries are connected to the academe, 26 are employed in special libraries and 12 (who are all licensed) are in schools. Only 1, who is licensed, works at a public library (see Table 3).

Licensed	Type of library				Total
	Academic	Special	School	Public	
Yes	69	24	12	1	106
No	2	2	0	0	4
Grand Total	71	26	12	1	110

Table 3. Type of library where respondents work

Meanwhile, despite their training and education in LIS, the positions and/or capacities currently performed by the 25 respondents not occupying professional positions were inquired. Nine (9) of them are currently practicing other professions; 6 are teaching full time and are all licensed; and 4 (all licensed) are in other fields such as the business, medical and publishing sectors, and one has just recently graduated.

Production of explicit and implicit knowledge

Respondents were asked of their activity in coming out with knowledge outputs vis-à-vis their eligibility. Eighty-nine (89) out of the grand total of respondents come up with knowledge assets, while 46 do not. It is noteworthy that 58% of those non-licensed respondents produce knowledge outputs (see Table 4).

Licensed	Write and/or produce creative/research outputs / papers / presentations / learning materials?		Total
	Yes	No	
Yes	85	43	128
No	4	3	7
Grand Total	89	46	135

Table 4. Profile on the production of explicit and implicit knowledge (n=135)

Table 5 further breaks down the profile of the 89 knowledge producers. Library practitioners who work in an academic library account for a huge number of knowledge output generation (49.4%), where 43 are licensed. Meanwhile, among those licensed not in practice, most are teaching/educators and then those who practice another profession.

Licensed	Working in library (n=70)				Not in library practice (n=19)						Total
	Academic	School	Special	Public	Practicing another profession	Working freelance	Studying full time	Teaching full time	Not employed	Other	
Yes	43	7	17	1	4	1	1	6	1	4	85
No	1	1	0	0	0	1	0	0	1	0	
Grand Total	44	8	17	1	4	2	1	6	2	4	89

Table 5. Profile of respondents who produce explicit and implicit knowledge (n=89)

On the other hand, non-participants of knowledge generation were also profiled (see Table 6). Interestingly, practitioners in academic libraries also account for the highest number of non-output producers (56.5%). As for those who are not in library practice, those who practice another profession accounts for the highest number as well (13%).

Licensed	Working in library				Not in library practice						Total
	Academic	School	Special	Public	Practicing another profession	Working freelance	Studying full time	Teaching full time	Not employed	Other	
Yes	25	5	7	0	5	0	1	0	0	0	43
No	1	0	1	0	1	0	0	0	0	0	3
Grand Total	26	5	8	0	6	0	1	0	0	0	46

Table 6. Profile of respondents who do not produce explicit and implicit knowledge (n=46)

Respondents who produce knowledge outputs and their knowledge sharing experience

Sixty six percent (66%) of the respondents have confirmed their active involvement in producing explicit and implicit knowledge outputs. Their production and preservation of knowledge outputs as well as their knowledge sharing experiences were profiled in the following sub-sections.

Production and preservation of knowledge outputs

The reasons for coming up with knowledge outputs were solicited from among respondents who are involved in knowledge output generation. Figure 1 shows that institutional mandate is the primary reason as to why they are coming up with such materials. Fifty-three (53)

indicated that they would like to contribute to the field, while 43 are interested at exploring important issues in the field that they have chosen to write about. Others are coming up with outputs because there are incentives waiting for them, that they are responding to call for papers for presentation in conferences and that they are interested in conducting research. The rest have indicated the following being their reasons: project requirement, feedback recall, which they only write whenever they are invited to speak at a seminar, graduate school requirement, and whenever they apply for a grant.

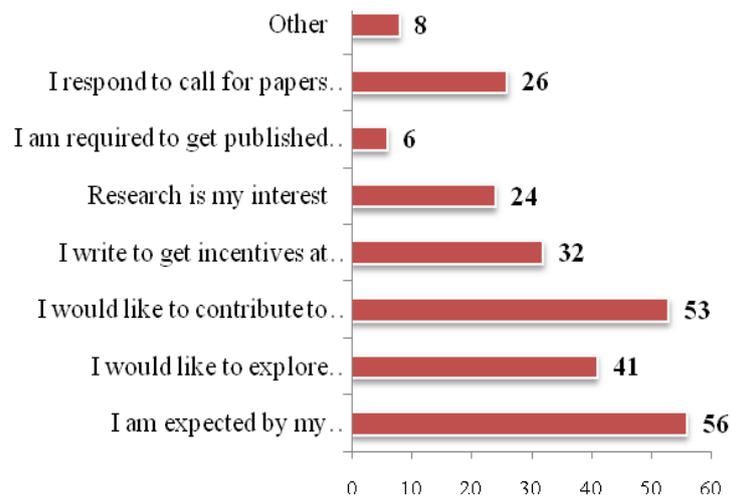


Fig. 1 Reasons for coming up with knowledge outputs

Focusing on those who are mandated by their offices to produce knowledge materials, those working in libraries, particularly in the academe, are heavily expected to come up with knowledge outputs for operational and varied purposes, while 53% of those who work in special libraries are expected to come up with outputs as well. On the other hand, all who are teaching full time are not only expected to write but are in fact required to come up with knowledge outputs.

Respondents were also asked about the kind of outputs they come up with (see Figure 2). In relation to the institutional expectation to write, documentation of institutional procedures et al. is the highest kind of material the respondents have noted; materials borne out of lecture presentations and papers/articles written for publication, conference presentation et al. came close to office-related outputs. Learning tools/modules, programs, reports and feasibility studies were among their next vital reasons for generating knowledge outputs. It is also significant that a number of library practitioners are coming up with books/monographs, which calls for more in-depth implicit knowledge. Others have cited church-related documents, databases and creative essays as their kind of outputs.

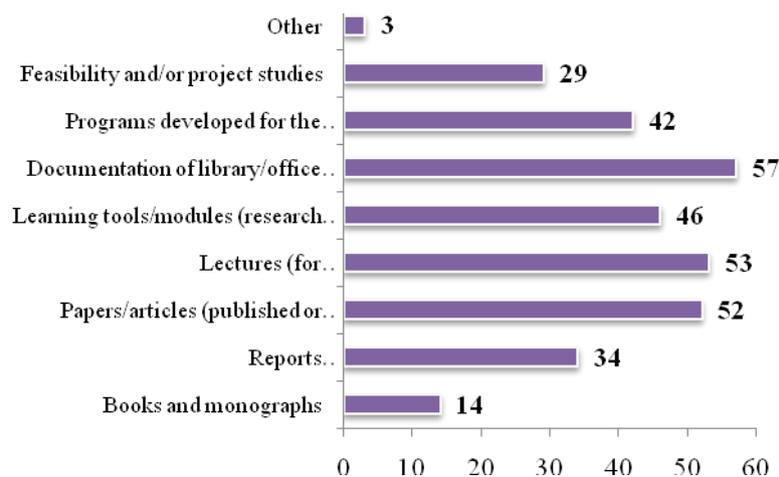


Fig. 2 Kind of knowledge outputs produced (multiple responses allowed)

Figure 3 illustrates how the respondents have been safeguarding their knowledge outputs. Saving soft files of their outputs onto hard drives and/or mass storage devices is their most common way of preserving their outputs. Preservation by means of keeping paper copies and saving files onto their emails were equally preferred by respondents. Similar to email, a number have been using online document sharing services, file hosting services and slide hosting services – all available on the Web – to archive their outputs. Others have been using more scholarly means such as hosting provided by peer-reviewed publishers and institutional repositories. While the rest make use of other Web 2.0 applications such as personal websites, blogs and others (wikis and cloud) to store their works. Remarkably, those who are active in producing various knowledge outputs use 50%, if not all, of the possible means of online remote storage for their works. It goes to show that ensuring the shelf life of their outputs comes as a major priority.

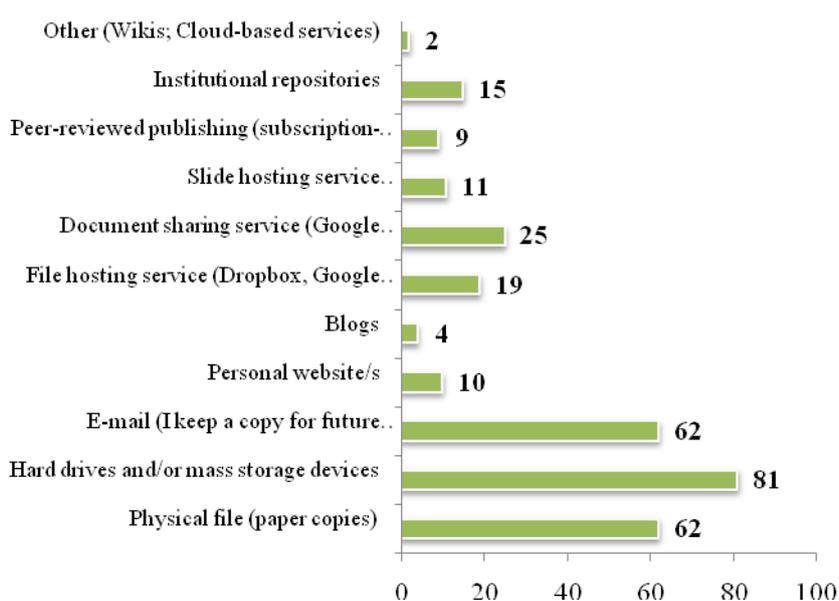


Fig. 3 Archiving/Preservation of knowledge outputs (multiple responses allowed)

Respondents were asked whether they consult Internet-based and/or Web-based open/free resources in the production of their outputs. Considering the fact that the Internet is readily available and easily accessible, it comes as no surprise that 96% consult sources that are freely available over the Internet. Of those who use Internet sources in their outputs, 87% perceive these resources as equally credible and authoritative as with their fee-based counterparts. Their confidence on free and open access references to be used as their secondary and tertiary source is noteworthy.

Knowledge sharing experience and collaboration

Respondents who are active in coming up with knowledge outputs were queried about their knowledge sharing and collaborative experience. As such, they were asked about their awareness about licensing of scholarly works, where 83% said they are aware of it. In relation to this, the same respondents were asked of their perception if licensing is essential to collaboration, to which 85% agreed that indeed, it is. The respondents were also queried of their openness to make their works accessible to the public at no cost. Interestingly, 71% were willing to keep it open.

An inquiry to explore in depth as to what compelled the respondents share their knowledge outputs was posted as a multiple-response question (see Figure 4). A summary of their responses revealed that the foremost thrust of knowledge sharing is their primary motivation as knowledge should be a free commodity. They also believe that there should be a reciprocity of the key benefits of knowledge. Remarkably, while a number of the respondents write because their institutions expect them to (refer back to Figure 1), organizational thrust came out the lowest in rank from among the said reasons.

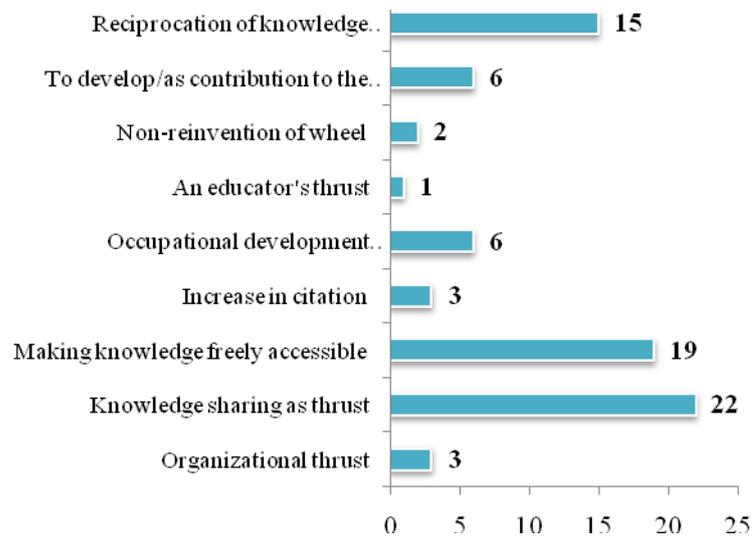


Fig. 4 Summary of reasons for the decision to share knowledge outputs

As a follow-up, the respondents were asked for the means for which they share their knowledge outputs (see Figure 5). Sharing via email groups/lists, peer-review publishing and institutional repositories, via document sharing and social media came out as their most popular means to communicate results.

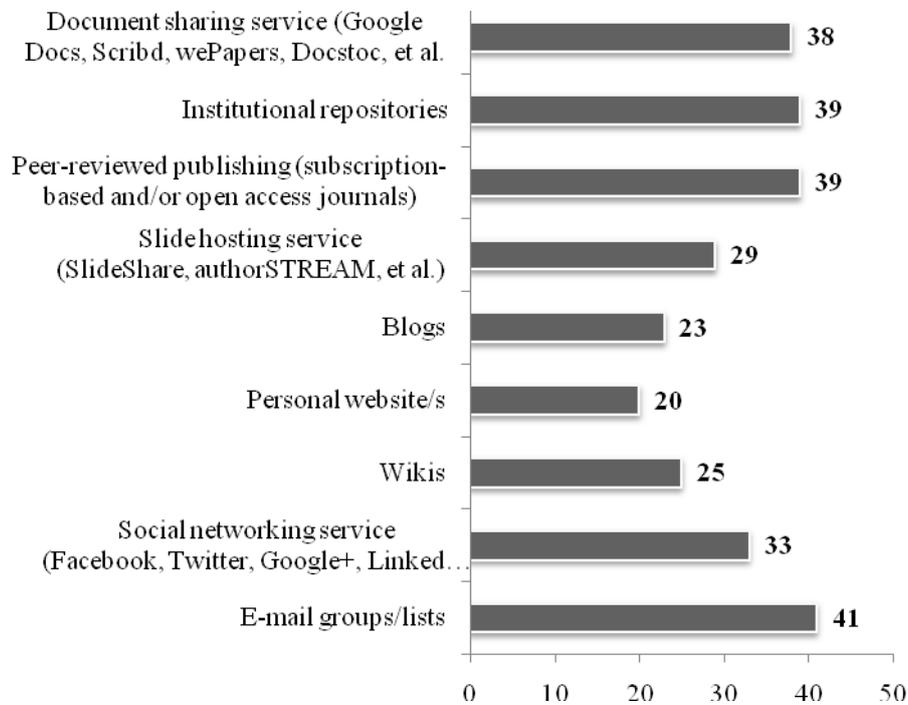


Fig. 5 Means of sharing knowledge output to the public

The 29% who were not open about sharing their outputs to the public stated their various reasons for their unopenness(see Figure 6). The hesitation that their works might be re-used commercially without their knowledge made them want those who would like to re-use their works obtain their permission first. The feeling that their works may not be publication material has the same number of responses as those who feel that they may not be properly attributed for their works. Meanwhile, those who said that their institutions do not allow them to disclose the results of their study has equally the same number of responses as with those who are not so confident with their writing skills. The remainder has said that their works are still on publisher embargo that is why they could not share their works to the public for now.

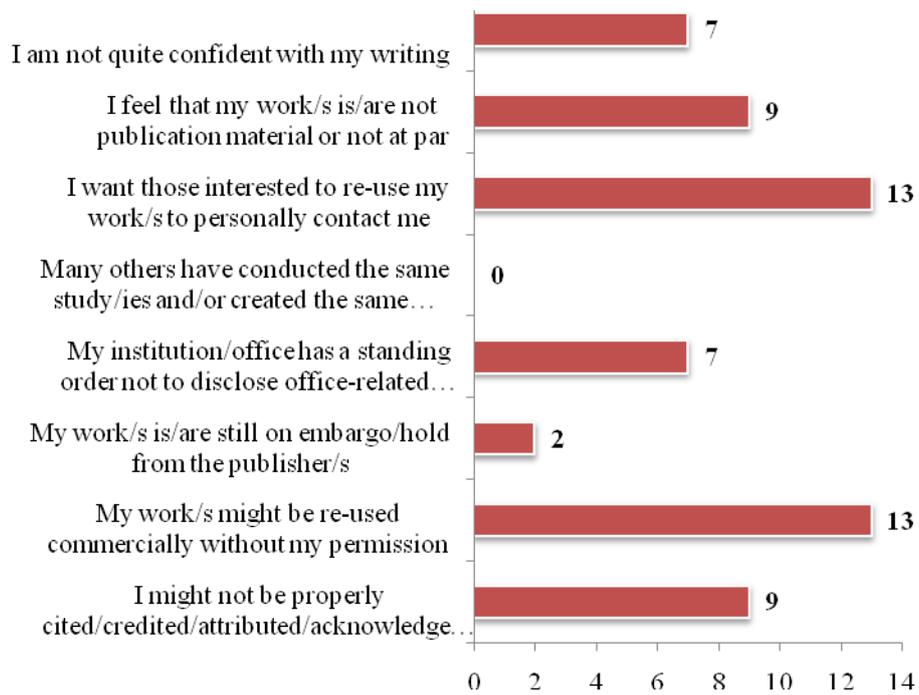


Fig. 6 Reasons for not making knowledge outputs freely accessible to the public (multiple responses allowed)

An inquiry as to who among the 89 respondents who write have been involved in any collaborative research activity was probed. This time, a huge percentage (65%) of them said that they have not had any collaborative experience with colleagues. Those who collaborate and/or have collaborated before (35%), on the other hand, have heavily done it (see Figure 7) through set meetings, via email discussion, by phone, via social media, via video con. Google docs as another application for results collaboration is also being used by the respondents.

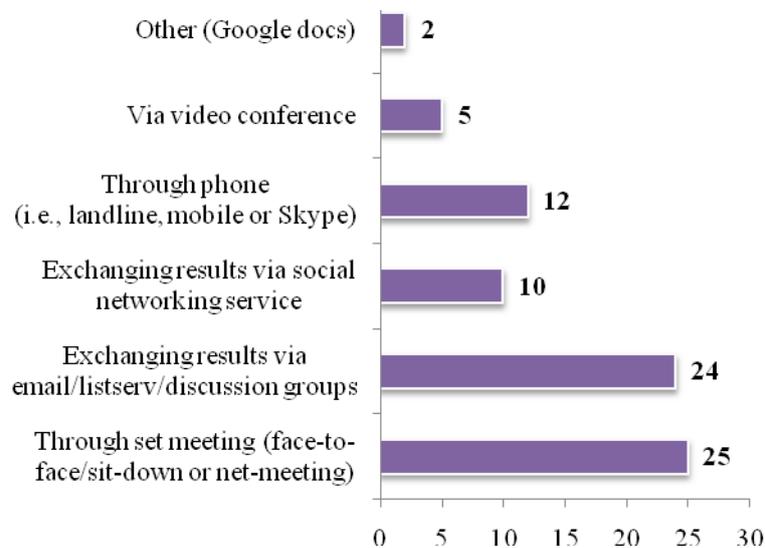


Fig. 7 Means of collaboration

Corollary to the respondents who collaborate, the same were asked about the problems that they have encountered as they go about their collaborative activities (see Figure 8). The foremost problem appears to be the availability of the authors to convene, while technological difficulties and dividing work assignments among the authors came in second. Differences in research styles and contradicting viewpoints were also found out to be the deterrents in their collaboration.

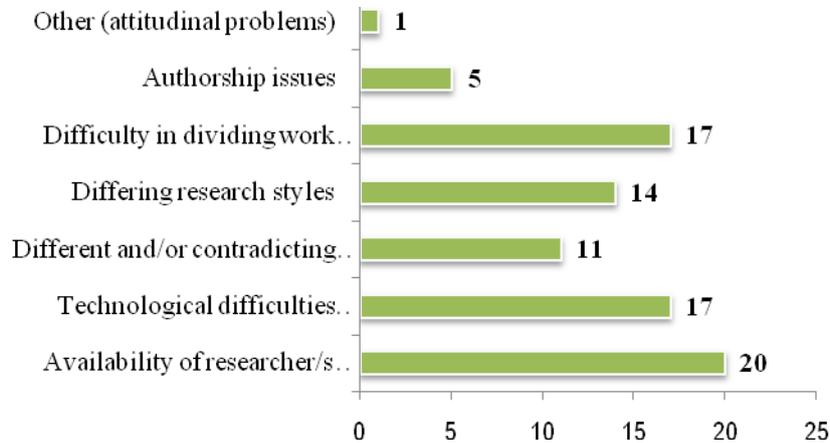


Fig. 8 Problems encountered in collaboration (multiple responses allowed)

To cap off this sub-section, an open-ended question was posted to the respondents about their knowledge sharing experience and collaboration. Again, the reciprocity of knowledge sharing benefits floated as the overall element that the respondents appreciate about the whole process. They mentioned that the creation of new knowledge and increased credibility of research are some of the important facets of collaboration.

Publication of knowledge outputs

Lastly, the 89 respondents who are knowledge generators were profiled as to who among them have been into publishing (see Table 7). Interestingly, there is only a 15% difference between those who do and do not publish among the said respondents. A majority of the 46% who publish have had their works published in conference proceedings, subscription-based sources, seminar websites and book chapters. Significantly, the number of those who have published in open access journals is the same with those who have published a book/monograph (see Figure 9).

Has any of your creative works been published?	Frequency	Percentage
Yes	41	46
No	48	54
Total	89	100

Table 7. Profile of respondents whether or not they publish (n=89)

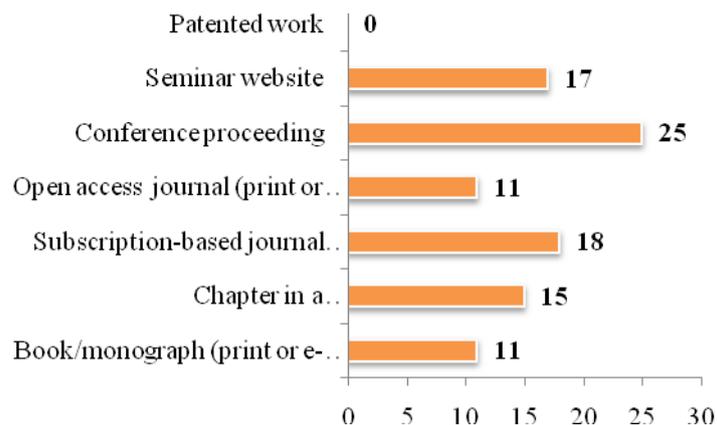


Fig. 9 Kind of publication materials where knowledge outputs are published

Referring once more to Figure 9, those who mentioned that they have published in subscription-based sources were inquired about their interest in making their works free and open for public access. Eighty-nine percent (89%) signified their willingness to make it freely accessible once out of embargo and/or restriction from the publisher. Meanwhile, of the 54% who have yet to publish anything, 78% of them consider publication of their works.

Table 8 shows a cross analysis of respondents who collaborate and publish. In terms of number, licensed librarians who work in academic libraries are active in collaboration and publication. Licensed librarians in school libraries, those practicing a non-librarian capacity as practitioner of another profession and freelancer are both into collaboration and publication. On the other hand, not all licensed librarians who are teaching full time are into collaboration; however all of them are into publishing. Lastly, 1 out of the 4 non-licensed practitioners who produce knowledge outputs has not been involved in neither collaboration nor publication.

Nature of work	Collaborating (n=31)		Publishing (n=41)	
	Licensed	Non-licensed	Licensed	Non-licensed
Working in library				
Academic	15	0	15	0
School	3	0	3	0
Special	6	1	9	1
Public	0	0	0	0
Not in library practice				
Practicing another profession	2	0	2	0
Working freelance	1	0	1	1
Studying full time	0	0	1	0
Teaching full time	2	0	6	0
Not employed	0	0	0	0
Other	1	0	2	0
Grand Total	30	1	39	2
	Collaborating		Publishing	

Table 8. Respondents who collaborate and publish

Respondents were finally asked, as an open-ended question, about their thoughts on knowledge sharing. Apprehensions on participating in the process and knowing the boundaries of knowledge sharing came out as the dominant response to this inquiry.

Respondents who do not produce knowledge outputs and their views on knowledge sharing

Meanwhile, 34% denoted their non-activity in producing knowledge outputs. Figure 10 shows that a majority of them do not write because their current respective institutions do not require them to come up with such outputs. A significant number of them also said that they would rather keep themselves updated with new developments in the field/s. Another notable reason that garnered the highest number is those that said they are not adept to writing.

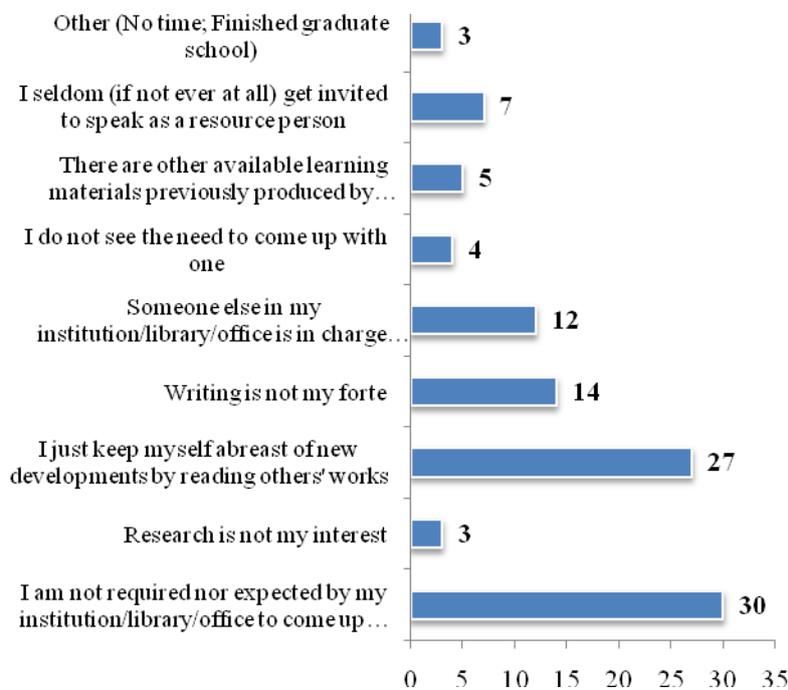


Fig. 10 Reasons for not coming up with knowledge outputs (multiple responses allowed)

Said respondents were also queried whether or not they intend to come up with knowledge outputs in the future, of which 65% were positive about it. Meanwhile, the 35% who have no intention at all to involve themselves in knowledge generation were asked of their reasons for not considering such activity. In the summary of responses, a significant number of them have said that they would perhaps venture into research someday, although they do not see it happening for now. The lack of time to write also surfaced as a significant reason as to why they do not consider writing anytime soon.

The respondents were asked of their views regarding the credibility of Internet-based references compared to their fee-based counterparts. Sixty-seven percent (67%) believe that resources abounding in the Internet are equally authoritative as those that are for subscription/purchase. This result is significant in the sense that their lack of experience in

producing knowledge assets is dictated by this perception. When it comes to knowledge sharing and collaboration, thirty-three percent (33%) said that they are not so familiar with licensing of scholarly works, while only 7% knows how it works.

Given the chance to produce knowledge outputs, the respondents were asked of their openness to share what they have written/created. A remarkable 93% responded positively to this. On the other hand, they were also probed of their willingness to participate in collaborative research whenever there is an opportunity for them to do so. Quite proportional to their openness to knowledge sharing is the 89% who said that they are willing to go ahead with collaboration.

Apropos to collaboration and publishing, the respondents were asked about their degree of familiarity when it comes to using Web 2.0 technologies in collaboration. It appears that all of them are familiar to Web 2.0 applications, with 37% saying that they have substantial knowledge of it being a collaboration agent and zero non-familiarity of it. Similarly, they were also asked about their know-how on publishing. A huge percentage has said that they are quite familiar (35%) with this process while only 11% understand it very well.

An open-ended question of their other thoughts about knowledge sharing was solicited from the respondents (see Table 9).

Additional thoughts	Frequency
Importance of knowledge sharing is apparent	1
Inspired by others who have the time to write	1
Librarians have become open to knowledge sharing	1
Hoping to collaborate to build research writing skills	1
Research calls for patience, commitment and a positive attitude	1
Web 2.0 tools bridge one to more knowledge	1

Table 9. Summary of thoughts (open-ended)

SIGNIFICANT FINDINGS

The sixty-six percent (66%) who comes out with knowledge outputs, whether in compulsion or purely because of sheer interest, is a healthy sign that librarians now venture into knowledge sharing and do not simply exist as custodians. It is likewise interesting to note that of this percentage, 71% of them are at liberty to open up their intellectual assets to the world without expecting to be monetarily compensated for it, if only to share the knowledge that they have. This is albeit not all assets are by nature unique, as some, if not many, are recycled/secondary/tertiary resource. Meanwhile, the remainder who were not that welcoming to the idea of free access to their works mentioned hesitations of non-attribution, unfair commerce and non-confidence to disclose their works are understandable. The latter hesitation comes as no surprise, especially that a number of knowledge assets produced by them, as above mentioned, are mere reinventions.

One noteworthy finding in this study is those non-licensed professionals (but were trained/educated in LIS) who actively take part in knowledge generation – 57% of them. Out of this percentage, 50% publish and collaborate. They do so primarily because of their connection to institutions that expect them to come out with explicit knowledge (specifically books, reports, papers learning tools and feasibility studies), as it could be the nature of their institutions to conduct project studies and publish such materials. Aside from this expectation, the one who is working freelance also writes for incentive purposes and is not involved in collaborative works. Meanwhile, the other who is connected to a special library, indicated research as his/her interest and is into collaboration. This remarkable result points to the dictum that just because one has a license does not mean that s/he knows how to drive. Those who know how to drive may just feel that getting a license is not at all necessary.

As for publishing, the fact that there is only a slim difference (at 15%) between those who publish and those who do not tells us that Filipino librarians are slowly picking up in the publishing arena. To have their works published in conference proceedings is a good start. Note that 44% publish in peer-reviewed subscription-based sources, while 27% of them publish in peer-reviewed open access journals and books, respectively. This is a remarkable achievement.

Another positive indication of interest to knowledge sharing could be also be rooted from those who have neither experience in the knowledge generation, collection and sharing process (34%). Despite their various reasons for non-participation, still, 65% of them intend to participate; 93% intend to share knowledge assets; and 89% were open to collaboration, if given the chance to do so. Similarly, 35% of them are quite knowledgeable about publishing and all of them are familiar with publishing in varying degrees. With these numbers, there is no doubt that a many Filipino librarians are receptive about knowledge exchange. These are exciting times for Philippine librarianship.

CONCLUSION

The outcome of this study paints a very optimistic landscape for librarians in the Philippines. As they blend into the scholarly society as producers of knowledge assets other than being its points of reference, the fulfilment of being consulted in both capacities is gradually gaining wider acknowledgment. This dual role would furthermore elevate the recognition of Philippine librarianship on a mile high – something that the field is truly looking forward to for the longest time. And with the increasing popularity of the Internet as a publishing hub rather than a universe of search engines, knowledge exchange has reached remarkable heights that librarians are not anymore intimidated by it, but have in fact, capitalized on the scholarly opportunities these web technologies have opened up for them.

In the same vein, Filipino librarians are now seeing the potential benefits of open access publishing to channel their knowledge sharing initiatives as generators of knowledge. It is hoped that this paper will serve as a springboard to more in depth studies on the various knowledge sharing experiences of Filipino librarians. Perhaps a closer look at their interest in open access publishing could be another revelation.

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APPENDIX SURVEY QUESTIONNAIRE

RESPONDENT'S PROFILE

Note: Questions marked as required (denoted by *) are mandatory to proceed.

Are you currently connected to a library organization? *

- Yes
- No

If YES, choose type of library:

- Academic
- Special (corporate, industry, international office, NGO, etc.)
- School
- Public

If NO, choose what is applicable to you:

- Practicing another profession (i.e., non-librarian capacity)
- Working freelance/as consultant/from home (i.e., not necessarily LIS-related)
- Studying full time (i.e., not necessarily LIS-related)
- Teaching full time (i.e., not necessarily LIS-related)
- Not employed
- Other:

Are you a licensed librarian? *

- Yes
- No

Do you write/produce creative/research outputs/papers/presentations/learning materials? *

- Yes
- No

If you answered YES

Note: Questions marked as required (denoted by *) are mandatory to proceed.

1. What is/are the possible reason/s why you come up with creative/research outputs/papers/lecture presentations and/or learning materials (check all that apply)?*

- I am expected by my institution/library/office to come up with one for operational purposes, etc.
- I would like to explore important issues about a chosen field/discipline
- I would like to contribute to the knowledge base in the field
- I write to get incentives at work (i.e., for promotion, bonus, et al.)
- Research is my interest
- I am required to get published (e.g., in an ISI journal)
- I respond to call for papers (i.e., for presentation to a conference)
- Other:

2. What kind scholarly/creative materials do you produce (check all that apply)?

- Books and monographs
- Reports (institutional, national, commissioned, et al.)
- Papers/articles (published or publishable, for conference presentation, et al.)
- Lectures (for seminar/forum/symposium presentation, et al.)
- Learning tools/modules (research guides, information literacy module, instructional materials including videos, et al.)
- Documentation of library/office procedures/processes/policies/guidelines
- Programs developed for the library/office
- Feasibility and/or project studies
- Other:

3. How do you archive/preserve your creative work/s? Through (check all that apply):

- Physical file (paper copies)
- Hard drives and/or mass storage devices
- E-mail (I keep a copy for future reference, et al.)
- Personal website/s
- Blogs
- File hosting service (Dropbox, Google drive, Box.net, RapidShare, MediaFire, et al.)
- Document sharing service (Google Docs, Scribd, wePapers, Docstoc, et al.)
- Slide hosting service (SlideShare, authorSTREAM, et al.)

- Peer-reviewed publishing (subscription-based and/or open access journals)
- Institutional repositories
- Other:

4. When conducting research or project studies/preparing for a presentation/producing learning materials, et al., do you consult sources/references/documents that are freely available on open access from the Internet (i.e., not from subscription-based sources)?(If YES, answer 4.1, then proceed to 5 ; If NO, proceed to 5)

- Yes
- No

4.1 If YES, do you think these sources are equally authoritative/credible/reliable as are with subscription-based sources?

- Yes
- No

5. Are you aware about licensing (e.g., Creative Commons) of scholarly works for open content distribution? *(If YES, answer 5.1, then proceed to 6 ; If NO, proceed to 6)

- Yes
- No

5.1 If YES, do you think that by licensing, you can collaborate more with other scholars/researchers and be more willing to share your works?

- Yes
- No

6. Would you like your creative outputs be made publicly accessible, free of charge?*(If YES, answer 6.1 and 6.2, then proceed to 7 ; If NO, jump to 6.3 then proceed to 7).

- Yes
- No

6.1 If YES, what could have made you decide to share it? Please explain further.

6.2 If YES, how would you share it to the public (check all that apply)?

- E-mail groups/lists
- Social networking service (Facebook, Twitter, Google+, LinkedIn, et al.)
- Wikis
- Personal website/s
- Blogs

- Slide hosting service (SlideShare, authorSTREAM, et al.)
- Peer-reviewed publishing (subscription-based and/or open access journals)
- Institutional repositories
- Document sharing service (Google Docs, Scribd, wePapers, Docstoc, et al.)
- Other:

6.3 If NO, what are your apprehensions for not doing so (check all that apply)?

- I might not be properly cited/credited/attributed/acknowledged as the primary source of my work/s
- My work/s might be re-used commercially without my permission
- My work/s is/are still on embargo/hold from the publisher/s
- My institution/office has a standing order not to disclose office-related studies
- Many others have conducted the same study/ies and/or created the same learning materials
- I want those interested to re-use my work/s to personally contact me
- I feel that my work/s is/are not publication material or not at par
- I am not quite confident with my writing
- Other:

7. Have you had any research collaboration and/or exchanged key results with colleagues (from here or abroad) in your chosen field of research? *

(If YES, answer 7.1, 7.2 and 7.3, then proceed to 8 ; If NO, jump to 8)

- Yes
- No

7.1 If YES, how did you do it (check all that apply)?

- Through set meeting (face-to-face/sit-down or net-meeting)
- Exchanging results via email/listserv/discussion groups
- Exchanging results via social networking service
- Through phone (i.e., landline, mobile or Skype)
- Via video conference
- Other:

7.2 If YES, what were the potential problems/constraints that you have encountered along the way (check all that apply)?

- Availability of researcher/s (i.e., could slow down response time between/among researchers)

- Technological difficulties (e.g., slow Internet connection, no access to PC, undeliverable messages, contact details are problematic, etc.)
- Different and/or contradicting viewpoints
- Differing research styles
- Difficulty in dividing work assignments
- Authorship issues
- Other:

7.3 If YES, has it added more value to your knowledge sharing experience? Was it helpful?
Please elaborate further the benefits according to your experience.

8. Has any of your creative works been published? *

(If YES, answer 8.1 and 8.2 if applicable, then proceed to 9 ; If NO, jump to 8.3 then proceed to 9)

- Yes
- No

8.1 If YES, on what kind of publication (check all that apply)?

- Book/monograph (print or e-book)
- Chapter in a book/monograph (either in print or in an e-book)
- Subscription-based journal (print or online)
- Open access journal (print or online)
- Conference proceeding
- Seminar website
- Patented work
- Other:

8.2 If YES and published in subscription-based journal, would you consider making it publicly accessible, free of charge, once it is out of embargo from the publisher?

(Answer only if you ticked 'Subscription-based journal' from 8.1)

- Yes
- No

8.3 If NO (i.e., you have no published works yet), would you consider getting published?

- Yes
- No

9. Any additional thoughts? Please input here.

If you answered NO

Note: Questions marked as required (denoted by *) are mandatory to proceed. All questions require an answer, except question 9.

1. What could be the possible reason/s why you have not written any/do not write any/come up with creative/research outputs/papers/lecture presentations and/or learning materials (check all that apply)? *

- I am not required nor expected by my institution/library/office to come up with any scholarly output
- Research is not my interest
- I just keep myself abreast of new developments by reading others' works
- Writing is not my forte
- Someone else in my institution/library/office is in charge of this
- I do not see the need to come up with one
- There are other available learning materials previously produced by my institution/library/office; it just needs some updating
- I seldom (if not ever at all) get invited to speak as a resource person
- Other:

2. Do you intend to come up with one in the future? *

- Yes
- No

2.1 Whether YES or NO, please explain why.

3. Do you think that articles/documents/sources/researches you may find freely available on the Internet are less authoritative/credible/reliable as are with fee-based sources? *

- Yes
- No

4. How familiar are you about licensing (e.g., Creative Commons) of scholarly works for open content distribution? *

- Very familiar (I understand it well and how it works)
- Quite familiar (I have some substantial knowledge of it)
- Familiar (I have done a little reading)
- Not so familiar (I have come across it, but not really paid attention to the details)
- Not familiar (I am not aware of it)

5. Should you be given the chance to come up with a scholarly/creative material, would you be willing to share it to the public? *

- Yes
- No

6. In case there is an opportunity for you to collaborate for a research study/project, would you be willing to do it? *

- Yes
- No

7. How familiar are you about using Web 2.0 technologies (i.e., blogs, wikis, social networking service, et al.) in sharing/collaborating scholarly/creative works? *

- Very familiar (I understand it well and how it works)
- Quite familiar (I have some substantial knowledge of it)
- Familiar (I have done a little reading)
- Not so familiar (I have come across it, but not really paid attention to the details)
- Not familiar (I am not aware of it)

8. How familiar are you about getting one's creative output published? *

- Very familiar (I understand it well and how it works)
- Quite familiar (I have some substantial knowledge of it)
- Familiar (I have done a little reading)
- Not so familiar (I have come across it, but not really paid attention to the details)
- Not familiar (I am not aware of it)

9. Any additional thoughts? Please input here.