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CHALLENGES IN IMPLEMENTING KNOWLEDGE MANAGEMENT PRACTICES IN SELECTED UNIVERSITY LIBRARIES OF HARYANA: AN EMPIRICAL INVESTIGATION

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Abstract

This study investigates the challenges in implementing Knowledge Management (KM) practices in selected university libraries of Haryana. The main objectives were to examine the awareness and understanding of KM among library professionals, explore its applications and benefits, and identify the barriers to effective implementation. Data were collected from 43 library professionals through structured questionnaires and analyzed to understand their perspectives. The findings reveal that while most respondents are aware of KM and recognize its role in improving library operations, knowledge sharing, and academic support, several challenges hinder its effective implementation. Key barriers include lack of training, limited financial and human resources, resistance to new tools, and misunderstanding of KM concepts. The study also highlights the positive impact of ICT tools in enhancing knowledge creation, storage, and dissemination. Overall, the study emphasizes that addressing these challenges through proper training, infrastructure, and institutional support can strengthen KM practices, leading to more efficient, collaborative, and user-focused university libraries.

The present study, titled “Challenges in Implementing Knowledge Management Practices in Selected University Libraries of Haryana: An Empirical Investigation”, explores the awareness, application, benefits, and barriers of Knowledge Management (KM) among library professionals. The study aimed to examine the level of understanding of KM, its practical applications in library operations, and the challenges faced during implementation. Data were collected from 43 library professionals using structured questionnaires and analyzed quantitatively. The findings show that most respondents are aware of KM and recognize its role in improving library services, knowledge sharing, and academic activities. ICT-based tools significantly support KM processes like knowledge creation, storage, and dissemination. However, challenges such as lack of training, limited resources, resistance to new technologies, and misunderstanding of KM concepts persist. Addressing these through training, institutional support, and proper infrastructure can strengthen KM practices and lead to more efficient, collaborative, and user-centered university libraries in Haryana.

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1.0 INTRODUCTION

In this digital era and rapidly changing academic scenario, Knowledge Management (KM) has become a vital aspect of modern academic institutions particularly universities. University libraries particularly in India faces the stress of adopting applications of Information and Communication Technology (ICT) in its premises properly, hence it leads to adopt KM practices. University libraries are not limited to traditional functions such as collection development and circulation of printed materials but they now serve as knowledge hubs that support teaching, learning, research, and extension activities through the effective creation, organization, sharing, and preservation of knowledge in print and digital form. Similarly, proper implementation of knowledge management practices helps university libraries in improving service quality, enhance staff efficiency, and meet the changing needs of users resulting utmost satisfaction of users' community towards library services.

Sharma (2004) stated that "knowledge management is the ability to manage knowledge, we are all familiar with the term information management which is a source that can and needs to be managed to be useful in an organization". Besides, Sharma (2004) also "identified two basic definitions of knowledge, first as body of information, which consists of facts, opinion, ideas, theories, principles, and models. Secondly, he refers to it as a person's state of being with respect to somebody of information. These states include ignorance, awareness, familiarity, understanding, facility, etc". Similarly, Davenport (1994) has defined "Knowledge Management is the process of capturing, distributing, and effectively using knowledge."

In recent years, university libraries particularly in India have undergone substantial changes due to the rapid growth in ICT, digital resources, and rapid changes in users' expectations. Irrespective of implementing Knowledge Management (KM) practices in university libraries due to several advantages, several barriers and challenges are also faces, such as lack of awareness, lack of training, lack of ICT infrastructure, shortage of skilled manpower, resistance to change, lack of motivation and rewards, and limited administrative and financial support, etc. These issues often create hurdles in effective adoption and sustainability of knowledge management initiatives in academic libraries particularly university libraries. In Haryana state of India, there are several state universities that play an important role in imparting higher education and research. Among them, Chaudhary Devi Lal University (CDLU), Sirsa, Bhagat Phool Singh Mahila Vishwavidyalaya (BPSKV), Khanpur Kalan, Guru Jambheshwar University of Science and Technology (GJUS&T), Hisar, and Dada Lakhmi Chand State University of Performing and Visual Arts, Rohtak are included in the present study, which represent diverse academic environments and library systems.

Despite the importance of KM in university libraries, there is a lack of empirical studies on implementing knowledge management practices that systematically examine the challenges faced by the university libraries particularly on university libraries of Haryana and North Indian states. The present study entitled "Challenges in Implementing Knowledge Management Practices in Selected University Libraries of Haryana: An Empirical Investigation" aims to empirically investigate the challenges in implementing knowledge management practices in the selected university libraries of Haryana state of India, namely CDLU, BPSKV, GJUS&T, and SUPVA.

2.0 LITERATURE REVIEW

Dawuda and Hardi's (2024) study explored the role of knowledge enhancement and sharing practices among library staff at tertiary institutions in Northern Ghana. The study revealed that management of tertiary institution libraries play a significant role in the knowledge development of staff, while effective Knowledge Management (KM) could address inefficiencies in library service delivery. Similarly, Olubiyo and Olubiyo (2023) conducted a study to explore the significance of Knowledge Management (KM) in academic libraries in Nigerian universities, and stated that knowledge management in universities can be applied in five key areas, such as research, curriculum development, alumni services, administrative services, and strategic planning, wherein; academic libraries are part of the university and its organizational culture. In another study, Shastry (2023) overviewed knowledge management in academic libraries and highlighted that the primary goal of knowledge management within academic libraries was to control the available knowledge that may help academic librarians to carry out their tasks more efficiently and effectively. Baljinder Kaur and Pankaj Kumar (2022) examined the methods for implementing Knowledge Management (KM) in select university libraries of North India, and found that there was no significant difference regarding the awareness of KM between the Professional Assistants and other Library and Information Science (LIS) professionals. Entsua-Mensah and Van Der Walt (2022) conducted a study to examine Knowledge Management Practices (KMP) in academic libraries in Ghana, and revealed dual approach to managing knowledge, i.e., one is knowledge gained through professional library practices, and the second deals with knowledge from the academic community, which includes research by students and faculty. Mabunda and Du Plessis' (2022) study examined employees' perceptions of Knowledge Management (KM) in academic libraries in the digital age with special reference to the University of Johannesburg (UJ) library. The researchers found that KM is very important and must not be neglected especially in the digital age. KM ensures that knowledge is associated with continuous change primarily because it ensures that knowledge is created, shared, retained, and disseminated in the library.

Pankaj Kumar (2021) explored knowledge management practices in the university libraries of North India, and revealed that KM practices were adopted by all the university libraries that came under the study; however, the awareness level of librarians was greater about the knowledge management compared to other LIS professionals. Moreover, maximum LIS professionals opined that Seminars/ Webinars/ Workshops were the best way to acquire knowledge. Roseline (2020) conducted a study in Cameroon to examine the implementation of Knowledge Management (KM) in academic libraries, and revealed that despite the increasing interest in knowledge management by a wide range of library professionals, the acceptance, adoption, and implementation of KM is still very slow particularly in academic libraries of developing countries like Cameroon. Godbole's (2019) study

explored the role of libraries in knowledge management, highlighting that the knowledge management is helpful in proper utilization of academic libraries and will improve services for users. A conceptual study on knowledge management and new generation of libraries and information conducted by Sharma (2019), point out that knowledge management requires more effective methods of information handling, speedy transfer of information, and linking of information with individuals and their activities. To examine the knowledge management processes at St. Paul's University Library in Kenya, a study was conducted by Sirorei and Fombad (2019). The study revealed that while the library had some understanding of knowledge management, the different Knowledge Management (KM) processes were in existence but not sufficiently explored. On the other hand, Elayadom (2018) conducted a study on application of knowledge management techniques in the university libraries in Kerala, and revealed that being a part of KM technique, the University Libraries in Kerala used ICT tools to store information and also provide technology-based services, while the library professionals used ICT tools and technologies to manage knowledge.

3.0 SCOPE OF THE STUDY

The scope of the present study is limited to investigate the challenges in implementing knowledge management practices in the following selected university libraries of Haryana, India:

1. Chaudhary Devi Lal University (CDLU), Sirsa
2. Bhagat Phool Singh Mahila Vishwavidyalaya (BPSMV), Khanpur Kalan, Sonipat
3. Guru Janbheshwar University of Science & Technology (GJUS&T), Hisar
4. Dada Lakhmi Chand State University of Performing and Visual Arts (SUPVA), Rohtak

4.0 STATEMENT OF THE PROBLEM

In the present digital era, the library profession has undergone revolutionary changes and has reached highly advanced stage where Information and Communication Technology (ICT) applications has strongly integrated and dominated all the functions or activities, and services of libraries. University libraries play an important role in managing and sharing knowledge. However, many university libraries particularly in Indian scenario faces difficulties in applying effective knowledge management practices such as knowledge identification, collection, organization, communication and other management issues of knowledge and information resources, etc. These problems may relate to technology, staff skills, organizational support, or lack of proper policies. There is limited understanding of such challenges in university libraries of Haryana. Therefore, this study aims to identify and examine the challenges in implementing knowledge management practices in selected university libraries of Haryana, namely Chaudhary Devi Lal University (CDLU), Sirsa, Bhagat Phool Singh Mahila Vishwavidyalaya (BPSMV), Khanpur Kalan (Sonipat), Guru Jambheshwar University of Science & Technology (GJUS&T), Hisar, and Dada Lakhmi Chand State University of Performing and Visual Arts (SUPVA), Rohtak.

5.0 OBJECTIVES

The main objectives of the study are as follows:

1. To evaluate the level of awareness and understanding of knowledge management among library professionals in the university libraries of Kurukshetra University (KU), Kurukshetra and Maharshi Dayanand University (MDU), Rohtak.
2. To examine the understanding of key concepts and principles related to knowledge management in university libraries.
3. To identify the key skills and expertise required for effective implementation of knowledge management practices in university libraries.
4. To analyze the application of knowledge management practices in the university libraries.
5. To determine the primary goals of implementing knowledge management practices in university libraries.
6. To identify the benefits of knowledge management practices for library operations and services.
7. To examine the challenges and barriers faced by university libraries while implementing knowledge management practices.
8. To suggest measures for improving the effective implementation of knowledge management practices in university libraries.
9. To examine the present status of knowledge management practices in the selected university libraries of Haryana.
10. To identify the major challenges faced by these libraries in implementing knowledge management practices.

6.0 METHODOLOGY

The present study embraces a survey method to collect the data from the library professionals under study. A structured questionnaire has been prepared and used as the main tool for data collection. The questionnaire was designed to obtain opinions of library professionals working in the selected university libraries of Haryana, namely CDLU, Sirsa, BPSMV, Khanpur Kalan (Sonipat), GJUS&T, Hisar, and SUPVA, Rohtak. A five-point scale has been used in the questionnaire for data collection and analysis purposes. The data were collected by personally visiting the university libraries under study during June-July, 2025. A total 77 questionnaires were distributed among the library professionals, out of which 66 questionnaires have been filled and received back for analysis purpose, thus overall response rate has been achieved @85.71%. The collected data were analyzed using simple statistical tools such as percentages, tables, and charts to interpret the results and draw conclusions.

7.0 DATA ANALYSIS AND INTERPRETATION

TABLE 7.1: GENDER WISE DISTRIBUTION OF RESPONDENTS

Gender	Frequency	Percentage
Male	20	46.51
Female	23	53.49
Total	43	100

Table 8.1 shows the gender-wise distribution of respondents. The study reveals that out of 66 respondents, 50 (75.76%) were male and 16 (24.24) were female respondents, which shows that male respondents are dominant in the study.

TABLE 7.2: AGE WISE DISTRIBUTION OF RESPONDENTS

Age	Frequency	Percentage
<25 years	00	00
25-30 years	08	18.60
30-35 years	11	25.58
35-40 years	09	20.93
40-45 years	05	11.63
>45 years	10	23.26
Total	43	100

Table 7.2 shows the age-wise distribution of the respondents. Out of the total 43 respondents, none were below 25 years of age. The highest number of respondents belonged to the 30–35 years age group, accounting for 25.58%. This was followed by respondents above 45 years, who made up 23.26% of the total. The age group of 35–40 years represented 20.93% of the respondents, while 18.60% were between 25–30 years. The smallest proportion of respondents (11.63%) fell in the 40–45 years age group. Overall, the respondents were mainly from the middle and higher age groups.

TABLE 7.3: DESIGNATION/STATUS OF RESPONDENTS (LIBRARY PROFESSIONALS)

Designation	Frequency	Percentage
Librarian	01	02.32
Incharge Library	02	04.65
Deputy Librarian	03	06.98
Assistant Librarian	06	13.96
Library Assistant	05	11.63
Professional Assistant	02	04.65
Library Attendants	13	30.23
Restorer	03	06.98
Other professionals	08	18.60
Total	43	100

Table 7.3 presents the designation-wise distribution of library professionals. Among the 43 respondents, the largest group was Library Attendants (30.23%). This was followed by other professionals (18.60%) and Assistant Librarians (13.96%). A smaller number of respondents were Library Assistants (11.63%), Deputy Librarians and Restorers (6.98% each). Very few respondents were Incharge Library and Professional Assistants (4.65% each), and only one respondent (2.32%) was a Librarian.

TABLE 7.4: PROFESSIONAL EXPERIENCE OF LIBRARY PROFESSIONALS

Years of Experience	Frequency	Percentage
<5 years	14	32.56
5-10 years	13	30.23
10-15 years	07	16.28
15-20 years	02	04.65
20-25 years	05	11.63
>25 years	02	04.65
Total	43	100

Table 7.4 shows the professional experience of the library professionals. Most respondents had less than 5 years of experience (32.56%), followed closely by those with 5–10 years of experience (30.23%). A smaller number had 10–15 years of experience (16.28%). Very few respondents had more than 15 years of experience, with only small percentages in the 15–20 years, 20–25 years, and above 25 years categories. Overall, the majority of respondents had less than 10 years of professional experience.

TABLE 7.5: LEVEL OF AWARENESS AND UNDERSTANDING OF TERM AND CONCEPT OF KNOWLEDGE MANAGEMENT

Level of awareness	Frequency	Percentage
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To a very great extent	08	18.60
To a great extent	10	23.26
To some extent	18	41.86
To a small extent	07	16.28
Not aware at all	00	00
Total	66	100

Table 7.5 shows the level of awareness and understanding of the concept of knowledge management among respondents. Most respondents were aware of the concept to some extent (41.86%). About one-fourth understood it to a great extent (23.26%), while 18.60% were aware to a very great extent. A smaller group (16.28%) had only limited awareness. Notably, none of the respondents reported being completely unaware of knowledge management.

TABLE 7.6: UNDERSTANDING ABOUT KNOWLEDGE MANAGEMENT

Sr. No.	Knowledge management		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
			No.	%	No.	%	No.	%
1.	It is similar to Information Management (IM)	No.	11	32	00	00	00	43
		%	25.58	74.42	00	00	00	100
2.	It covers Information Management (IM) processes	No.	13	30	00	00	00	43
		%	30.23	69.77	00	00	00	100
3.	Sharing information can result in Knowledge Management (KM)	No.	14	24	05	00	00	43
		%	32.56	55.81	11.63	00	00	100
4.	It is a new term for the work that library professionals have been doing all along	No.	04	16	13	10	00	43
		%	09.30	37.21	30.23	23.26	00	100
5.	It is a field that has been around for decades, but only recently gained popularity	No.	01	12	18	11	01	43
		%	02.32	27.91	41.87	25.58	02.32	100
6.	It is more about sharing knowledge than storing it	No.	04	20	16	03	00	43
		%	09.30	46.51	37.21	06.98	00	100
7.	The establishment of institutional repositories is a form of KM	No.	13	29	01	00	00	43
		%	30.23	67.45	02.32	00	00	100
8.	The process of gathering, preserving, generating, and disseminating information sources is KM	No.	21	21	01	00	00	43
		%	48.84	48.84	02.32	00	00	100

Table 7.6 explains respondents' understanding of knowledge management. Most respondents agreed or strongly agreed that knowledge management is closely related to information management and includes its processes. A large majority also felt that sharing information leads to knowledge management and that creating institutional repositories is a form of it. Many respondents believed that knowledge management focuses more on sharing knowledge than just storing it. However, opinions were mixed on whether knowledge management is simply a new name for traditional library work or an older field that has only recently become popular. Overall, the responses show a generally positive and clear understanding of knowledge management among library professionals.

TABLE 7.7: APPLICATION OF KNOWLEDGE MANAGEMENT (KM) IN UNIVERSITY LIBRARIES

Sr. No.	Application of KM		Highly Significant	Significant	Somewhat Significant	Insignificant	Totally Insignificant	Total
			No.	%	No.	%	No.	%
1.	Implementing and utilization of advanced ICT tools	No.	20	21	02	00	00	43
		%	46.51	48.84	04.65	00	00	100
2.	Developing comprehensive KM frameworks	No.	17	22	04	00	00	43

	according to the needs of the university library	%	39.54	51.16	09.30	00	00	100
3.	Providing professional training and education to library staff	No.	31	12	00	00	00	43
		%	72.10	27.90	00	00	00	100
4.	Developing user-centered information systems- Personalizing services	No.	19	22	02	00	00	43
		%	44.19	51.16	04.65	00	00	100
5.	Developing knowledge databases	No.	15	25	03	00	00	43
		%	34.88	58.14	06.98	00	00	100
6.	Promoting a culture of collaboration and knowledge sharing among library staff and users	No.	20	14	09	00	00	43
		%	46.51	32.56	20.93	00	00	100
7.	Identifying and addressing various barriers that hinder KM implementation	No.	15	23	05	00	00	43
		%	34.88	53.49	11.63	00	00	100

Table 7.7 shows how knowledge management is applied in university libraries. Most respondents considered all listed KM applications to be significant or highly significant. Providing professional training to library staff was seen as the most important application. The use of advanced ICT tools, development of KM frameworks, user-centered information systems, and knowledge databases were also viewed as highly important. Promoting collaboration and addressing barriers to KM were considered significant by most respondents, though some felt these were only somewhat significant. Overall, the results indicate strong support for applying knowledge management practices in university libraries.

TABLE 7.8: PRIMARY GOALS OF IMPLEMENTING KNOWLEDGE MANAGEMENT (KM) PRACTICES IN THE UNIVERSITY LIBRARY

Sr. No.	Primary goals of implementing KM		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
			No.	%	No.	%	No.	%
1.	To preserve organizational knowledge	No.	22	20	01	00	00	43
		%	51.16	46.51	02.33	00	00	100
2.	Enhancing knowledge sharing	No.	27	16	00	00	00	43
		%	62.80	37.20	00	00	00	100
3.	To improve employee participation/collaboration in KM practices (acquiring, storing, and sharing)	No.	09	30	03	01	00	43
		%	20.93	69.76	06.98	02.33	00	100
4.	To improve library operations and services	No.	22	20	01	00	00	43
		%	51.16	46.51	02.33	00	00	100
5.	To support academic goals (research, teaching, and learning)	No.	14	28	01	00	00	43
		%	32.55	65.12	02.33	00	00	100
6.	To minimize knowledge development cost	No.	04	32	07	00	00	43
		%	09.30	74.42	16.28	00	00	100
7.	Database management	No.	21	22	00	00	00	43
		%	48.84	51.16	00	00	00	100

Table 7.8 highlights the main goals of implementing knowledge management in university libraries. Most respondents strongly agreed or agreed that KM helps in preserving organizational knowledge and improving library operations and services. Enhancing knowledge sharing was considered a key goal by all respondents. A large majority also agreed that KM supports academic activities such as research, teaching, and learning, and encourages staff collaboration. Many respondents felt that KM helps reduce the cost of knowledge development and improves database management. Overall, the findings show strong agreement on the importance of KM goals in university libraries.

TABLE 7.9: IMPACT OF ICT BASED TOOLS AND APPLICATIONS ON KNOWLEDGE MANAGEMENT

Sr. No.	Impact of ICT based tools and applications on KM		Very High Impact	High Impact	Medium Impact	Low Impact	Very Low Impact	Total
			No.					
1.	Improving knowledge creation and innovation	No.	12	26	05	00	00	43
		%	27.91	60.46	11.63	00	00	100
2.	Enhancing sharing and dissemination of information	No.	29	14	00	00	00	43
		%	67.44	32.56	00	00	00	100
3.	Streamlining knowledge processes (such as storing, distributing, retrieving, and utilizing knowledge efficiently)	No.	24	19	00	00	00	43
		%	55.81	44.19	00	00	00	100
4.	Enhancing organizational efficiency	No.	02	32	09	00	00	43
		%	04.65	74.42	20.93	00	00	100
5.	Introducing digital or virtual libraries	No.	11	31	01	00	00	43
		%	25.58	72.10	02.32	00	00	100
6.	Developing knowledge portals/digital repositories	No.	07	29	07	00	00	43
		%	16.28	67.44	16.28	00	00	100
7.	Minimizing processing time by avoiding duplication of work	No.	04	24	15	00	00	43
		%	09.30	55.82	34.88	00	00	100

Table 7.9 shows the impact of ICT-based tools on knowledge management. Most respondents felt that ICT tools have a high or very high impact on improving knowledge creation, innovation, and information sharing. ICT was also seen as highly effective in streamlining knowledge processes and improving organizational efficiency. The introduction of digital libraries and development of digital repositories were considered important outcomes of ICT use. Additionally, many respondents agreed that ICT helps reduce processing time by avoiding duplication of work. Overall, the results indicate that ICT tools play a strong and positive role in supporting knowledge management activities.

TABLE 7.10: BENEFITS OF KNOWLEDGE MANAGEMENT (KM)

Sr. No.	Benefits		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
			No.					
1.	Improved library operations and services	No.	33	10	00	00	00	43
		%	76.74	23.26	00	00	00	100
2.	Improved efficiency (reduces duplication of efforts, streamlines workflows)	No.	24	19	00	00	00	43
		%	55.81	44.19	00	00	00	100
3.	Enhanced collaboration among staff, faculty, and students (by providing centralized platforms for sharing knowledge)	No.	16	26	01	00	00	43
		%	37.22	60.46	02.32	00	00	100
4.	Knowledge preservation for benefiting future staff and users	No.	13	29	01	00	00	43
		%	30.24	67.44	02.32	00	00	100
5.	Better decision-making (regarding services, acquisitions, and user support)	No.	15	24	04	00	00	43
		%	34.88	55.82	09.30	00	00	100
6.	Provide user-centric services (that enhance user satisfaction)	No.	24	19	00	00	00	43
		%	55.81	44.19	00	00	00	100

Table 7.10 highlights the benefits of knowledge management in libraries. Most respondents strongly agreed that KM improves library operations and services. Many also agreed that KM increases efficiency by reducing duplication of work and improving workflows. Enhanced collaboration among staff, faculty, and students was another key benefit. Respondents felt that KM helps preserve knowledge for future users and supports better decision-making. Overall, KM was widely seen as helpful in providing user-centric services and improving overall library performance.

TABLE 7.11: CHALLENGES/BARRIERS FACED DURING IMPLEMENTING KNOWLEDGE MANAGEMENT (KM) PRACTICES

Sr. No.	Challenges/barriers		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
			No.	%	No.	%	No.	
1.	Misunderstanding of KM concept	No.	02	26	10	05	00	43
		%	04.65	60.47	23.25	11.63	00	100
2.	Lack of leadership support	No.	04	09	19	11	00	43
		%	09.30	20.93	44.19	25.58	00	100
3.	Employee resistance towards adopting new KM tools	No.	01	20	14	08	00	43
		%	02.32	46.52	32.56	18.60	00	100
4.	Insufficient human resources	No.	04	21	13	05	00	43
		%	09.30	48.84	30.23	11.63	00	100
5.	Lack of knowledge sharing culture	No.	04	04	17	18	00	43
		%	09.30	09.30	39.54	41.86	00	100
6.	Lack of training and exposure to KM tools and technologies	No.	10	32	01	00	00	43
		%	23.25	74.43	02.32	00	00	100
7.	Lack of financial resources to initiate KM	No.	03	29	09	02	00	43
		%	06.98	67.44	20.93	04.65	00	100
8.	Lack of time to learn	No.	02	05	19	17	00	43
		%	04.65	11.63	44.19	39.53	00	100
9.	Lack of rewards/recognition for knowledge creation and sharing	No.	06	29	08	00	00	43
		%	13.96	67.44	18.60	00	00	100
10.	Lack of ICT infrastructure	No.	05	10	12	16	00	43
		%	11.63	23.25	27.91	37.21	00	100
11.	Outdated technology, which fails to meet the demands of modern KM practices	No.	02	01	06	30	04	43
		%	04.65	02.32	13.96	69.77	09.30	100
12.	Lack of capability to identify knowledge resources within or outside the library	No.	03	01	13	24	02	43
		%	06.98	02.32	30.23	55.82	04.65	100

Table 7.11 shows the major challenges faced while implementing knowledge management practices. Many respondents agreed that lack of training and limited exposure to KM tools were the biggest barriers. Financial constraints, misunderstanding of the KM concept, employee resistance, and shortage of staff were also seen as important challenges. A large number of respondents felt that rewards and recognition for knowledge sharing were inadequate. Issues such as lack of leadership support and time constraints received mixed responses. However, outdated technology and difficulty in identifying knowledge resources were not considered major problems by most respondents. Overall, the findings highlight the need for better training, support, and resources for effective KM implementation.

8.0 CONCLUSION

The study shows that knowledge management (KM) is becoming an important practice in university libraries. Most library professionals are aware of KM and understand its role in improving library services, knowledge sharing, and collaboration. The use of ICT tools strongly supports KM by making processes faster, reducing duplication, and enabling digital repositories. Implementing KM helps preserve knowledge, improve decision-making, and provide user-focused services. However, challenges such as lack of training, limited resources, employee resistance, and misunderstanding of the concept can hinder effective implementation. Overall, the study indicates that with proper support, training, and infrastructure, KM can greatly enhance the efficiency and effectiveness of university libraries.

This study on "Challenges in Implementing Knowledge Management Practices in Selected University Libraries of Haryana: An Empirical Investigation" reveals that knowledge management (KM) is widely recognized as important for improving library operations, enhancing knowledge sharing, and supporting academic goals. Most library professionals are aware of KM and understand its benefits, especially when supported by ICT tools and digital resources. However, the study also highlights several challenges in implementing KM effectively, including lack of training, limited financial and human resources, resistance to adopting new tools, and misunderstanding of KM concepts. Issues like inadequate leadership support, limited rewards for knowledge sharing, and insufficient infrastructure further hinder smooth implementation. The findings suggest that addressing these barriers through proper training, resource allocation, and institutional support can significantly improve KM practices in university libraries, ultimately enhancing efficiency, collaboration, and service quality.

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