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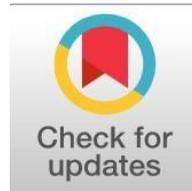
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The Impact of Knowledge-Sharing Behaviors in Facilitating Digital Entrepreneurship Among Staff Members. A Survey Research Was Conducted at University Libraries Across the Middle Euphrates Area.

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Abstract

General Background: Knowledge sharing has become a critical organizational practice in modern institutions as digital transformation reshapes how employees collaborate, learn, and develop entrepreneurial capabilities in the digital environment. **Specific Background:** Within university libraries, staff members increasingly rely on knowledge exchange mechanisms such as written contributions, organizational communication channels, personal encounters, and communities of practice to support digital-oriented work processes and professional development. **Knowledge Gap:** Despite the growing relevance of knowledge sharing for institutional development, empirical evidence describing how different knowledge-sharing behaviors relate to digital entrepreneurship dimensions in academic library settings remains limited. **Aims:** This study examines knowledge-sharing behaviors and their association with digital entrepreneurship among staff members in governmental university libraries in the Middle Euphrates region. **Results:** Using survey data from 114 library employees and statistical analysis, the findings indicate that organizational communication represents the most prominent knowledge-sharing dimension, supported by formal mechanisms such as periodic meetings, work reports, and established communication channels that function as primary sources of knowledge exchange among staff. Conversely, digital creation and innovation appear as the least represented dimensions within the examined libraries, indicating limitations in innovative digital practices. **Novelty:** The study provides empirical evidence linking structured knowledge-sharing practices with multiple dimensions of digital entrepreneurship in university library institutions. **Implications:** These findings highlight the administrative importance of formal communication systems as foundations for institutional knowledge circulation and suggest opportunities for future managerial initiatives aimed at strengthening digital innovation capacities within academic libraries.

Highlights:
• Formal Institutional Channels Act as the Primary Mechanism for Internal Knowledge Exchange Among Library Staff.
• Innovative Digital Creation Activities Remain the Least Represented Capability in the Surveyed Institutions.
• Survey Data From 114 Employees Reveal Patterns of Digital Entrepreneurial Capacity Within Academic Library Workplaces.

Keywords: Knowledge Sharing Behavior, Digital Entrepreneurship, University Libraries, Organizational Communication, Digital Innovation.

1- Research Methodology and Some Previous Studies

1-1- Research Problem

Knowledge-sharing practices within organisations are a crucial foundation that fosters employee skill development and maximises performance. They also serve as a strategic enhancement to on-the-job training programs. The significance of knowledge-sharing behaviours in enhancing employees' technological competencies is growing as they encounter rapid advancements driven by the escalating digital revolution across many domains. This has led to the need for employees to improve their technological skills and competencies, as well as to the importance of being flexible and quickly adapting these skills to keep pace with global technological developments. This has facilitated the proliferation of the notion of "digital entrepreneurship." Within information institutions, university libraries constitute a significant category and play a crucial role in supporting and directing teaching and research at universities. These libraries encounter significant problems on both global and local scales, characterised by an unprecedented influx of information, both in volume and quality, as well as the evolving requirements of researchers and users for access to this material. Consequently, the issue of the present study is to address the following research question: What is the significance of information-sharing behaviours in facilitating digital entrepreneurship among workers in Iraqi university libraries across the region? Central Euphrates.

1-2- Importance of the Study

The significance of the research arises from the following factors:

1- The study subject emphasises the importance of knowledge-sharing behaviours in facilitating digital entrepreneurship among staff, hence improving the efficacy and quality of digital services offered to library beneficiaries.

2- Highlighting to the library administrations under examination the significance of knowledge-sharing behaviours and their beneficial influence on employees' digital entrepreneurship, which is an essential and pivotal factor that will enhance these administrations' future endeavours to promote and cultivate such practices.

3- The present research is a small addition to the local intellectual discourse concerning the application of diverse scientific and cognitive methodologies to enhance operational practices in university libraries.

1-3- Research Hypothesis and Hypothetical Plan

The research is based on the following two main hypotheses:

1. The first main hypothesis: "There is a significant relationship between the independent variable, knowledge sharing behaviors, and the dependent variable, digital entrepreneurship."

2. The second main hypothesis: "There is a significant effect between the independent variable, knowledge sharing behaviors, and the dependent variable, digital entrepreneurship."
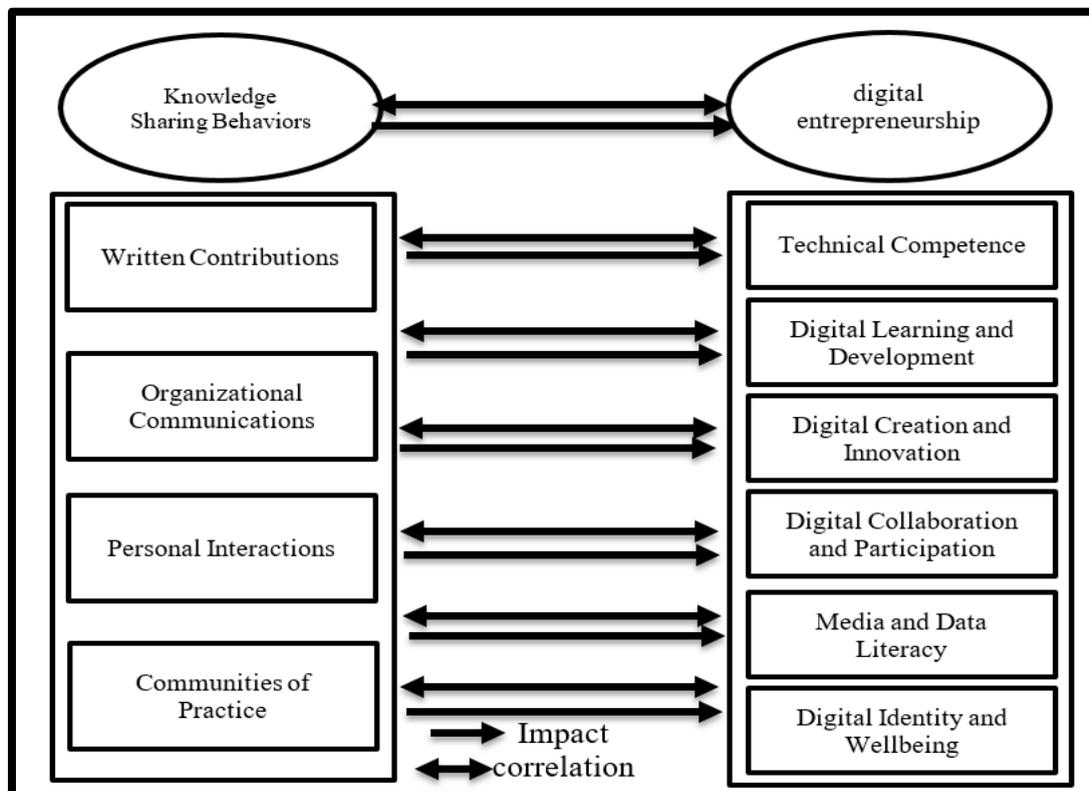
Figure 1 shows the hypothetical research plan.
*Source: Prepared by the researcher based on the mentioned sources.

1-4-   Research Measures

To achieve the research objectives, the measures shown in Table 1 were adopted, which indicate the specific measures for each variable and its associated dimensions.

Table 1 illustrates the measures used to determine the dimensions of the research variables.

	Variable	Dimensions	Scale
1	Knowledge Sharing Behaviors	Written Contributions	Ramayah, T., Yeap, J. A., & Ignatius, J. (2014 [1]
		Organizational Communications	
		Personal Interactions	
		Communities of Practice	
2	digital entrepreneurship	Technical Competence	Council of Australasian University Librarians (2019) [2]
		Digital Learning and Development	
		Digital Creation and Innovation	
		Digital Collaboration and Participation	
		Media and Data Literacy	
		Digital Identity and Well-being	

1-5-   Research Objectives

The research aims to achieve the following:

1. To reveal the knowledge-sharing behaviors followed by staff in the studied libraries.
2. To reveal the level of digital entrepreneurship of staff in the studied libraries.
3. To study the extent to which knowledge-sharing behaviors are related to the digital entrepreneurship of staff in the studied libraries.
4. To study the impact of knowledge-sharing behaviors on the digital entrepreneurship of staff in the studied libraries.

1-6-   Research Limits

The limits of the current research are as follows:

• Spatial limits: Central university libraries in public universities within the Middle Euphrates region, represented by the governorates (Karbala, Najaf, Babil, and Qadisiyah).

• Temporal limits: (March 1, 2025) to (June 1, 2025).

• Objective limits: Knowledge sharing behaviors, digital entrepreneurship.

1-7-   Research Community and Sample

The research community included employees of the central libraries at the Middle Euphrates government universities. The community of employees working in these libraries (totaling 114 employees) was studied and distributed among the libraries studied, as shown in the table below:

Table No. (2) shows the number of employees distributed according to the libraries studied.

No.	Library	Total number of employees
1	Central Library of the University of Karbala	35
2	Central Library of the University of Babylon	20
3	Central Library of the University of Kufa	40
4	Central Library of the University of Al-Qadisiyah	19
	Total research community	114

Prepared by the researcher based on the field study

1-8-   Research Methodology and Data Collection Tools

To conduct the research and arrive at the final results, the following tools were adopted:

• Literature related to both the topics of knowledge sharing behaviors and digital entrepreneurship.

• Questionnaire: A questionnaire comprising three axes was prepared based on the sources listed in Table 1. It consisted of:

Axis One: Description of the research sample.

Axis Two: Paragraphs related to the independent variable of the research (knowledge sharing behaviors), which included (16) paragraphs.

Axis Three: Paragraphs associated with the dependent variable (digital entrepreneurship), which included (24) paragraphs.

(114)questionnaires were distributed electronically to the entire research community, of which (102) were returned, representing (89%).

Statistical Methods

The following statistical methods were adopted:

⬜ A five-point Likert scale was adopted, one of the most widely used methods in social science survey research. It is also characterized by clarity and accuracy. The scale values were determined from (1) for the lowest value to (5) for the highest value.

⬜ Percentages and frequencies.

⬜ Arithmetic mean.

⬜ Response intensity.

⬜ Standard deviation.

⬜ Coefficient of variation.

⬜ Calculated t-test.

⬜ structural equation modeling

1-9-   Some Previous Cognitive Efforts

1- **Study (Ramayah, T., Yeap, J. A., & Ignatius, J., 2014): Assessing knowledge sharing among academics: A validation of the knowledge sharing behavior scale**. This study sought to develop and test the KSBS scale to assess knowledge-sharing behaviours among academics in Malaysia. This study examined the outcomes of a questionnaire administered to 447 scholars from several fields. The measure comprised 28 questions across four primary dimensions: written contributions, institutional communications, personal encounters, and communities of practice. Exploratory component analysis results confirmed the scale structure and qualitative differences between dimensions (all with reliability ≥. 70). This study showed that there is predictive validity for the scale about institutional commitment and concurrent validity with patterns of implicit and explicit sharing, thus increasing reliability to measure knowledge-sharing behaviour among academics[1].

2- **A study (Deka, A., & Subaveerapandiyan, A., 2022: Understanding the knowledge sharing Behaviors of library professionals in South Asia. Library Philosophy and Practice.** The purpose of this study was to explore knowledge-sharing behaviours and perceptions of them among academic librarians in six South Asian countries: Bangladesh, Bhutan, India, Nepal, Pakistan, and Sri Lanka. Data were collected using a questionnaire that assessed participants on their methods of knowledge sharing (e.g. formal and informal), tools and technologies they used (e.g. databases, academic social networks and email) as well as the challenges experienced in knowledge management (such as: insufficient training, imbalance of technical infrastructure, financial constraints and lack of incentives) with sample comprising librarians. Results showed most respondents were involved in several sharing activities, both electronically and physically. Yet they face enormous challenges, not least in money, training, and incentives. Based on the findings, it was concluded that to improve the knowledge sharing environment, there is a need to establish some measures, i.e., designing training programmes focused towards knowledge management skills; strengthening the technological infrastructure in libraries as well as incentivizing knowledge sharing; and establishing internal and external communities of practice to increase professional interaction [3].

3- **A scoping review of digital entrepreneurship, digital competence, digital fluency, and digital entrepreneurship in academic libraries' context (Makhafola, L. 2015)**. Based on data from October 2013 to October 2023, this study conducted a detailed scoping analysis of publications investigating digital entrepreneurship, digital competence, digital fluency, and digital skills amongst academic librarians published in peer-reviewed English-language journals. The analysis was thematic, and the initial 485 findings were narrowed down to a final pool of 61 studies for detailed analysis. The results showed that each idea had different cognitive, technological, and behavioural characteristics. It also highlighted gaps in worker training, such as the not very practical focus on creativity and digital collaborative skills. It identifies the cognitive and technological conditions and capacities, based on four types of skills librarians should develop, and provides a theoretical marker to differentiate between learning, literacy, information, and technology-based tasks. One of its primary recommendations is to provide comprehensive training programs that encompass knowledge, technology, digital behaviour, and cooperation within academic library settings [4].

4- **The Council of Australasian University Librarians (2019) study (Digital entrepreneurship framework. CAUL)** represents an advancement of the Digital Capabilities Scale published by the Institute for Academic and Research Informatics (JISC) in 2015, a British entity focused on delivering digital infrastructure, technology, strategic assistance, and research to educational and research organisations. The scale was initially developed to assess the digital competencies of university personnel and students. In 2019, members of the Council of Australian Academic Librarians (CAUL) initiated the CAUL Digital Entrepreneurship Program, designed to support and cultivate the digital entrepreneurship of Australian academic library personnel by enhancing the cognitive and social competencies necessary for the innovative application of information and technology tools to maximise benefits and augment

institutional value. The framework has six dimensions: technical proficiency, digital learning and development, digital invention and innovation, digital collaboration and engagement, media and data literacy, and digital identity and well-being [2].

5-   The current research's position among previous studies, and the scope of the study

Prior studies were used to determine the dimensions of the research variables and their contribution to the practical component of the research (practical measurements were derived from these studies). The employed statistical methodologies and the procedures for selecting and sampling the study population were scrutinised, all of which pertain to library operations, specifically in university libraries. This study diverges from prior research by integrating two factors that, to the researcher's knowledge, have not been examined concurrently at the local level. Moreover, the examination of these factors pertains to a crucial domain, specifically university libraries, especially in light of the technical problems they encounter and the escalating demands of users and researchers for information and innovative service delivery techniques.

2- The philosophical and cognitive framework of knowledge-sharing behaviors and digital entrepreneurship

2-1-   The concept of knowledge-sharing behaviors

Knowledge sharing behaviours can be defined as "the process of transferring and disseminating knowledge among employees or organisational teams to minimise the time needed to address work-related issues" [5], or as "a fundamental component of lifelong learning organisations that facilitate collaboration and knowledge reutilization among employees through technical resources and tools such as document management systems, workgroups, and databases" [6], or as "the inclination of organisational members to share tacit or explicit knowledge with peers through formal and informal written or unwritten codes of conduct" [7], or as "the outcome of scientific, intellectual, or cultural interactions among employees within an organization aimed at sustaining ideas by balancing personal and organisational objectives" [8]. Current research asserts that knowledge-sharing behaviours encompass the diverse practices employed by organisational members that facilitate, either directly or indirectly, the dissemination of novel or innovative experiences, skills, and ideas to address work-related challenges or execute routine tasks. These techniques often facilitate constructive relationships and tacit or explicit recognition among people, their peers, or the organization's leadership.

2-2-   The Importance of Knowledge Sharing Behaviors

Knowledge-sharing behaviours facilitate the subsequent outcomes [2]:

1. Knowledge-sharing behaviours promote collaboration among employees, hence enabling the seamless and sustainable exchange of knowledge.
2. They facilitate the generation of new information and the continual enhancement of staff proficiency.
3. They facilitate ongoing experiential learning, which enhances the organization's formal training initiatives.
4. Knowledge-sharing behaviours enhance the resolution of work-related challenges through collaborative exchange and discourse among individuals within a specific speciality or work team.
5. Sustaining an organisational culture that fosters the evolution of a learning company and aids in the retention of expertise despite employee turnover.

2-3-   Factors Influencing Knowledge Sharing Behaviors

A variety of variables impact the creation of knowledge-sharing behaviours inside organisations, the most significant of which are:

1-   Senior Management Support: The significance of senior management support is evident in its capacity to foster employees' dedication to disseminating the latest discoveries relevant to their work among peers. It facilitates information exchange by supporting seminars and gatherings that enable experienced personnel to share their expertise with others [9].
2-   Participatory Organisational Culture: This denotes the tendency and prevalence of a dedication to innovation and development inside the company, emphasising the attainment of objectives. This mitigates adverse competition and conflict by adhering to formal regulations and procedures, hence ensuring a cohesive and complete organization throughout its numerous sections [10].
3-   Information Technology Infrastructure: Information technology applications, including computers, software, and information and communications networks, enhance the exchange and sharing of information. Within the workforce, databases and information systems serve as strategic resources that facilitate knowledge-sharing behaviours within the firm.
4-   Trust among individuals is a vital element influencing knowledge-sharing behaviours inside organisations. confidence and goodwill facilitate the proliferation of information-sharing practices, but negativity and perceptions of bad faith or attempts to monopolise knowledge erode individuals' confidence in certain colleagues, ultimately resulting in restricted knowledge sharing.
5-   Incentives: Offering tangible or intangible incentives significantly enhances knowledge-sharing practices, particularly when employees recognise that peers and management appreciate the fresh information and constructive contributions they make. In several instances, incentives are ethical, as exemplified by the significant admiration and esteem accorded to more seasoned persons who impart their insights and share their experiences with colleagues.

2-4-   Dimensions of Knowledge-Sharing Behaviors

Table No. presents the parameters of the scale utilised in the current study to examine the knowledge-sharing variable. (1) The aspects of written contributions, organisational communications, human encounters, and communities of practice shall be elucidated in the subsequent points [1]:

1- Written contributions encompass actions by employees who share their ideas and information in written documentation rather than through verbal communication, such as publishing concepts in an organisational database and submitting reports that may benefit other individuals and the organisation.

2- The organisational communications dimension is a crucial aspect of knowledge-sharing behaviours, as it concerns the dissemination of information and knowledge within the organisation's administrative framework through formal channels such as meetings, emails, reports, and internal bulletins. This form of communication is an excellent instrument for improving transparency and facilitating the exchange of information across various administrative tiers. It fosters a collaborative work atmosphere, enhances access to collected experience, and mitigates redundancy in efforts. Enhanced fluidity and clarity in organisational communications significantly increase prospects for improving institutional knowledge exchange.

3- The human relationships dimension constitutes a significant feature of knowledge-sharing behaviours, emphasising the flow of knowledge through direct communication among persons in the workplace. These contacts encompass casual conversations, sharing perspectives during daily meetings, and offering individual support to coworkers. This form of connection facilitates the conveyance of implicit experiences that are hard to articulate in writing. It also enhances trust among employees and cultivates a culture of collaboration and information sharing. Enhanced personal ties within the company correlate with greater amounts and higher quality of knowledge transmitted.

4- Communities of practice are a significant aspect of knowledge-sharing behaviours. They denote professional or specialised collectives whose members voluntarily convene to share experiences and information regarding a shared topic of interest. These communities, whether formally or informally formed and located inside or outside of the organization, help build collective knowledge capital and enhance individual and organizational performance. Such communities create an environment conducive to staff education, sharing solutions and experiences, and providing tacit knowledge that is difficult to transfer by other means. They encourage creativity and collective thinking, and improve networking and trust among members.

2-5- The Concept of Digital Entrepreneurship and Its Beginnings

Digital entrepreneurship is the way to go for a successful organisation of today, combining skills, competencies, and traits that enable individuals to operate in rapidly changing digital environments. Digital Entrepreneurship is not just about digital use but about a deep understanding of technology and augmenting its creativity to improve organizational performance. This dexterity helps speed up digital transformation, increase productivity, build resilience against crises, and exploit opportunities. This is where a culture of constant learning, collaborative engagement, and creativity will nurture a competitive edge in the digital workplace. Ahmed et al. According to Wajcik (2020), digital entrepreneurship enables subjects to act as "active digital consumers" through encounters with knowledge and practices, which is essential for implementing an organization's objectives through the deliberate use of technology. Hence, investing in developing these skills is also an investment in the future health and effectiveness of organisations. From an organisational perspective, digital entrepreneurship enables the following [11]:

1- Improving the quality of library services; Digital entrepreneurship enables library staff to use digital technology for more effective information organisation and retrieval, leading to higher customer satisfaction.

2- Enhanced user interaction: Digital entrepreneurship promotes the development of multimedia communication (databases, digital libraries, and interactive chats), facilitating an optimal user experience [12].

3- Stimulating information diffusion innovation: Supporting the evolution of new digital services and approaches (e.g., open educational resources or digital displays) that enhance knowledge transfer [13].

4- The ability to assess and discern supporting information: Digital entrepreneurship is a new form of media literacy that librarians can use to evaluate information sources and relay accurate knowledge.

5- Digi catalyst: Digital entrepreneurship should be pursued because libraries need to respond effectively to digital transformation and move towards advanced electronic services [14].

2-7- Dimensions of Digital Entrepreneurship

The dimensions of digital entrepreneurship (Table 1) were drawn from a scale that contains six dimensions: technical skills; digital learning and development; digital creation and innovation; collaboration and participation in a more interconnected world; media and data literacy; and digital identity/well-being. Those will be inspected in order as [2]:

1- Digital Competency: The technical competency, as a variable to be assessed in digital entrepreneurship, is an individual's ability to use digital tools and applications effectively and efficiently in their work. This competency includes basic skills in using computers, operating systems, and other

office applications (such as spreadsheets and databases), as well as the ability to learn new tools and technology. This is a key skill set for utilizing technology in modern work environments, especially within information organizations. Technical competence is associated with digital flexibility, as it empowers individuals to resolve technical issues and enhance performance via adept engagement with digital systems. Technical competence indicates the preparedness of personnel to facilitate digital change in their organisations [15].

2- Digital Learning and Development: Digital learning and development are essential components of the digital entrepreneurship variable. They reflect individuals' readiness to get new information and skills through digital media and technology, along with their dedication to lifelong learning to adapt to technological advancements. This dimension encompasses the capacity to utilise digital platforms, engage in digital training courses, and interact proficiently with digital educational information. It also indicates an individual's recognition of the necessity for professional and technical development in accordance with job requirements. This dimension pertains to adaptability and receptiveness to change, and is especially crucial in information organisations that depend on contemporary technology to deliver services and knowledge. An individual's proficiency in self-directed and guided digital learning correlates positively with their potential for professional development and creativity in the workplace[16].

3- Digital Collaboration and Participation: Digital collaboration and participation are fundamental aspects of the digital entrepreneurship variable, reflecting workers' proficiency in using digital technologies to communicate effectively and collaborate in virtual settings. File sharing, online project management, and participation in environments such as Google Workspace or Microsoft Teams. Employees who manage well in this dimension are willing to participate in virtual teams and share digital information and resources freely with safe flows. It also improves digital collaboration between employees and unifies their efforts to achieve common goals. Working together in digital environments is important in modern work scenarios [17].

4- Digital Creation and Innovation: A highly complex type of digital entrepreneurship, it showcases employees' ability to produce unique pieces of digital content from nothing or to develop new ideas/solutions through technical PLANS. This part includes designing interactive presentations, producing multimedia content, and using applications to create new information or teaching resources. It also underscores how willing employees are to Experiment with cutting-edge technology and to take unorthodox approaches to problem-solving or to improve their professional performance. This dimension means creativity, the ability to transform digital data into new actions that add value in the workplace [18].

5- Media and Information Literacy: In the digital age, media and information literacy is a vital competency for library professionals. It reflects the ability to receive information from a variety of sources, evaluate and critically analyze it, and understand media and informational messages within their various contexts. This skill enables employees to provide accurate, reliable information to users, helping them distinguish between truthful and misleading content. It also improves the quality of library services by admission of information and logical analysis [11].

6- Digital identity and well-being are among the main aspects of digital entrepreneurship, especially for library professionals. It shows a person knows how to manage their digital identity and protect their privacy and mental health in the digital world. Library professionals are required to acknowledge and comprehend how their online presence may shape or destroy their professionalism, as well as how they should conduct themselves appropriately and safely on the internet. This aspect involves maintaining a healthy balance between real and digital life, thereby reducing the psychological pressure that comes from overindulging in technology-related activities. They elevate digital inclusion, responsibility, and confidence, which can lead to better-quality interactions with beneficiaries. Thus, ensuring full knowledge of digital means will advance employee wellness and their performance in providing modern office services [9].

3- The practical aspect of the research

This aspect of the research involves analyzing questionnaire data prepared in accordance with the criteria outlined in Table No. (3). It was also reviewed and presented to some experts for the purpose of measuring its apparent validity. After the experts' responses were completed, some modifications were made to the questionnaire, and it was distributed to the research sample. The following is an analysis of the questionnaire data according to the three axes:

3-1- Description of the research sample

Table (3) Analysis of Demographic Data for the study Sample *

	Description	Category	repetition	%
1	Gender	Males	48	%47
		Females	54	%53
2	Age Group	30-23	12	%12
		40-31	28	%27
		50-41	26	%25
		60-51	34	%33
		61 and above	2	%3
3	Proficiency in using IT applications (computers, internet, smartphones,	Excellent	18	%18
		Very Good	29	%28

		Good	34	%33
	etc.)	Average	15	%15
		Weak	6	%6
4	Years of Service	Less than 5 years	31	%30
		5-10 years	29	%28
		11-15 years	14	%14
		16 years and above	28	%30
5	Academic Qualification	Preparatory	2	%2
		Technical Diploma	9	%9
		Bachelor's	57	%56
		Higher Diploma	--	--
		Master's	21	%20
		Doctorate	13	%15
6	Specialization	Office	21	%20
		Technical	14	%14
		Other	67	%606

Prepared by the researcher based on the field study

Table No. (3) indicates that the greatest percentage was for females at 53%, whilst the lowest percentage, 48%, was for men, reflecting a marginal difference between the two groups. The minimal percentage for the age group was 3% for those aged 61 and older, a figure anticipated owing to the establishment of the retirement age. The highest proportion, 33%, was observed in the 51-60 age group. The sample's competency in computer skills revealed that the average and poor groups accounted for 21% of the research population, indicating that the majority of library personnel possess technical skills. The sample description, based on years of service, revealed that the lowest proportion was 14% for the 11-15 years group. Conversely, the highest proportion was represented by the two groups (younger than 5 years and 16 years and older). The table breaks down the sample by academic qualifications, showing that the highest percentage (56%) is among individuals with a bachelor's degree, indicating that over half of the workforce possesses suitable academic credentials for the role. In comparison, the lowest percentage (2%) pertains to individuals holding a bachelor's degree. Among middle school graduates, the sample description by speciality shows that the categories of office and technical experts accounted for no more than 34%, while the remaining 66% comprised other specialties.

3-2- Analysis of sample responses to the research variables (knowledge sharing behaviors/digital entrepreneurship)

3- Knowledge sharing behaviors variable

Table No. (4) shows the analysis of sample responses to the variable (knowledge sharing behaviors/written contributions)

Items	Weighted sum	weighted average	The intensity of the answer	S.D	calculated t value	Probability of rejecting H0	standard coefficient of variation	Answer score	Min	Maxi
X1	456	4.47	89.41%	0.73	6.54	1.307E-09	16.27%	5	4.33	4.61
X2	448	4.39	87.84%	0.76	5.21	4.958E-07	17.30%	5	4.24	4.54
X3	387	3.79	75.88%	1.17	6.84	3.028E-10	30.88%	4	3.56	4.02
X4	333	3.26	65.29%	1.34	1.99	2.452E-02	41.10%	4	3.00	3.53
the total	1624	3.98	79.61%	1.14	17.36	3.321E-51	28.66%	4	3.87	4.09

"Source prepared by the researcher with the help of the SPSS program."

The data in Table 4 shows that the highest mean (4.47) was for the first question, indicating that the research sample is keen to share documents and work reports with their colleagues. The lowest mean (3.26) was for question (4), indicating that employees feel that their written contributions are not appreciated by management or colleagues.

Table 5 presents an analysis of the sample's responses to the variable (knowledge-sharing behaviors/organizational communication).

Items	Weighted sum	weighted average	The intensity of the answer	S.D	calculated t value	Probability of rejecting H0	standard coefficient of variation	Answer score	Min	Maxi
X5	411	4.03	80.59%	0.78	0.38	3.514E-01	19.27%	4	3.88	4.18
X6	455	4.46	89.22%	0.75	6.18	6.939E-09	16.89%	5	4.31	4.61
X7	420	4.12	82.35%	0.86	1.38	8.491E-02	20.87%	4	3.95	4.29
X8	448	4.39	87.84%	0.82	4.82	2.581E-06	18.72%	5	4.23	4.55
the total	1734	4.25	85.00%	0.82	6.15	9.323E-10	19.32%	5	4.17	4.33

"Source prepared by the researcher with the help of the SPSS program."

Table No. (5) indicates that the items included generally received high arithmetic means, with the arithmetic means for all items ranging between (4.3) and (4.46), indicating that this dimension enjoys the acceptance and actual support of management and employees alike.

Table No. (6) shows an analysis of the sample's responses to the variable (knowledge sharing behaviors/personal interactions).

items	Weighted sum	weighted average	The intensity of the answer	S.D	calculated t value	Probability of rejecting H0	standard coefficient of variation	Answer score	Min	Maxi
X9	462	4.53	90.59%	0.67	7.97	1.226E-12	14.80%	5	4.40	4.66
X10	440	4.31	86.27%	0.82	3.86	9.912E-05	19.02%	5	4.15	4.47
X11	432	4.24	84.71%	0.80	2.98	1.821E-03	18.85%	5	4.08	4.39
X12	431	4.23	84.51%	0.64	3.54	3.040E-04	15.23%	5	4.10	4.35
the total	1765	4.33	86.52%	0.74	8.84	1.426E-17	17.21%	5	4.25	4.40

"Source prepared by the researcher with the help of the SPSS program."

Table (6) shows that all items in it had high arithmetic means, ranging between (4.53) and (4.23), indicating the availability of a positive, healthy environment among colleagues, which in turn supports correct methods of practicing knowledge sharing.

Table No. (7) shows an analysis of the sample's responses to the variable (knowledge sharing behaviors/communities of practice).

items	Weighted sum	weighted average	The intensity of the answer	S.D	calculated t value	Probability of rejecting H0	standard coefficient of variation	Answer score	Min	Maxi
X13	438	4.29	85.88%	0.73	4.09	4.281E-05	16.90%	5	4.15	4.44
X14	422	4.14	82.75%	0.86	1.62	5.432E-02	20.70%	4	3.97	4.31
X15	350	3.43	68.63%	1.21	3.59	2.591E-04	35.40%	4	3.19	3.67
X16	390	3.82	76.47%	0.88	9.41	8.731E-16	23.10%	4	3.65	4.00
the total	1600	3.92	78.43%	0.99	18.79	1.842E-57	25.26%	4	3.83	4.02

"Source prepared by the researcher with the help of the SPSS program."

Table No. (7) indicates that this dimension obtained good arithmetic means ranging between (4.29) and (3.43). These means for communities of practice align with the results in the dimension (personal interactions), indicating the effectiveness and positivity of the work environment in the libraries studied.

Table No. (8) Dimensions of the variable (knowledge sharing behaviors)

	Dimensions	weighted average	The intensity of the answer	standard deviation	standard coefficient of variation	Dimension Order
1	Written Contributions	3.98	79.61%	1.14	28.66%	Third
2	Organizational Communications	4.25	85.00%	0.82	19.32%	Second
3	Personal Interactions	4.25	85.00%	0.82	17.21%	First
4	Communities of Practice	3.92	78.43%	0.99	25.26%	Fourth

"Source prepared by the researcher with the help of the SPSS program."

By examining the distribution of the independent variable (knowledge sharing behaviors), we find that this variable generally achieved high arithmetic means across its dimensions, indicating the effectiveness and prevalence of knowledge sharing behaviors at the libraries studied.

2- Digital entrepreneurship Variable

Table No. (9) shows an analysis of the sample's responses to the variable (digital entrepreneurship / technical proficiency dimension).

Items	Weighted sum	weighted average	The intensity of the answer	S.D	calculated t value	Probability of rejecting H0	standard coefficient of variation	Answer score	Min	Maxi
X1	431	4.23	84.51%	0.79	2.87	2.536E-03	18.81%	5	4.07	4.38
X2	418	4.10	81.96%	0.92	1.08	1.415E-01	22.39%	4	3.92	4.28
X3	399	3.91	78.24%	0.99	9.34	1.286E-15	25.21%	4	3.72	4.11
X4	318	3.12	62.35%	1.29	0.92	1.800E-01	41.44%	3	2.86	3.37
the total	1566	3.84	76.76%	1.10	15.41	7.759E-43	28.63%	4	3.73	3.95

Source prepared by the researcher with the help of the SPSS program

Table No. (9) indicates that the highest mean (4.23) was for the first paragraph, indicating that most of the workers in the libraries surveyed are proficient in using personal computers and basic programs at work. The lowest mean (3.12) was for the fourth paragraph, indicating the research

sample's limited ability to solve simple technical problems encountered at work. Table No. (10) shows an analysis of the sample's responses to the variable (digital entrepreneurship / digital learning and development dimension).

Items	Weighted sum	weighted average	The intensity of the answer	S.D	calculated t value	Probability of rejecting H0	standard coefficient of variation	Answer score	Min	Maxi
X5	382	3.75	74.90%	1.00	7.51	1.202E-11	26.75%	4	3.55	3.94
X6	314	3.08	61.57%	1.21	0.66	2.567E-01	39.24%	3	2.84	3.32
X7	406	3.98	79.61%	1.16	8.53	7.463E-14	29.15%	4	3.75	4.21
X8	428	4.20	83.92%	0.82	2.41	8.834E-03	19.57%	5	4.03	4.36
the total	1530	3.75	75.00%	1.14	13.34	2.985E-34	30.27%	4	3.64	3.86

"Source prepared by the researcher with the help of the SPSS program."

Table No. (10) indicates that the highest arithmetic mean (4.20) was for the eighth paragraph, which indicates that the workers in the libraries under study consider digital learning an important means for personal and professional growth in the work environment. At the same time, the table showed that the lowest arithmetic mean (3.8) was for the sixth paragraph, indicating the tendency of workers in the libraries under study to attend electronic workshops and online training programs in the field of specialization.

Table No. (11) shows the analysis of the sample's answers to the variable (digital entrepreneurship/ digital creation and innovation dimension)

Items	Weighted sum	weighted average	The intensity of the answer	S.D	calculated t value	Probability of rejecting H0	standard coefficient of variation	Answer score	Min	Maxi
X9	340	3.33	66.67%	1.09	3.08	1.334E-03	32.79%	4	3.12	3.55
X10	344	3.37	67.45%	1.12	3.37	5.315E-04	33.10%	4	3.15	3.59
X11	308	3.02	60.39%	1.15	0.17	4.319E-01	38.14%	3	2.79	3.25
X12	333	3.26	65.29%	1.07	2.50	7.087E-03	32.81%	4	3.05	3.48
the total	1325	3.25	64.95%	1.11	4.49	4.574E-06	34.27%	4	3.14	3.36

"Source prepared by the researcher with the help of the SPSS program."

Table No. (11) indicates that all paragraphs of the dimension obtained average arithmetic means, ranging between (3.37) and (3.2), indicating the limited interaction of the workers in the libraries surveyed with the digital creation and innovation dimension.

Table No. (12) shows an analysis of the sample's responses to the variable (digital entrepreneurship/ digital collaboration and participation dimension).

Items	Weighted sum	weighted average	The intensity of the answer	S.D	calculated t value	Probability of rejecting H0	standard coefficient of variation	Answer score	Min	Maxi
X13	414	4.06	81.18%	0.92	0.65	2.601E-01	22.69%	4	3.88	4.24
X14	355	3.48	69.61%	1.18	4.13	3.759E-05	33.76%	4	3.25	3.71
X15	370	3.63	72.55%	1.05	6.02	1.404E-08	29.01%	4	3.42	3.83
X16	422	4.14	82.75%	0.83	1.66	4.959E-02	20.13%	5	3.97	4.30
the total	1561	3.83	76.52%	1.04	16.07	1.179E-45	27.13%	4	3.72	3.93

"Source prepared by the researcher with the help of the SPSS program."

Table No. (12) shows that this dimension achieved good arithmetic means ranging between (4.14) and (3.48), indicating the prevalence of digital cooperation and participation among workers in the libraries surveyed. This is a positive trend that can certainly support work methods and service development.

Table No. (13) shows an analysis of the sample's responses to the variable (digital entrepreneurship/ media and data literacy).

Items	Weighted sum	weighted average	The intensity of the answer	S.D	calculated t value	Probability of rejecting H0	standard coefficient of variation	Answer score	Min	Maxi
X17	350	3.43	68.63%	1.09	3.98	6.496E-05	31.90%	4	3.22	3.65
X18	369	3.62	72.35%	1.07	5.82	3.516E-08	29.64%	4	3.41	3.83
X19	353	3.46	69.22%	1.15	4.05	5.028E-05	33.20%	4	3.24	3.69
X20	332	3.25	65.10%	1.12	2.29	1.198E-02	34.50%	4	3.03	3.48
the total	1404	3.44	68.82%	1.11	8.00	6.387E-15	32.36%	4	3.33	3.55

Source prepared by the researcher with the help of the SPSS program

Table No. (13) shows that the highest mean (3.62) was for the eighteenth item, indicating that the workers in the libraries surveyed possess a relative ability to distinguish between reliable and unreliable sources when searching for information. The lowest mean (3.25) was for the twentieth item,

indicating that workers contributed little to helping beneficiaries understand the differences between accurate and misleading information.

Table No. (14) shows an analysis of the sample's responses to the variable (digital entrepreneurship/ digital identity and well-being dimension).

Items	Weighted sum	weighted average	The intensity of the answer	S.D	calculated t value	Probability of rejecting H0	standard coefficient of variation	Answer score	Min	Maxi
X21	436	4.27	85.49%	0.81	3.42	4.501E-04	18.96%	5	4.12	4.43
X22	410	4.02	80.39%	0.93	0.21	4.162E-01	23.22%	4	3.84	4.20
X23	462	4.53	90.59%	0.69	7.80	2.847E-12	15.13%	5	4.39	4.66
X24	452	4.43	88.63%	0.70	6.25	4.858E-09	15.72%	5	4.29	4.57
the total	1760	4.31	86.27%	0.81	7.84	1.982E-14	18.74%	5	4.24	4.39

"Source prepared by the researcher with the help of the SPSS program."

Table No. (14) indicates that all items in it had high arithmetic means, ranging between (4.53) and (4.2). This indicates the awareness of the workers in the libraries under study of their digital identity and their keenness to ensure their well-being when using technology applications, without falling into states of stress or intellectual exhaustion as a result of the enormous amount of information they receive or browse daily.

Table No. (15) Dimensions of the variable (digital entrepreneurship)

ت	Dimensions	weighted average	The intensity of the answer	standard deviation	standard coefficient of variation	Dimension order
1	Technical Competence	3.84	76.76%	1.10	28.63%	Second
2	Digital Learning and Development	3.75	75.00%	1.14	30.27%	Fourth
3	Digital Creation and Innovation	3.25	64.95%	1.11	34.27%	Sixth
4	Digital Collaboration and Participation	3.83	76.52%	1.04	27.13%	Third
5	Media and Data Literacy	3.44	68.82%	1.11	32.36%	Fifth
6	Digital Identity and Well-being	4.31	86.27%	0.81	18.74%	First

"Source prepared by the researcher with the help of the SPSS program."

Table No. (15) indicates that the dimension (digital identity and well-being) obtained the highest arithmetic mean (4.31). In contrast, the dimension (digital creation and innovation) represented the least achieved dimension (3.25), and the remaining dimensions represented average to good achievement in the libraries studied.

3-3- Testing Research Hypotheses:

This section will test the two study hypotheses in turn.

1- The initial hypothesis, H1: This hypothesis posited the anticipation of a statistically significant correlation between knowledge-sharing behaviours and digital entrepreneurship among the libraries examined. Table (16) below indicates a direct correlation of 0.700, which is statistically significant as the significance level resides within the acceptable range (below 5%). The computed T-value of 11.543 exceeds the tabulated T-value of 1.962, hence affirming the significance threshold. The hypothesis is accepted based on these data. This suggests that increased focus by library administration on information-sharing behaviours correlates with a heightened need to improve digital entrepreneurship.

Second Hypothesis

The Structural Equation Modelling (SEM) technique will be employed to assess the direct impacts between the research variables, namely information sharing behaviours and digital entrepreneurship. This analysis will be conducted with the AMOS.V.26 statistical software.

It asserts: "There is no statistically significant impact" of information sharing behaviours on digital entrepreneurship.

A structural model was developed to illustrate the association between knowledge-sharing behaviours and digital entrepreneurship, therefore substantiating this theory. The table and figure below illustrate the model's reliability and validity according to goodness-of-fit criteria, which surpassed the requisite indications established by Hair et al. (2010).

The Goodness-of-Fit Index (GFI) is 1.00, the Chi-square to degrees of freedom ratio is 4.857, and the Root Mean Square Error of Approximation (RMSEA) is 0.071. Moreover, the divergence of the factorial regression weights exceeded 0.40, indicating that the model's reliability and validity meet the

goodness-of-fit requirements. The scale items demonstrate strong conformity and construct validity, effectively measuring their intended purpose. The inferential statistics on knowledge-sharing behaviours in digital entrepreneurship are clear. The recorded regression parameters were (α = 1.107) and (β = 0.764), with the extracted and estimated (F) value being (76.655). It exceeds the tabulated (F) value of (3.86). The R^2 value indicates that knowledge-sharing behaviours account for 49.0% of the variation in digital entrepreneurship. The calculated (t) value for (β) for the variable of knowledge sharing behaviours was noted at (14.085). It exceeds the tabulated (t) value of 1.962. This elucidates the stability of the relevance of (β), since the value of (β) indicates that a one-unit rise in knowledge-sharing behaviours would result in a 76.4% increase in digital entrepreneurship. The hypothesis may be accepted, indicating that there is no substantial influence of information-sharing behaviours on digital entrepreneurship.

Table (16) Regression model between knowledge sharing behaviors and digital entrepreneurship

	Independent Variable	α	β	(t)	F Calculated	R	R Square	Sig
Digital entrepreneurship	Knowledge Sharing Behaviors	1.107	0.764	11.543	76.655	0.700	0.490	0.000
	(F) Tabular	3.86						
	(t) Tabular	1.962						
	Sample Size	114						
	Decision	Acceptance of hypotheses						

Source: Based on SPSS program outputs, prepared by the researcher
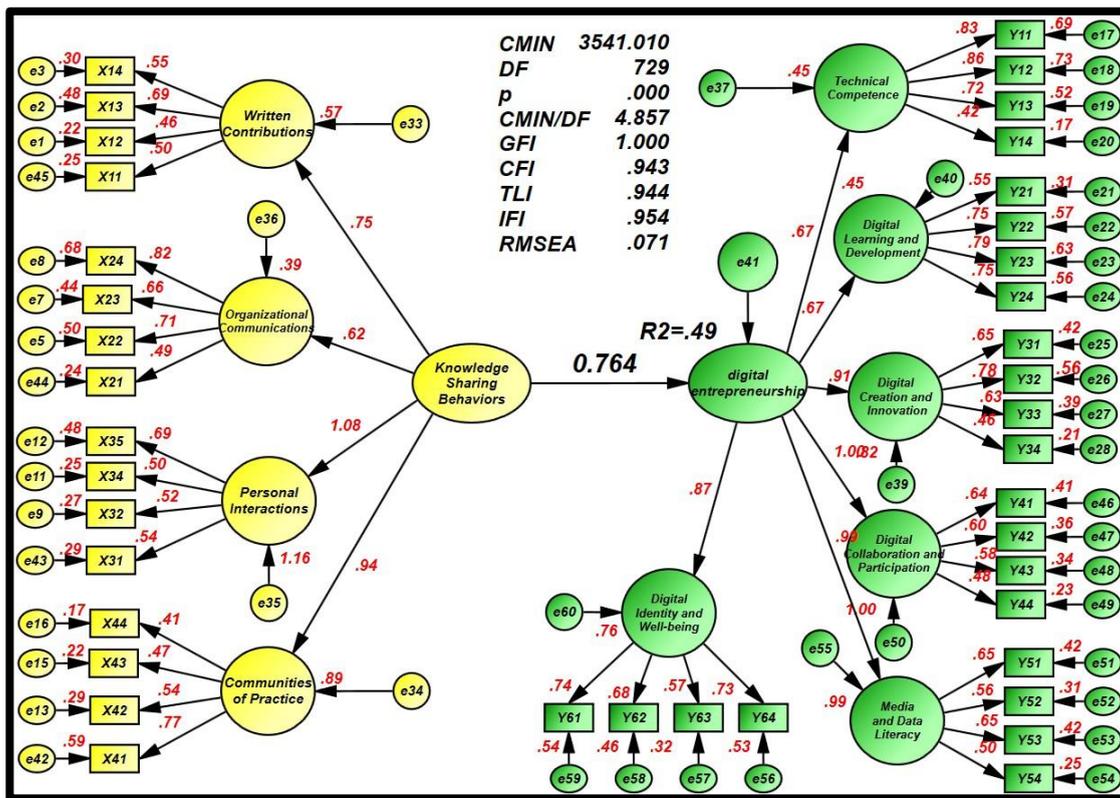
4- Conclusions and Recommendations

4-1- Conclusions

1. The study demonstrates a significant correlation between information sharing and leadership in the digital realm. The results demonstrated that libraries more inclined to adopt information-sharing strategies displayed improved digital entrepreneurial competencies. This conclusion asserts that prioritising information-sharing behaviours is a crucial element driving progress in the field of digital entrepreneurship.

2. The research indicated that information-sharing practices significantly influence digital entrepreneurship. Improved sharing practices immediately enhance digital entrepreneurship in libraries, a crucial factor in their growth and development.

3. Employees were eager to exchange documents and work reports with their colleagues, indicating an engaging work atmosphere.

4. Employees at the studied libraries made tangible efforts to document their experience and abilities in executing tasks and resolving work-related issues, therefore offering assistance to their colleagues.

5. This lack of acknowledgment extends beyond management; when senior management and employees fail to acknowledge others' writings, it sends a negative signal that can later become apparent as certain employees become reluctant to document or share their experiences with peers.

6. The organisational communications dimension indicates a positive factor in libraries, where official communication channels—such as meetings, the distribution of work reports, and pathways for information transfer—serve as the primary means by which employees exchange views on shared knowledge. This means that this dimension is determined by administrative instructions and can be followed even more closely in line with management's business guidelines to improve working methods.

7. Personal interactions rooted in relationships among colleagues increasingly serve as a tool for knowledge transfer and exchange among staff, indicative of a pleasant work environment within the examined libraries.

8. Although the majority of staff can proficiently utilise the specialised library systems and databases in their libraries, they face challenges addressing sporadic technological issues that arise throughout their work.

9. Staff members are reluctant to participate in online workshops and training programs relevant to their areas of expertise. The incompatibility of the time of these seminars with prescribed obligations, whether professional or personal, may be the cause.

10. The dimension of digital invention and innovation is the least accessible among the libraries examined. Staff encounter constraints in employing digital technologies to create new knowledge materials or develop new services, with limited involvement in the design of digital initiatives or projects that support their designated responsibilities.

11. Staff like submitting their comments and ideas via the digital platform due to a heightened sense of freedom in expression and the enhanced capability to share work-related materials.

12. The personnel at the studied libraries possess moderate skills in distinguishing between credible and non-credible sources, and their role in assisting customers to understand the distinctions between accurate and deceptive information is limited.

13. Staff at the assessed libraries demonstrate a suitable understanding of the hazards associated with sharing personal information online, along with proficient digital identity management skills as online information experts.

4-2- Recommendations

1. The management of the examined libraries should oversee knowledge-sharing behaviours and endeavour to offer pecuniary or moral incentives to personnel willing to document and share their experiences with colleagues, therefore reinforcing these habits.

2. The management of the assessed libraries should use a team-based approach as a standard technique for executing tasks and operations, particularly in the context of major digital transformation initiatives.

3. The assessed library departments should catalogue prevalent technological faults in the workplace and engage a specialised maintenance organisation to develop a training program for staff to fix these issues. This should also be included in a manual designed to assist new employees or those not engaged in the training program.

4. The library departments should track the schedules of electronic seminars and training workshops conducted by specialised organisations and ensure that library personnel are informed of these dates in advance, thereby facilitating their participation. Employees should be motivated to participate in these courses by offering thank-you notes or comparable moral incentives.

5. The significance of senior management's endorsement of digital production and innovation in the libraries is evaluated. This can be accomplished by recruiting specialised professionals to present focused lectures on development and innovation opportunities in library operations, or by collaborating with international or Arab libraries to exchange experiences in enhancing work methodologies, thereby expanding staff perspectives and inspiring them with ideas for improving their assigned tasks and services.

6. Library administrations must establish training programs to facilitate the identification of deceptive material and assist users in selecting credible sources.

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Appendix No. (1)
Explains the transcription of the sample's answers according to the independent and dependent dimensions.
First: Dimensions of the independent variable (knowledge sharing behaviors)

	Paragraphs A. Written Contributions	I totally agree	I agree	neutral	I disagree	I totally disagree
1	I make sure to share the documents or reports I prepare with my colleagues.	60	32	8	2	0
2	I make sure to document my experiences or solutions so others can benefit from them later.	57	28	17	0	0
3	I make sure to participate in online platforms to publish written information about work methods and the latest developments.	41	19	22	20	0
4	I feel that my written contributions are appreciated by senior management and colleagues.	23	27	18	22	12
	Paragraphs b. Organizational communications	I totally agree	I agree	neutral	I disagree	I totally disagree
5	I make sure to use the official channels provided by the library to share information with colleagues.	32	41	29	0	0
6	I make sure to attend the regular meetings held by the library because I feel they play a role in acquiring new knowledge.	61	29	10	2	0

7	The work environment encourages knowledge sharing through official guidelines for adopting official channels for knowledge exchange among employees.	41	35	23	3	0
8	The library supports the process of disseminating work reports among library staff to promote best practices.	55	37	7	1	2
	Paragraphs C. Personal interactions	I totally agree	I agree	neutral	I disagree	I totally disagree
9	I share my ideas and knowledge with my colleagues during daily conversations and informal interactions.	63	31	7	1	0
10	I turn to my colleagues for help when I encounter difficulties at work.	49	41	8	3	1
11	I am willing to offer information or solutions to my colleagues' problems when needed.	44	41	14	3	0
12	I feel that my personal relationships at work facilitate my access to the knowledge available to others.	33	61	6	2	0
	Paragraphs D. Communities of Practice	I totally agree	I agree	neutral	I disagree	I totally disagree
13	I am keen to participate in groups or work teams to exchange knowledge and professional expertise.	43	49	7	3	0
14	I am keen to participate in professional meetings or forums to discuss specialized topics with my colleagues.	40	41	16	5	0
15	The library administration is keen to establish professional communities for the exchange of knowledge and expertise among staff.	22	31	27	13	9
16	I encourage my colleagues to join groups aimed at exchanging specialized knowledge and expertise.	21	53	17	11	0

Second: Sample responses to the dependent variable (digital entrepreneurship)

	Paragraphs A/ Technical competence	I totally agree	I agree	neutral	I disagree	I totally disagree
1	I am proficient in using a personal computer and basic software in my daily work.	44	39	17	2	0
2	I can efficiently operate the information management systems or databases used in the library where I work.	38	45	11	7	1
3	I possess sufficient digital skills to effectively meet my work requirements.	27	53	12	6	4
4	I can solve simple technical problems I encounter when using IT applications.	11	39	22	11	19
	Paragraphs b/ Digital learning and development	I totally agree	I agree	neutral	I disagree	I totally disagree
5	I regularly seek to learn new digital skills or tools that enhance my professional performance.	21	51	16	11	3
6	I make sure to attend online workshops and training programs to develop my skills within my specialty.	13	26	32	18	13
7	I have an intrinsic desire to develop my skills and expertise in the field of work.	41	37	12	5	7
8	I consider digital learning an important means of personal and professional growth in the workplace.	43	39	17	3	0
	Paragraphs C/ Digital creation and innovation	I totally agree	I agree	neutral	I disagree	I totally disagree
9	Make sure to utilize digital tools to create knowledge content that serves users.	18	26	33	22	3
10	Contribute to the development of new services based on digital innovation within the library.	19	31	22	29	1
11	Participate in designing digital initiatives or projects that support knowledge sharing.	11	21	43	13	14
12	Constantly seek out new digital methods to present knowledge in a more engaging and effective manner.	14	27	39	16	6
	Paragraphs D/ Digital Cooperation and Participation	I totally agree	I agree	neutral	I disagree	I totally disagree
13	I prefer using digital methods to share files with my colleagues.	37	41	19	3	2
14	I feel that digital data exchange tools provide me with a safe environment for exchanging information and files.	21	36	23	15	7

15	I find that digital sharing facilitates faster and more efficient group work.	21	41	25	11	4
16	I believe that using digital methods to exchange data and opinions helps me express my opinions more freely than in a traditional environment.	41	36	23	2	0
	Paragraphs H/ Media and graphic literacy	I totally agree	I agree	neutral	I disagree	I totally disagree
17	I can verify the credibility of information before providing it to beneficiaries.	18	33	31	15	5
18	I am able to distinguish between reliable and unreliable sources when searching for information.	21	43	19	16	3
19	I am able to interpret data and information critically.	19	37	25	14	7
20	I help beneficiaries understand the differences between accurate and misleading information.	16	23	43	11	9
ت	Paragraphs I/or digital identity and well-being	I totally agree	I agree	neutral	I disagree	I totally disagree
21	I protect my privacy when using digital platforms and applications.	49	34	17	2	0
22	I manage my digital identity in a manner that reflects my professionalism as a librarian.	37	38	19	8	0
23	I am aware of the risks associated with sharing personal information online.	63	32	5	2	0
24	I allocate sufficient time to rest and decompress from digital work.	55	37	9	1	0