

The Impact of Organizational Factors on Knowledge Sharing in University Libraries: A Field Study

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Received : 04/12/2025 ; Accepted : 25/07/2026 Published: 18/08/2026

Abstract

The study aimed to examine the impact of organizational factors on knowledge sharing from the perspective of employees at the Central Library of the University of Jijel. A non-probability convenience sampling method was used to distribute the questionnaire to 40 employees of the library under study. For statistical analysis, the Statistical Package for the Social Sciences (SPSS v.26) was used. The results of the standard multiple linear regression analysis revealed a positive impact of organizational factors on knowledge sharing in the library under study, with a coefficient of determination (R^2) of 78.2%. This impact was attributed to supportive leadership, skills development, and teamwork, whereas knowledge sharing was not affected by the motivation strategy. In light of these findings, recommendations were proposed for the management of the Central Library under study.

Keywords: Supportive leadership, skills development, teamwork, knowledge sharing.

1. INTRODUCTION

Knowledge is considered one of the most important assets of any organization. The importance of managing its processes, including knowledge generation, organization, and storage, is no less significant than knowledge sharing itself, so that knowledge is ready to be disseminated among the internal and external stakeholders of the organization. However, the quality of shared knowledge and the way it is disseminated are affected by numerous factors that may lead to inefficiency or dysfunction within the organization. Therefore, it has become important to increase the effectiveness of the orientation toward implementing knowledge sharing by focusing on its broader concept, which is manifested in reducing traditional patterns—paper-based systems and centralization—and developing self-management skills, software use, and electronic participation, with the aim of increasing the benefits for all parties within the organization. This also involves focusing on integrating knowledge-sharing activities into organizational activities in a complementary manner, such as human resource strategies, so that the two concepts become integrated to form what is known as human resource knowledge sharing. Both knowledge sharing and human resource management share a central element, namely “human resources,” which contemporary organizations seek to maximize the returns from and invest in effectively by focusing on meeting their professional needs and aspirations.

In Algeria, government efforts in the public higher education sector have been reinforced through a gradual transition toward reducing the previous traditional patterns in the activities of its educational units, including university libraries, by focusing on activities that support knowledge sharing in accordance with their strategic objectives. University libraries serve as a space for scientific

research for faculty members, students, and administrative staff, as well as an important source for developing their scientific and cognitive competencies. Today, the focus of university libraries on moving from ownership of information and knowledge to facilitating access to them places their employees and leaders before important challenges in developing their competencies to meet the constantly changing needs of users. However, the success of these efforts is linked to several factors, including the prevailing internal work environment. This, in turn, requires careful investigation into the availability of qualitative characteristics across its various factors, some of which are related to management and organizational aspects that may help promote knowledge sharing in university libraries. From this perspective, the main research question is formulated as follows:

What is the impact of organizational factors on knowledge sharing at the Central Library in the Wilaya of Jijel, Algeria?

The following sub-questions arise from this main question:

- What is the impact of supportive leadership on knowledge sharing at the Central Library in the Wilaya of Jijel, Algeria?
- What is the impact of skills development on knowledge sharing at the Central Library in the Wilaya of Jijel, Algeria?
- What is the impact of motivation on knowledge sharing at the Central Library in the Wilaya of Jijel, Algeria?
- What is the impact of teamwork on knowledge sharing at the Central Library in the Wilaya of Jijel, Algeria?

1.1 Study Objectives

This study seeks to deepen the understanding and comprehension of the study variables, in addition to determining the level of availability of organizational factors and the level of knowledge-sharing practices at the Central Library under study. Furthermore, it aims to examine the impact of organizational factors, through their dimensions—supportive leadership, skills development, motivation, and teamwork—on knowledge sharing at the Central Library in the Wilaya of Jijel, Algeria, while focusing on providing recommendations to the management of the Central Library under study in light of the findings obtained.

1.2 Previous Studies

Among the previous studies related to the research topic are the following:

- **Fettera (2024):** This study investigated the factors influencing knowledge-sharing behavior among employees of the Bank of Abyssinia in Ethiopia, with particular emphasis on the mediating role of knowledge-sharing intention. Structural Equation Modeling (SEM) was used to analyze the data and test the hypotheses based on a sample of 381 individuals, including regression analysis and confirmatory factor analysis. The main findings revealed that knowledge-sharing intention, employees' attitudes, and perceived behavioral control significantly influence knowledge-sharing activities.
- **Mustapha, Evangelista, & Marir (2023):** This study aimed to identify the key success factors for knowledge sharing among a sample of 400 students through the Pollfish online platform, based in the United Arab Emirates, using a quantitative research approach. The findings revealed critical factors, including encouragement, recognition, and reward systems, in addition to promoting a knowledge-sharing culture and leading by example, which contribute to enhancing knowledge sharing.

- **Chung & Tram Anh (2022):** This study aimed to examine the factors that promote or inhibit knowledge-sharing behavior among faculty members at a public university in Vietnam, based on a sample of 203 individuals. The study also developed a theoretical model that identified two critical dimensions: psychological and organizational factors, which are believed to explain knowledge-sharing behavior. The findings confirmed that two organizational factors, namely trust and organizational support, are positively and statistically significantly associated with knowledge sharing, whereas information technology had no significant effect on knowledge sharing. The findings also confirmed a strong, positive, and statistically significant relationship between extraversion and knowledge-sharing behavior, while introversion was negatively related to it. The results further showed that expected reciprocal benefits and reputation enhancement have a strong influence on knowledge-sharing behavior.
- **Basuki, Yasin, & Suhud (2021):** This study focused on the factors influencing attitudes, intentions, and behaviors related to knowledge sharing. The researchers used purposive sampling, involving 311 individuals working as accounting auditors in leading audit firms in Indonesia. After conducting the analysis, the researchers reached two main findings. First, organizational rewards and reciprocal benefits were not expected from knowledge-sharing activities. Employees were willing to share knowledge without concern for rewards or reciprocity, and they enjoyed sharing knowledge to help their colleagues. Second, improving the knowledge-collection process leads to an intensification of knowledge-sharing activities. A dynamic interaction is expected between individuals who are willing to share their knowledge and those seeking the required knowledge. Appropriate information and communication technology is crucial for supporting e-learning practices within the organization.
- **Davidavičienė, AlMajzoub, & Meidute-Kavaliauskiene (2020):** This study aimed to develop a model for assessing the impact of knowledge sharing in virtual teams, based on a sample of 203 employees working in companies based in the United Arab Emirates in the information technology sector and engaged in virtual technology activities. The findings confirmed that the following factors have a positive effect on knowledge sharing: culture, motivation, conflict, information and communication technology, trust, and leadership. In contrast, the findings showed no effect of language on knowledge sharing.

1.3 Study Hypotheses

The study hypotheses are formulated as follows:

- **Main Hypothesis:** Organizational factors have a positive effect on knowledge sharing at the Central Library in the Wilaya of Jijel, Algeria.

The following sub-hypotheses are derived from this main hypothesis:

- **First Sub-Hypothesis:** Supportive leadership has a positive effect on knowledge sharing at the Central Library in the Wilaya of Jijel, Algeria.
- **Second Sub-Hypothesis:** Skills development has a positive effect on knowledge sharing at the Central Library in the Wilaya of Jijel, Algeria.
- **Third Sub-Hypothesis:** Motivation has a positive effect on knowledge sharing at the Central Library in the Wilaya of Jijel, Algeria.
- **Fourth Sub-Hypothesis:** Teamwork has a positive effect on knowledge sharing at the Central Library in the Wilaya of Jijel, Algeria.

1.4 Research Methodology

The study adopts the descriptive approach, as it is appropriate and suitable for examining the relationships between variables and phenomena and analyzing the impact of organizational factors on knowledge sharing in the institution under study. In accordance with this approach, two sources of information and data are used: secondary sources, consisting of scientific articles, and primary sources, represented by the questionnaire. Accordingly, this study is quantitative.

2. Definition of the Study Variables

The study variables are briefly defined as follows:

2.1 Organizational Factors

The following section presents the definitions of the organizational factors included in this study.

- **Supportive Leadership:** Supportive leadership refers to “the attitudes, communication, behaviors, and actions of managers and supervisors that enable employees to feel supported and, consequently, to work effectively, productively, and appropriately.” It is considered one of the factors that contribute positively to improving the organizational climate, because the nature of the relationship between supervisors and subordinates is likely to become stressful if the leadership style used does not meet their needs. According to the Path-Goal Theory of Leadership developed by House in 1971, the effect of a leader’s behavior on subordinates’ satisfaction and effort depends on the situational aspects of the job. In this regard, the Stress Management Working Party (SMWP) recommended that organizations develop strategies to reduce the costs and productivity losses associated with workplace stress. As a result, a supportive leadership program was developed to create a work environment that is more conducive to positive job attitudes and high performance standards. To this end, a supportive leadership workshop was initiated to communicate the values and strategies of the supportive leadership concept to all supervisors and managers within the organization, with the aim of establishing a common foundation for standards and practices and promoting appropriate leadership behaviors at all levels (Muller, Maclean, & Biggs, 2009, pp. 4, 6, 9).
- **Skills Development:** Contemporary organizations require new forms of organizational skills capable of creating new production systems, different production structures, and information flows. These include communication skills and broader skills characterized by teamwork, frequent job rotation, problem-solving skills, quality improvement, health and safety skills, and the ability to link human resource policies with wage systems. These skills are acquired and developed through structured training, on-the-job learning, and problem-solving through experience. Skills development is an important element in developing an organization’s human capital and improving its competitiveness through the availability, acquisition, and application of appropriate knowledge and skills to organizational activities. It also has a positive effect on labor productivity. Furthermore, skills development contributes to improving quality and achieving greater productivity. It should be emphasized that both training and education are among the most important methods of skills development, as they constitute investments that generate future returns for the organization. Accordingly, any administrative measures aimed at reducing expenditure on training and education at any organizational level limit skills development, because the need for higher-level skills—greater technical, organizational, and managerial skills—increases over time. Therefore, it is important to provide organizations with an enabling environment and supportive management

policies. In addition to the other complementary skills required in modern production units, such as developing different attitudes toward work, establishing new employment relationships, and acquiring new management-system skills, there is increasing demand not only for specific skill requirements but also for multiple skills, such as employees with specialized professional expertise combined with business and management skills (Onsomu, Ngware, & Manda, 2010, pp. 3–5).

- **Motivation:** Incentives are designed to encourage employee performance regardless of the form they take. They play an important role in enhancing employees' capabilities, motivating them to develop their skills, and balancing organizational requirements with their needs, thereby improving organizational performance effectively and efficiently. Incentives encompass several aspects, including material incentives, which consist of amounts paid to employees, whether in the form of a lump sum, monthly payments, or additional income. They also include non-material incentives aimed at achieving emotional and psychological balance. Examples include addressing employees' human needs by treating them well, eliminating issues that may lead to complaints, providing rewards and disciplinary measures, and offering institutional and recreational services (Elumah, Olaniyi, & Shobayo, 2016, pp. 1–2).
- **Teamwork:** Teamwork has recently emerged as one of the most important means of facilitating work to achieve positive and cost-effective outcomes in various organizational environments. It offers greater adaptability, productivity, and creativity than individual work, while also enhancing job satisfaction and employee retention. Although the concept of teamwork is not new, its importance continues to be emphasized. According to a recent publication by the International Organization for Migration, the absence of teamwork hinders the provision of appropriate and safe care for workers, as teamwork competencies have a significant and direct impact on team performance (Xyrichis & Emma, 2008, p. 232).

2.2 Knowledge Sharing

Knowledge sharing can be conceptualized in various ways. It is a collaborative process in which individuals share information, skills, and experiences, resulting in the creation of new knowledge and insights. It may involve sharing both personal tacit and explicit knowledge, as well as exchanging ideas and task-related information. Furthermore, researchers have increasingly adopted Van den Hooff and de Ridder's conceptualization of knowledge sharing, which comprises two dimensions: knowledge collecting and knowledge donating. The former involves individuals acquiring knowledge and intellectual capital from other participants within the organization, whereas the latter involves human resources sharing their intellectual capital with others. These two dimensions often occur simultaneously, and human resources who donate knowledge may also engage in collecting it (Mihić, Ivančević, Bjelica, & Maričić, 2025, p. 1036).

Knowledge sharing enables access to organizational knowledge, learning from past experiences, and the adoption of best practices that enhance efficiency. It also helps bridge skills gaps, reduce deficiencies, and improve governance by ensuring that human resources have sufficient information and the necessary tools to perform their responsibilities effectively. Technology also plays a vital role in facilitating knowledge sharing and human resource planning. Integrating digital knowledge-sharing tools into human resource functions—such as recruitment, training, and performance evaluation—contributes to streamlining administrative processes and enhancing access to information (Thumbi, Njoroge, & Kamau, 2025, p. 36).

The conditions for knowledge sharing vary across organizational environments. Leadership, human resource management practices, and organizational structures all have a significant influence on knowledge sharing. Trust is more important for sharing tacit knowledge, whereas process standardization is more important for exchanging explicit knowledge. Similarly, organizational structures and the strength of relationships influence the exchange of tacit knowledge within organizations. Most importantly, the quantity of knowledge shared is not as important as its quality. In addition, knowledge sharing is influenced by cultural and contextual factors. In collectivist societies, norms and power relationships may either facilitate or hinder knowledge sharing (Amankwah, Atigah, Attoh, & Amankwah, 2026, p. 219).

It should be noted that there is no single, specific strategy for successful knowledge sharing. Rather, knowledge-sharing strategies should be adapted to the circumstances and context in which the organization operates. There are several alternatives for determining an appropriate knowledge-sharing strategy, namely: (1) selecting a knowledge-sharing strategy by considering a variety of strategies rather than relying on a single strategy; (2) defining knowledge-sharing objectives; (3) giving attention to the knowledge facilitator and knowledge-sharing leader; and (4) determining the knowledge-sharing strategy. With a focus on academic libraries, several techniques can be used to facilitate knowledge sharing among library and information science professionals, including meetings, workshops, training courses, seminars, and knowledge exhibitions (Ajie, 2019, pp. 8–9).

3. Field Study Methodology

The following section presents the study population, sample, research instrument, and statistical data analysis methods.

3.1 Study Population and Sample

This study was conducted at the Central Library in the Wilaya of Jijel, Algeria, which served as the setting for the field study. The total number of employees is 55, all of whom constitute the study population. A sampling method was adopted instead of a census due to time constraints and employees' work commitments. Accordingly, the questionnaire was distributed to 40 individuals using a non-probability convenience sampling method. Care was taken to retrieve all questionnaires in full and ensure that they met the requirements for analysis. Thus, the sample size represented 72.72% of the total statistical population under study.

3.2 Research Instrument

This study is quantitative, as it relies on a questionnaire consisting of two sections. The first section concerns the organizational factors variable and comprises 20 statements covering four dimensions: supportive leadership (5 statements), skills development (5 statements), motivation (5 statements), and teamwork (5 statements). The second section concerns the knowledge-sharing variable, which is measured using 10 statements.

3.3 Statistical Data Analysis Methods

For the statistical analysis of the collected data, the Statistical Package for the Social Sciences (SPSS v.26) was used to perform the following statistical methods and tests: Cronbach's Alpha reliability coefficient, the normality test, the multicollinearity test, the Durbin-Watson test, as well as the arithmetic mean and standard deviation, and the standard multiple linear regression analysis.

3.4 Verification of the Quality of the Study Data

The tests used to verify the quality of the study data are presented as follows:

Table 1: Study Data Quality Tests

Variables	Cronbach's Alpha Reliability Coefficient	Normality Test		Multicollinearity Test		Autocorrelation Test
		Skewness	Kurtosis	Variance Inflation Factor (VIF)	Tolerance	Durbin–Watson
Supportive Leadership	0.780	-0.889	1.547	1.580	0.633	1.588
Skills Development	0.882	-0.595	0.437	1.623	0.616	
Motivation	0.796	-0.002	-0.656	1.091	0.916	
Teamwork	0.849	-0.343	0.516	1.170	0.855	
Organizational Factors	0.891	-0.480	-0.186	—	—	
Knowledge Sharing	0.806	-0.795	1.652	—	—	

Source: Prepared by the researcher based on SPSS outputs.

The table shows the following:

- **Cronbach's Alpha Reliability Test:** The condition of questionnaire reliability is satisfied, as all Cronbach's Alpha values are greater than 0.70, based on the study by (Olaifa & Alabi 2025, p. 107).
- **Normality Test:** The normality assumption is satisfied because all skewness coefficient values are less than 2 and all kurtosis coefficient values are less than 4, based on the study by (Mishra, Pandey, Singh, Gupta, Sahu, & Keshri 2019, p. 70). This allows the study hypotheses to be tested using parametric statistical tests.
- **Multicollinearity Test:** Based on this test, there is no problem of correlation or overlap among the independent variables, thereby confirming their independence, as the Variance Inflation Factor (VIF) values are less than 10 and the tolerance values are greater than 0.1, based on the study by (Deraman, Wang, Hui Yap, Li, & Mohd-Rahim 2019, p. 11).
- **Durbin-Watson Test:** The results of this test show a value of 1.588, which is less than 2 and greater than (2–). Therefore, the research data are free from signs of autocorrelation among the study variables, in accordance with the study by (Ardhillah, Wiralaga, & Dianta 2025, p. 8).

4. Results of the Field Study

The results of the study include identifying the responses of the sample members and testing the study hypotheses.

4.1 Results of the Sample Members' Responses Regarding the Study Variables

The results of the sample members' responses regarding the study variables are presented in Table 2.

Table 2: Arithmetic Mean and Standard Deviation of the Study Variables

Variables	Arithmetic Mean	Standard Deviation	Level of Agreement	Rank
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Supportive Leadership	3.54	0.548	High	3
Skills Development	3.62	0.588	High	2
Motivation	3.28	0.700	Moderate	4
Teamwork	3.83	0.564	High	1
Organizational Factors	3.57	0.379	High	—
Knowledge Sharing	3.74	0.466	High	—

Source: Prepared by the researcher based on SPSS outputs

The respondents expressed a high level of agreement regarding their perception of the availability of organizational factors, with an arithmetic mean of 3.57 and a standard deviation of 0.364. They also expressed a high level of agreement regarding their perception of knowledge-sharing practices, with an arithmetic mean of 3.74 and a standard deviation of 0.466.

4.2 Results of Testing the Study Hypotheses

The results of the standard multiple linear regression analysis are presented in Table 3.

Table 3: Results of Testing the Third Main Hypothesis and Its Sub-Hypotheses

Model	Sum of Squares	df	Mean Square	Calculated F-value	Sig.	R ²	R
Regression	6.630	4	1.657	31.420	0.000	0.782	0.884
Residual	1.846	35	0.053				
Total	8.476	39					
Model	Unstandardized Coefficients		Standardized	Calculated T-value	Sig.		
	A	Standard Error	Beta				
Constant	0.510	0.397	—	1.284	0.207		
Supportive Leadership	0.284	0.084	0.333	3.363	0.002		
Skills Development	0.436	0.080	0.550	5.473	0.000		
Motivation	0.009	0.066	0.012	0.140	0.890		
Teamwork	0.178	0.070	0.216	2.526	0.016		

Source: Prepared by the researcher based on SPSS outputs.

The above table shows the following:

- **The main hypothesis of the study is accepted**, indicating a positive effect of organizational factors on knowledge sharing, because the significance level (Sig.) is 0.000, which is lower than the significance level of 0.05. There is also a positive correlation between the two variables, as R reached 0.884. The overall effect, represented by R², reached 0.782, meaning that 78.2% of the variation in knowledge sharing is attributable to organizational factors, while 21.8% is attributable to variables not included in the study.
- **The first sub-hypothesis is accepted**, indicating a positive effect of supportive leadership on knowledge sharing, because the significance level (Sig.) is 0.002, which is lower than the significance level of 0.05, with a positive effect of 33.3% (standardized Beta coefficients).
- **The second sub-hypothesis is accepted**, indicating a positive effect of skills development on knowledge sharing, because the significance level (Sig.) is 0.000, which is lower than the significance level of 0.05, with a positive effect of 55% (standardized Beta coefficients).

- **The third sub-hypothesis is rejected**, indicating that motivation has no effect on knowledge sharing, because the significance level (Sig.) is 0.890, which is higher than the significance level of 0.05.
- **The fourth sub-hypothesis is accepted**, indicating a positive effect of teamwork on knowledge sharing, because the significance level (Sig.) is 0.016, which is lower than the significance level of 0.05, with a positive effect of 21.6% (standardized Beta coefficients).

5. CONCLUSION

A set of empirical findings was obtained, based on which a number of recommendations were proposed for the management of the institution under study.

5.1 Study Findings

The main findings of the study are as follows:

- There is a high level of respondents' perception of organizational factors at the university library, with high levels of supportive leadership, skills development, and teamwork, whereas the level of motivation is moderate.
- There is a high level of knowledge-sharing practices at the university library under study.
- Organizational factors have a positive effect on knowledge sharing, with a positive direct relationship between the two variables.
- Supportive leadership has a positive effect on knowledge sharing at the university library under study.
- Skills development has a positive effect on knowledge sharing at the university library under study.
- Motivation has no effect on knowledge sharing at the university library under study.
- Teamwork has a positive effect on knowledge sharing at the university library under study.

5.2 Study Recommendations

Based on the findings of the study, the researchers propose the following recommendations:

- Greater efforts should be made to involve employees in decision-making while granting them the necessary authority to perform their job duties effectively, in addition to providing the necessary and essential facilities and resources for their work.
- Organizational support should be strengthened through training courses for leaders and team members to develop support and social-empathy skills.
- The databases and information resources of the Central Library should be continuously updated to keep pace with changes affecting its activities.
- The management and leadership of the Central Library should focus on developing the skills and knowledge of human resources to make them more specialized, while also developing the competencies of its leaders in order to contribute to the effective management and guidance of the library's human resources.
- Efforts should be made to raise human resources' awareness of the importance of organizational factors, as their positive behaviors are also a response to the success of the efforts made by the decision-makers of the Central Library.
- Care should be taken to reward innovative employees and motivate them to utilize their competencies and share them with others.

- Dialogue and discussion forums and brainstorming sessions should be encouraged, and management strategies that support both organizational factors and knowledge sharing should be implemented, such as knowledge management and time management.

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