THE ROLE OF KNOWLEDGE SHARING IN ACHIEVING JOB PROFICIENCY: AN ANALYTICAL STUDY OF THE OPINIONS OF A SAMPLE OF EMPLOYEES IN THE SALAH AL-DIN DIRECTORATE OF EDUCATION

Aliaa Ibrahim Hussein
Technical Institute/ AL-Dour Northern Technical University
aliaa.hussien@ntu.edu.iq

Bassam Ali Khalid
Technical Institute/ AL-Dour Northern Technical University
Bassam.ali@ntu.edu.iq

Dalal Salih Mahdi
Tikrit University College of Pharmacy
dalal.salih@tu.edu.iq

Abstract
The current study was conceived with aim of establishing the role that knowledge sharing in achieving job proficiency among a sample of Salah Al-Din Educational Directorate staff. To achieve the objectives and test the study hypotheses, a conceptual framework was developed for the purpose of ascertaining the logical relationships between the variables under scrutiny and their dimensions. We utilized the descriptive analytical method to analyze the data related to the research problem and to reach conclusions. For data collection, we designed questionnaire as a key tool for this type of tasks. The Salah Al-Din Educational Directorate was selected as a research field, along with a sample of 130 employees. Of these, 110 were deemed valid and thus were retrieved for statistical analysis.
Results emerging from the study yielded several outcomes that are in line with its hypotheses. The main finding involved job efficiency which was found to be positively and significantly influenced by the various aspects of the main variable (i.e. knowledge-sharing) in the organization. This relationship has been found to be strong across sub-dimensions as well. The researchers came up with a number of recommendations.

Keywords: Knowledge sharing, Job Proficiency, Salah Al-Din Education Directorate.

Introduction
Interest in the concept of Job competence has increased, as it is a cornerstone of organizations at various levels. The emphasis today is increasingly being placed on the need for competitive organizations to have proactive staff who act quickly and efficiently to keep up with the accelerating developments. Job efficiency is of critical importance in the work environment,

as organizations in the current century are no longer the same in nature vis-à-vis the 20th century as a result of i) the Internet, ii) globalization and iii) declining organizational hierarchies. In this context, several fundamental proposals have emerged in management thinking, driven by the nature of the current phase, where they are vital to the sustainability of an organization's success. One such thesis is the concept of knowledge sharing, the process by which institutions produce value from their knowledge assets to access best practices. Organizations must learn how to i) invest their knowledge capital in new ways, ii) share this knowledge internally effectively, and iii) learn how to transfer it quickly to external environments in order to compete and achieve excellence. Knowledge-sharing is a process that lies at the heart of managing knowledge as it ensures the diffusion, distribution and transfer of knowledge among the members of the organization. This reflects positively on their skills, abilities and knowledge, and thus on human competence, which ensures the achievement of organizational goals and future aspirations. Accordingly, the current study takes, as its core objective, the exploration of the role that knowledge sharing plays in achieving Job efficiency. The research consists of four sections: the first deals with methodology, the second tackles the conceptual framework. There follows the third section, which deals with the applied aspect while the fourth section deals with the most salient conclusions and recommendations produced by the study.

1. Field Research Methodology

The research Problem:

The increasing intensity of competition in a dynamic and unstable business environment has cast a shadow on business organizations and their activities, as well as on the skills and capabilities of their staff, as these organizations must take as its basis proactive mechanisms and approaches suitable for i) responding to environmental uncertainties and ii) maintaining competitive advantage over any market rivals. The Salah Al-Din Educational Directorate faces major challenges in achieving the job proficiency required to keep up with rapid developments in education. Despite efforts to improve overall performance, there is a lack of effective use and sharing of available knowledge to improve decision-making and develop innovative educational strategies. This shortcoming stands in the way of the achievement of excellence and creativity in the performance of the directorate's tasks. It also negatively affects the quality of education and the efficiency of the administration. Thus, these reasons suggest a decrease in job proficiency in employees. Research has adopted the cognitive sharing variable as an independent variable and as one of the tools that may be beneficial to addressing this problem. Accordingly, the questions below form the crux of study problem discussed above:

1. What is the degree to which the staff members of the research organization are provided with cognitive sharing and job proficiency?

2. Is there a correlation between cognitive sharing and job proficiency in the research organization?

3. What is the effect of cognitive sharing on job proficiency in a research organization?

1.2 The Importance of Research

The current study takes its significance from that of the topic under discussion and the research site selected for the study. By presenting theoretical frameworks for the study variables of cognitive sharing and job proficiency, it is hoped that this research contributes to determining relevance in the following ways:

• The study claims its significance thanks to the building of a knowledge framework for the topics of knowledge sharing and job proficiency. This comes in addition to enriching the Iraqi scholarship especially given the fact that there is a dearth of literature on the topic discussed.

• Determining the availability of knowledge sharing dimensions for WHO staff in the study sample.

• Providing a roadmap for the researched institution (i.e. the Salah Al-Din Educational Directorate). This takes the form of delineating the impact the dimensions of knowledge sharing have on enhancing job proficiency as putting these variables together could represent a worthwhile scientific addition to Iraqi scholarly arena.

1.3 The Objectives of the study

The current study takes as its objective the elucidation of the extent to which cognitive sharing can contribute towards improving job proficiency in the Salah Al-Din Educational Directorate. In this quest, it set out on the premise of lack of previous research, as mentioned earlier, in addition to the problem it intends to address. As such, this main objective has the following sub-goals:

• Assessing the dimensions of WHO's cognitive sharing in the study sample, and all that contributes to job proficiency.

• Evaluating the levels of staff understanding of the theoretical framework that underlies examining knowledge-sharing practices which lead to enhanced professional competencies in the educational directorate.

• Presenting a set of proposals to the directors of the Salah Al-Din Educational Directorate, which would shed light on the role of knowledge sharing in achieving job proficiency among employees.

1.4 Research Outline

In order to fully account for the problem addressed in this study and in accordance with the concept and method employed in this regard, it is essential that a theoretical scheme is in place. This should elucidate the relational nature between the variables being assessed. Of particular note here is their collective impact on the entities under study. The research scheme includes two types of variables:

Independent variable: Knowledge sharing, with the following dimensions: Trust, organizational culture, communication.

Dependent variable: Job Proficiency, consisting of: Job Proficiency, Relationship Proficiency, Cognitive Proficiency.
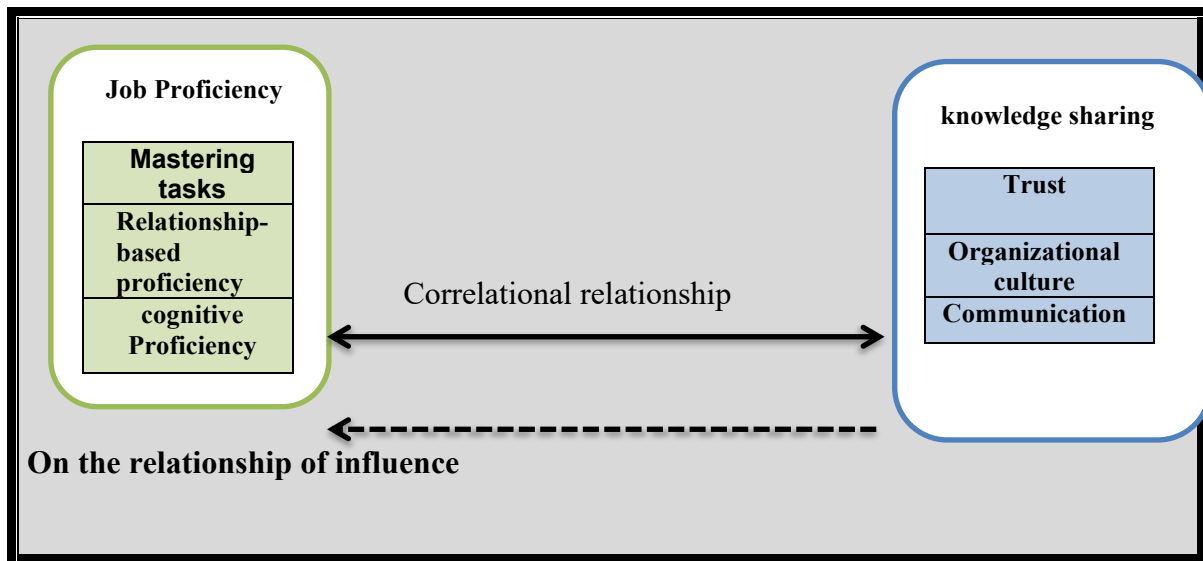
Figure (1): The default research plan. Source: Prepared by the researchers

1.5 Research Hypotheses:

Drawing from the framework discussed above, multiple hypotheses along with their sub-hypotheses have been constructed with the aim of assessing the statistical relationships between them.

The first main hypothesis Ha1: There does exist a strong correlation from a statistical perspective between knowledge sharing, based on its dimensions, and achieving functional excellence in the researched organization at both the overall level and the level of sub-dimensions. Also a hypothesis of this study is Ha2: There does exist a strong impact of knowledge sharing in the researched organization, based on its dimensions, in achieving functional excellence at both the overall level and the level of sub-dimensions.

1.6 Research Tools:

1. Methods of data collection:

For data collection, the current study relies on two key sources in this regard, namely:

Scientific (Secondary) sources: The researchers turned to this type in order to cover and frame the theoretical aspect through many sources represented in scientific references such as books, peer-reviewed journals, dissertations, and periodicals sourced from physical and digital libraries, as well as verified online sources.

Practical sources (primary): For this category, the sources have been secured by virtue of fieldwork, as well as the questionnaire form being the key technique used in the current study for collecting the required data. The questionnaire was designed in a way so as to be suitable for assessing and measuring the main and secondary variables of the research.

2. Theoretical Framework

2.1 Knowledge Sharing: A Theoretical Introduction

2.1.1 The concept of knowledge sharing:

Knowledge sharing entails providing others with important knowledge and information so as to facilitate i) joint problem-solving, ideation, and ii) procedural execution (Kipkosgei et al., 2020:3). Moreover, according to Castaneda and Cuellar (2020, p. 159), knowledge sharing in essence means making what one knows accessible to peers and colleagues in the workplace. It is actually about passing along the experience one would gather as well as the company's collective wisdom via communication in both of its forms, be it everyday exchange and formal communication. As a matter of fact, this process is critically important because it helps organizations not only in producing organizational know-how but also implementing it. This in turn ensures that this is fundamental to maintaining innovation and optimizing knowledge flows across the organization.

In the same context, Jarrah and Alkhazaleh (2020, p. 3) highlight that knowledge sharing actually act as a cornerstone of organizational success in that it brings about collaboration and allows individual expertise to be fully exploited. To get this done, modern day organizations employ a range of IT solutions that range from document management systems to collaborative workgroups, and centralized databases. All these function as essential knowledge-sharing platforms.

In order to share knowledge, key necessities need to be in place such as collaboration, structured training systems, and comprehensive educational support. By and large, knowledge sharing brings about tangible benefits such as better performance assessment to reward systems that hold in esteem collaborative expertise transfer. In addition to providing support for the company, organizing and developing core networks within the organization, which are also part of the structural opportunities for knowledge sharing (Khattak et al., 2020:1). Jennex (2019:102) pointed out that knowledge sharing consists of a set of processes the aim of which is to maximize the results of knowledge produced and distributed within a business unit, company, or network of companies, where the aim of such organizational process is to put forward knowledge in an accessible fashion, in such a way that it reaches the appropriate individual when needed and in a suitable form. Thus, it appears clearly to us that this approach ensures that organizational knowledge goes hand in hand with effective collaboration and innovation, and in the grand scheme of things, it accounts for improved organizational performance.

2.1.2 The importance of knowledge Sharing:

Knowledge, as a matter of fact, holds value primarily because it serves as an essential corporate resource that brings about the establishment and carries forward competitive edges for organizations and their personnel. In light of the evidence, Firms may work out knowledge-sharing agreements in which established corporations burst into the scene to oversee outsourcing operations by taking charge and passing on expertise to nascent enterprises (Kipkosgei et al., 2020, 3). It is safe to say that sharing workplace knowledge gives rise to some sizable benefits that allow organizations to i) draw upon collective expertise, ii) deal with issues swiftly, iii) come up with innovative solutions, iv) bring about change, v) tap

into market needs, and vi) build up competitive strengths. Not only this but knowledge sharing also facilitates the optimal utilization of current knowledge while bringing about new insights. This process also ensures a series of other advantages ranging from the enhancement of workplace effectiveness, to the expansion of intellectual assets and transformation of personal marketability, and redefining of corporate advantage. Through this process breakthrough insights crop up in a fashion that pushes forward teams toward dominating industry while unprecedentedly driving up staff productivity (Mohajan, 2019, p. 57). As it turns out, knowledge sharing may result in increased productivity. Studies have revealed that knowledge sharing gives rise to greater innovative work on the part of employees. Without a shadow of a doubt, the significance of this cannot be taken for granted. When expert personnel share their know-how, they in fact reap a series of benefits such as cutting out unnecessary tasks, bringing down development expenses, and bringing about operational efficiency. In essence, this two-way process pays off for both sides in that recipients take in valuable learning while on the other hand contributors build on and branch out their expertise. In the final analysis, properly managed knowledge may bring about employee work quality, decision-making skills, problem-solving efficiency, and overall efficiency. (Kipkosgei et al., 2020, p. 3).

2.1.3 Dimensions of knowledge Sharing:
• Trust
Trust is defined as a relationship that brings together workers, and it stands to reason that it is crucial for achieving positive interaction, effective collaboration, and knowledge sharing within an organizational environment. It is characterized by integrity and dedication, which is reflected in behaviors that embody honesty, integrity, and a willingness to take on achieving the organization's goals (Mohammed, 2020: 552). It is also pointed out by Naghau & Beheshif (2013: 14) as a psychological state that makes up numerous behaviors of individuals. It takes on expectations, beliefs, and positive feelings among individuals towards the organization they belong to, which are tied to the behaviors and administrative practices applied, bearing in mind both general and specific ethical values while trying to rule out anything that may harm mutual interests (Al-Kubaisi, 2014, p. 169).

• Organizational culture:
It is safe to say that it is the main axis for the distinguished progress of knowledge sharing in organizations, as it takes in the principles, behaviors, traditions, and customs taken up by the employees within the organization. It maps out how their orientations and behaviors are managed to back up the maintenance of knowledge sharing and the surrounding environment. On the whole, organizational culture has a significant impact on the organization, as it sets out its strength and knowledge success and builds up knowledge sharing within it (Faris, 2023: 150). Ehtesham et al. (2011: 79) put forward it as patterns of beliefs and shared values over time that turn out the behavioral standards taken up in problem-solving.

• Communication:

To bring about the effectiveness of knowledge-sharing processes within organizations, there is a network of interactions among employees that must be set up, regardless of whether the approach is formal or informal. This interaction then turns out to be a strong factor for cooperative knowledge sharing and builds up teamwork, thereby carrying out professional development in the workplace (Al-Thabit, 2020: 315). It is referred to by Janisse (2002: 15) as a branch of technology tied to the study and use of data and its processing, aimed at acquiring, organizing, storing, moving, monitoring, displaying, transforming, exchanging, and delivering information automatically. In the light of this, information technology comes in vital for the success of the knowledge sharing process, as it makes it possible for individuals within the organization to get across to each other and pass on information to successfully carry out their work.

2.2 Job Proficiency: Theoretical Introduction
2.2.1 The Concept of Job Proficiency:

Job proficiency represents a strategic role innovation in which employees purposefully shape their prescribed roles. They do this through carrying out alterations to tasks, relationships, and perceptions to better fulfill their own purposes (Weseler & Niessen, 2018:674). It is based on the self-modifying practices that employees do with the aim of bringing about alignment between their roles and their personal preferences (Matsuo, 2019:220). In essence, proficiency means that employees have the motivation to look into what it takes to do things properly, rather than leaving matters to chance; thus, they proactively make up their work to bring about a positive meaning to their jobs (Rana et al, 2017:255). The growing necessity of professional effectiveness cannot be denied in 21st-century workplaces as job requirements contrasts sharply with the past. This shift can be ascribed to a series of factors such as internet-driven changes, globalization, and looser chains of command (Work roles now come about in a whirlwind of constant change and unpredictable circumstances). Given these points, job proficiency turns out to be a means of paramount importance means for individuals to bring about alignment with the need for change (Dierdorff & Aguinis, 2018:228). In response to the modern trends in work which requires a fresh evaluation of the jobs by personnel, job proficiency comes up as a strategy to build on work effectiveness (Romeo, et al., 2019:408). In a similar vein, it is also looked upon as a decisive tactical benefit for the personnel when we look at it from the perspective of putting forward and carrying out fresh insights (Chen, 2019:1690). As it stands, job proficiency serves as a new behavioral mediator in human resource management for bottom-up job design, whereas job design traditionally takes place in a top-down manner; the bottom line is that this fundamental distinction between job proficiency and job design is pointed out (Guan & Frenkel, 2018:593). To put it differently, Rai (2018:204) referred to it as the changes brought about by employees to bring about alignment between workplace expectations and staff aspirations. To help organizations deal with environmental variables with understanding and awareness at all levels, overcome these challenges, and impact the organizations' competitiveness and position in the market(Al-Obaidi, & Al-Majjami,2023:556) .

2.2.2 The Importance of Job Proficiency:

Job proficiency primarily hinges on personal characteristics that enable individuals to rise to the occasion. These include i) a proactive disposition that drives them to take initiative, ii) belief in their ability to deliver the goods, iii) self-discipline to stay on track, and not to forget iv) intellectual capacity to think outside the box. Regarding job-specific elements, factors such as collaborative interdependence that requires team members to pull together, diverse responsibilities that allow employees to stretch their wings, and constructive input that keeps workers abreast of their progress serve as catalysts that spur employees to buckle down and excel in their professional roles. This goes to show that employees who take on interdependent tasks with others and make up a diverse set of skills are more likely to get involved in their work, as it involves re-perceiving and reconstructing the purpose of their roles. On the whole, this results in employees who get to grips with their work environment more effectively and end up being more engaged in their professional responsibilities. (Esmaeili, et al, 2019:112). Studies have furnished us with numerous advantages that job proficiency brings to both employees and organizations, including the following (Rai, 2018:207):

1. It effectively carries out an increase in job fit for individuals which in turn proves beneficial to both the workforce and the organization.

2. It points out higher job resources, enhanced self-efficacy, and more positive emotions.

3. It builds on job proficiency to bolster work resources, emotional well-being, and self-efficacy.

4. It carries forward work engagement, cuts down on psychological distress and job burnout, and boosts satisfaction with basic needs.

5. It sets up employee creativity in filling in job vacancies and bringing them about for the organization's benefit.

6. It contributes to increasing employee autonomy in shaping their roles, particularly in organizations that set out to innovate and rapidly adapt.

2.3 Dimensions of Job Proficiency

According to the study (Rana et al, 2017:257), job proficiency presents itself as an important factor in increasing customer satisfaction and achieving organizational success in most work environments. Employees who hold the reins in shaping their positions shift the way they view their responsibilities. They do this through i) weaving these responsibilities into a meaningful whole (cognitive Proficiency), ii) redesigning the tasks they perform through modifying the scope and caliber of the tasks they carry out (task Proficiency), along with fostering positive relationships among themselves (Relationship-based Proficiency). Therefore, the majority of scholars are on the same page that the key aspects of job proficiency can be broken down as follows: (Cenciotti, et al, 2017, p. 275), (Esmaeili, et al, 2019, pp. 113), (Romeo, et al, 2019, p. 408), (Ghadi, 2019, p. 40).

1. Material proficiency (task Proficiency): Mastering tasks entails a series of actions such as i) bringing about alterations in the conditions or sequential or material behaviors in the work environment or workflow, ii) giving tasks a makeover, and iii) fine-tuning how much elbow grease or time they should put into getting things done. Not only this but also employees can put forward new methods that better suit their skills to improve their work. Expanding the

scope of tasks is positively correlated with task performance. While work on specific tasks carries on, workers go the extra mile by picking supplementary duties that scratch their surface for them and add more substance to their professional pedigree. Therefore, an employee takes on extra tasks in order to better meet their needs, which can substantially drive them to perform better (Romeo, et al., 2019, p. 409). Individuals who have that inner drive to go all out and do the best they can into their work, and quite possibly into their whole, including their assigned tasks, have brought to the fore positive outcomes in their performance. What's more, workers who boosted their professional toolkit and know-how (boosting their structural job assets) and those embarked on stepping up to the plate for extra responsibilities (ramping up demanding challenges) came out ahead of their colleagues when performance reviews came around (Weseler & Niessen, 2018, p. 676).

2. Relationship-based Proficiency: This refers to employees who excel in their roles thanks to furthering their workplace-based social connections. According to theories of social capital, enhancing social ties in the workplace improves access to necessary information for task execution and problem-solving during task implementation through receiving feedback from others or reinterpreting certain aspects related to performing those tasks. Improving the reception of critical information should directly enhance task performance. There is evidence that social networks are positively associated with supervisors' and colleagues' evaluations of task performance, especially when they forge these ties inside the same team they are in or stay across well-defined network circles around them (Afsar, et al, 2019, p. 6). When employees revamp their workplace relationships, it primarily comes down to altering who they pair up with, when they reach out, and what drives these interactions as they go about their daily grind (Ghadi, 2019, p. 40).

Relationship-based proficiency can ultimately be summarized in the following points (Rai, 2018, p. 203):

1. Nurturing purposeful, beneficial, or active relationships with others.
2. Expanding roles so as to create a greater impact on beneficiaries.
3. Modifying relationships to help cope with adversity.
4. Building bridges with colleagues paves the way for workers to tap into more meaningful connections that hit the mark, fostering a deep-rooted sense of fitting in and being part of the team..

3. Cognitive Perceptual Proficiency: This can be defined as the way workers view their jobs and shake up their mental picture of what they entail. This means essentially zeroing in on the ways work adds value and makes a concrete impact on employees' lives. This in turn calls for redefining the social purpose of work with passion, as well as bringing forth alterations in ideas and perceptions about job roles so as to cope with adversities. Workers get down to business reshaping the way they think about their duties through transforming their jobs from a mélange of disconnected tasks into a cohesive, well-crafted whole that really hangs together (Esmaeili, et al, 2019, p. 114). Kim, et al, (2018 p. 1866), provided another definition which holds that workers take up re-skilling or redefining their work cognitively in a way that transforms it into a meaningful entity. For instance, research related to undesirable or socially stigmatized work has come up with findings that employees flip the script on their job perception by simply finding the silver lining in the parts of their work that usually carry a

stigma. This is suggested to give rise to enhancement in the role identification of their work. Workers who take a big-picture approach to their positions often find themselves aware of the responsibility for tasks they believe are pertaining to their role. Furthermore, it turns out that employees who engage in duties with entity, meaning, and significance for them are more motivated to get involved in their jobs and go about their tasks at a high level.

3. The Field Aspect of the Research
3.1 An Overview of Study Variables

These sections present the a descriptive analysis of the responses of retrieved from the participants recruited for the current study. This was operationalized through extracting the mean value and standard deviation for each dimension while identifying the indicators of their relative importance aligning them with their respective variables, as follows:

3.1.1 Knowledge Sharing: A descriptive and analytical account

The survey's manipulated factor – knowledge sharing – breaks down into a trio of constituent elements, with investigators calculating i) averages, ii) variability measures, and iii) weighted significance levels. The results are as shown in Table (1).

Table (1); An overview of the study respondents' answers on the dimensions of knowledge sharing

	Dimensions	Order of importance	relative importance	standard deviation	arithmetic mean	Importance index
1	Trust	3	66.9%	0.592	3.345	middle
2	Organizational culture	1	73.7%	0.571	3.686	high
3	Communication	2	71.4%	0.579	3.573	high
	Knowledge Sharing	-	71.6%	0.538	3,583	high

Source: Compiled by the authors drawing from (SPSS V.21) software-generated results. Table (1) shows us that knowledge sharing, from the viewpoint of the respondents in the Salah Al-Din Education Directorate, displayed a general average of (3.583) yielding an importance rating value of (71.6%). This result is further evidenced by the overall standard deviation value of (0.538). This can be translated as low dispersion in the responses of the sample individuals. This can be translated as there is a consensus in their views as regards knowledge sharing among the employees in the studied organization. As for the sub-dimensions of the variable overall, the organizational culture came first in ranking. In second came the dimension of communication and Trust came in third with the relative importance values for each stood at (73.7%), (71.4%), and (66.9%) respectively.

3.1.2 Job Proficiency: A descriptive and analytical account

As shown in Table (2), job proficiency, set as the dependent variable and unpacked into three separate components, was put under the microscope, with the researchers sought to i) compute

the mean, ii) track the variability through standard deviation, iii) measure dispersion via the coefficient of variation, and iv) rank each facet by its relative weight.

Table (2) presents the results of the research sample's responses regarding the dimensions of job proficiency.

	Dimensions	Order of importance	relative importance	standard deviation	arithmetic mean	Importance index
1	material proficiency	3	72.8%	0.548	3.641	high
2	Relationship-based Proficiency	2	73.2%	0.554	3.661	high
3	cognitive Proficiency	1	74.5%	0.511	3.725	high
	Knowledge Sharing	-	73.2%	0.532	3.663	high

Source: Prepared by the researchers based on the outputs of the program (SPSS V.21)
The results from Table (2) indicate that the level of job proficiency, from the perspective of the respondents in the Salah Al-Din Directorate of Education, is of high importance. The overall mean score was (3.663) displaying an importance rating value of (73.2%). This result is further supported by the low standard deviation of (0.532). This actually refers to a fact that respondents were largely singing from the same hymn sheet, with minimal variation in their answers.

If we look at the results of sub-dimensions, we find that cognitive Proficiency came in first place displaying an importance rating value of (74.5%). In second came the relationship-based proficiency showing an importance value of (73.2%), and material proficiency at (72.8%) came in third.

3.2   Analyzing the Interrelationships in the Study's Model
● Analysis of the Correlations Between Research Variables
In the sections that follow, we put the first primary hypothesis under the microscope to determine whether it holds true. This states the following: It is hypothesized that there does exist a significant correlation from a statistical perspective between knowledge sharing (as measured by its dimensions) job proficiency is dissected from every angle in the research site zooming out for a broad overview and drilling down into its finer sub-dimensions.
To gauge both the intensity and trajectory of the interplay between the variables under scrutiny, the Pearson Correlation method was brought into play. The findings unfolded as follows:

1. Link connecting knowledge sharing with overall job proficiency:

The results indicate a statistically significant correlation from a statistical perspective between knowledge sharing and job proficiency at the overall level, as shown in Table (3). The correlation coefficient reached (0.905) at a significance level less than (0.05). This can be translated as a strong positive relationship between the two variables.

2. Correlation between knowledge sharing and job proficiency at the sub-dimensional level:

The results also show a significant correlation from a statistical perspective between the dimensions of knowledge sharing and job proficiency in the studied organization. The correlation coefficients were ranked according to the strength of the relationship across the dimensions (Trust, organizational culture, and communication), with values of (0.906), (0.905), and (0.899), respectively. These are statistically significant at a significance threshold below (0.05). The upward-trending values displayed by the study's variable indicate a clear-cut relationship: when employees share their knowledge more freely, the organization reaps higher levels in terms of job proficiency. These are strong and acceptable correlation coefficients. As a result, the first central hypothesis stands validated in its affirmative version, proposing that a statistically significant correlation exists between knowledge sharing—across its multiple dimensions—and the realization of job proficiency in the organization under study, both at the aggregate level and within each sub-variable**.**

 Table the correlation between knowledge sharing and its dimensions and job proficiency

knowledge sharing			Explanatory variable		At the macro level
Communication	**Organizational culture**	**Trust**	**Response Variable**		
0.916	0.884	0.850	material proficiency		0.901
0.860	0.901	0.907	Relationship-based Proficiency	Job Proficiency	0.875
0.887	0.913	0.914	cognitive Proficiency		0.912
0.906	0.899	0.905	At the macro level		0.905

Source: Compiled by the authors drawing from (SPSS V.21) software-generated results. The relationship is significant at the (0.05) level.

• **Analyzing the influence relations between the research variables:** Based on the content of the second main hypothesis, which indicates a significant effect of knowledge sharing on achieving job proficiency at the macro level and its sub-dimensions, a simple linear regression test was employed; as illustrated in the results shown in Table (4) below:

Table (4): Metrics and Findings on How Knowledge Sharing, Both Holistically and Across Its Sub-Dimensions, Influences the Attainment of Job Proficiency.

Response variable / Explanatory Variable	Job Proficiency					
At the dimensional level	T calculated	F calculated	R2	B1	B0	Statistical significance
Trust	61,873	3828.27	0.950	0.955	0.917	0.000
Organizational culture	52,068	2711.03	0.928	0.939	0.876	0.000
Communication	63,873	4079.71	0.942	0.906	0.913	0.000
At the macro level	31,919	1133.91	0.901	0.913	0.902	0.000
	T tabular (1.984)		F tabular (3.94)	df (1,118)		P ≤ 0.05

Source: Compiled by the researcher using SPSS output.

The findings presented in Table (4) reveal the following observations:

1. At the macro level:

We can see from the findings that they point to a noteworthy impact of knowledge sharing on the attainment of job proficiency within the organization under study. We can also see that knowledge sharing, in its entirety, accounted for approximately 90% of the variance in job proficiency, as reflected by the R^2 value. The remaining percentage i.e. 10%) of the variation stems from external influences beyond the remit of the regression model or factors that fall outside the researcher's control. This is supported by the value of the regression coefficient (B1) amounting to (0.913). This indicates that if the level of knowledge sharing among employees in the organization under study increases by one unit, their job proficiency will increase by (0.913). This is backed by a t-value soaring to 31.919, well above the critical cutoff of 1.984 at the 0.05 level, the result leaves little room, if any, for doubt. Likewise, the regression's weight is pressed home by an F-value of 3933.91, far beyond the benchmark of 3.94 with degrees of freedom (1,118) under the same threshold. Taken together, these findings sketched earlier bring knowledge sharing into sharp focus as they cast light on its unmistakable role in driving job proficiency across the organization.

2. At the sub-dimensions level:

The results provide evidence for a notable correlatioal link across all dimensions of knowledge sharing in achieving job proficiency for employees in the researched organization. The combined explanatory power of these dimensions, as evidenced by the R^2 values, unfolds in the following order: (communication, organizational culture, Trust) totaling (94.2%; 89.2%; 95.0%) values respectively.

The shifts in job proficiency stem from behavioral markers pertaining to staff engagement with knowledge-exchange processes within the examined institution. We can see here that regression coefficient value (B1) across the dimensions of communication, organizational culture, and trust bears this out, amounting to (0.906; 0.939; 0.955) respectively. These

findings shed light on knowledge-sharing practices, which when they flourish by a single unit, employee job competency experiences corresponding gains of (0.906; 0.939; 0.955) units across all measured dimensions. The statistical robustness comes about through t-values which totaled (63.873; 61.873; 52.068), each going over the critical threshold of (1.984) at the 0.05 significance benchmark. Moreover, the regression model's validity stands on solid ground, as evidenced by F-statistics climbing to (4079.71; 3828.27; 2711.03). These figures that dwarf the tabulated reference point of (3.94) within the established parameters of two degrees of freedom (1,118) and $\alpha = 0.05$.

What these empirical evidence brings to light how knowledge-sharing mechanisms serve as catalysts for enhanced workplace performance within the examined organizational setting. It stands to reason here that data leaves no room for doubt: employees who engage in collaborative knowledge exchange bring about superior professional competency. Consequently, the research bears out the central hypothesis that which predicted a notable impact of knowledge sharing for employees in the organization under study, in terms of its dimensions, in achieving job proficiency at the macro and micro levels.

4. Concluding remarks and recommendations

4.1 Conclusions

1. The statistical analysis showed that there does exist a significant positive and direct influence and correlation between knowledge sharing and job proficiency. What these results proved is that the organization under study benefited from the dimensions of knowledge sharing in an optimal way, which contributed to enhancing job proficiency. This indicates that individuals who enjoy high knowledge sharing are more capable of innovation and collective creativity with others, which helps them interact effectively with their colleagues at work to achieve better performance and high job proficiency.

2. The outcomes emerging from the descriptive analysis brought to light that employees within the examined organization hold awareness as regards the significance of knowledge sharing among staff members, as this concept contributes to improving the quality of social relations between employees and enhances their performance in completing and mastering work.

3. When knowledge sharing takes center stage by the employees in the organization in question according to the clarity of activities and roles distributed in coordination between employees and the tasks entrusted to them, the higher the level of job proficiency they have.

4. The study concludes that the organization under study has the potential to significantly improve the level of employee proficiency by continually addressing changes in roles and job positions, and by having management more clearly delineate employee tasks.

4.2 Recommendations

1. Providing a suitable social work environment that motivates them to carry out work collectively and creatively.

2. Continuous, regular, and scheduled evaluation by senior management, as well as awareness-raising, guidance, and counseling to link up new employees with limited

experience with more experienced employees, brings out potential and capabilities, and helps in the exchange of ideas between them, thus achieving the knowledge sharing we aspire to.

3. Changing the physical conditions or sequential behaviors at work, redesigning aspects of work, adjusting the effort or time required for tasks, and giving employees the opportunity to come up with new methods that better suit their skills to improve and master their work, because expanding the scope of tasks is positively related to task performance.

4. Integrating the diverse cultures, ideas, customs, and traditions of employees to empower them and build up a unified culture that represents the organization's core identity and compass. This can be achieved by holding seminars, conferences, discussion groups, and dialogues at the organizational level, in which all employees participate, thus supporting knowledge exchange and sharing.

References

1. Afsar, B., Masood, M., & Umrani, W. A. (2019). The role of job crafting and knowledge sharing on the effect of transformational leadership on innovative work behavior. Personnel Review

2. Al-Obaidi, F. M. Q., & Al-Majjami, A. I. H. (2023). The role of strategic awareness in addressing marketing chaos: A field study of the opinions of a sample of managers in Iraqi communication companies. Tikrit Journal of Administrative and Economic Sciences, 19(64 part 2).

3. Al-Kubaisi, S. A. K. (2014). Knowledge Management (2nd ed.). Morocco Press (Published in Iraq)

4. Al-Thabit, A. S. N. N. (2020). Strengthening acquired organizational immunity in the context of knowledge sharing. Journal of Arts, Literature, Humanities and Sociology, (53), 308–328

5. Castaneda, D. I., & Cuellar, S. (2020). Knowledge sharing and innovation: A systematic review. Knowledge and Process Management, 27, 159–173. https://doi.org/10.1002/kpm.1637

6. Cenciotti, R., Alessandri, G., & Borgogni, L. (2017). Psychological capital and career success over time: The mediating role of job crafting. Journal of Leadership & Organizational Studies, 24(3), 372–384

7. Chen, C. Y. (2019). Does work engagement mediate the influence of job resourcefulness on job crafting? An examination of frontline hotel employees. International Journal of Contemporary Hospitality Management, 31(4), 1684–1701

8. Ehtesham, U. M., Muhammad, S. A., & Niazi, G. S. K. (2011). Relationship between organizational culture and performance management practices: A case of university in Pakistan. Journal of Competitiveness, (4)

9. Esmaeili, H. K., Mohammad, J., & Soltani, I. (2019). The relationship between job crafting and job performance: Empirical evidence from the automobile industry. International Journal of Business Innovation and Research, 19(1), 109–124

10. Faris, M. (2023). The impact of green human resource management practices on enhancing environmental organizational citizenship behaviors through organizational

culture as a mediating variable: A field study on the Palestinian Ministry of Health in the Gaza Strip. The Arab Journal of Administration, 43(3), 143–162

11. Ghadi, M. Y. (2019). A psychometric evaluation of the job crafting questionnaire (JCRQ) among employees working in Jordanian universities. International Journal of Organizational Analysis, 27(1), 36–50

12. Guan, X., & Frenkel, S. (2018). How HR practice, work engagement and job crafting influence employee performance. Chinese Management Studies, 12(3), 591–607

13. Handal, Q. A. & Hussein, A. I. (2017). Role of reverse logistics invaders in promoting business sustainability. Tikrit Journal of Administrative and Economic Sciences, 13(38).

14. Janisse, J. J. (2002). An analysis of the information technology (IT) attitudes, cognitions, and anxieties of corporate leaders at the Phillips Plastics Corporation [Master's thesis, University of Wisconsin-Stout]. http://www.uwstout.edu/lib/thesis/2002/2002janissej.pdf

15. Jarrah, H. Y., & Alkhazaleh, M. S. (2020). Knowledge sharing behavior in the curricula of United Arab Emirates universities and educational organizations. International Journal of Instruction, 13(3), 1–16. https://doi.org/10.29333/iji.2020.1331a

16. Jennex, M. E. (2019). Effective knowledge management systems in modern society. In Advances in Knowledge Acquisition, Transfer, and Management (AKATM) Book Series. https://doi.org/10.4018/978-1-5225-5427-1.ch006

17. Khattak, P., Shah, M. W., & Shah, M. H. (2020). Impact of knowledge sharing and teamwork on team performance with the moderating role of supervisor support. British Journal of Research, 7(2), 57

18. Kim, H., Im, J., Qu, H., & NamKoong, J. (2018). Antecedents and consequences of job crafting: An organizational-level approach. International Journal of Contemporary Hospitality Management, 30(3), 1863–1881

19. Kipkosgei, F., Kang, S.-W., & Choi, S. B. (2020). A team-level study of the relationship between knowledge sharing and trust in Kenya: Moderating role of collaborative technology. Sustainability, 12(1615). https://doi.org/10.3390/su12041615

20. Matsuo, M. (2019). Effect of learning goal orientation on work engagement through job crafting: A moderated mediation approach. Personnel Review, 48(1), 220–233

21. Mohajan, H. K. (2019). Knowledge sharing among employees in organizations. Journal of Economic Development, Environment and People, 8(1), 52–61. https://doi.org/10.26458/jedep.v8i1.612

22. Mohammed, M. Y. (2020). The impact of organizational genes on organizational trust. Journal of Financial and Commercial Research, Faculty of Commerce – Port Said University, Department of Business Administration, 21(4, Part 1)

23. Petrou, P., Demerouti, E., & Schaufeli, W. B. (2018). Crafting the change: The role of employee job crafting behaviors for successful organizational change. Journal of Management, 44(5), 1766–1792

24. Rai, A. (2018). Job crafting intervention: Fostering individual job redesign for sustainable organisation. Industrial and Commercial Training, 50(4), 200–208

25. Rana, V., Jordan, P. J., Jiang, Z., & Tse, H. H. (2017). The role of job crafting and affect in the relationship between non-preferred work tasks and contextual performance. In Emotions and Identity (pp. 245–263). Emerald Publishing Limited

26. Romeo, M., Yepes-Baldó, M., Piñeiro, M. Á., Westerberg, K., & Nordin, M. (2019). Job crafting and well-being in the elderly care sector: The effect of over-commitment. Employee Relations: The International Journal, 41(3), 405–419

27. Weseler, D., & Niessen, C. (2018). How job crafting relates to task performance. Journal of Managerial Psychology, 31(3), 672–685