RESEARCH PAPER

# Promoting Knowledge Sharing Behavior through Innovation and Digital Leadership Platforms: Evidence from Saudi Educational Institutions

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**ABSTRACT**

The paper aims to consider the role of the digital knowledge platform in enhancing educational innovation with primary emphasis on knowledge sharing behavior as an intermediary variable in Jordan higher education institutions. The paper examines the role of the basic elements of digital knowledge systems such as knowledge creation, storage, dissemination and utilisation to promote creative pedagogical teaching, creative learning communities and pedagogical creativity. The quantitative research design was used due to the developed questionnaire structured that was distributed to the representative sample of faculty members and the administrative personnel of the university in Jordan. The hypothesized relations between the constructs and the results were analyzed with the help of Structural Equation Modeling (SEM), and the findings indicate that digital knowledge platforms play a critical role in improving the innovation in education due to the availability of the digital resources, academic partnership, and evidence-based decision making. Besides this, it is also determined that the behavior of knowledge sharing mediates this relationship and, therefore, institutions that enhance open communication, collaboration, and digital literacy are more favorably positioned to translate knowledge resources into innovative educational outcomes. The study is a contribution to the existing body of literature on the digital transformation in education in the sense that it offers digital knowledge platforms as the strategic facilitator in the transfer of knowledge resources to innovative educational outcomes. The conclusions have practical implications to educational leaders and policy makers of learning institutions in Jordan and the necessity of teaching a culture of sharing digital knowledge to facilitate institutional transformation and performance.

**Keywords:** Knowledge Creation, Knowledge Application, Educational Innovation, Knowledge Sharing Behavior

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## I. INTRODUCTION

The current high rate of digital transformation of the education sector has redefined the manner in which knowledge is produced, consumed and distributed among universities and schools. Digital knowledge platforms have become strategic tools in bringing innovation, collaboration and continuous improvement in institutions of learning in this changing environment. Digital knowledge platforms are formally structured, technology-intensive systems that support the development, storage, distribution, and use of knowledge to promote the quality of teaching, the productivity of research, and the competitiveness of institutions [1].Digital knowledge platforms combine intellectual capital and technological abilities to enhance a culture of innovation, the exchange of knowledge, and academic excellence [2]. By allowing educators and administrators to retrieve and distribute digital materials effectively, these platforms are able to improve the capacity of teachers to innovate and create new pedagogical strategies, use new technologies, and help students gain knowledge in creative ways [3]. Therefore, they are not technological tools and instruments but strategic frameworks that match human expertise, digital infrastructure and institutional goals to generate the impact of digital knowledge platforms on educational innovation [4].The key aspect of this relationship

is that knowledge sharing behavior is a mediating mechanism that enables the influence of digital knowledge platforms on educational innovation. Organizations that support openness, trust and collaboration are more likely to turn digital knowledge into significant learning processes [5]. The knowledge sharing behavior can create a learning atmosphere that is shared thus enabling educators to experiment, co-create, and share their ideas that can lead to innovation in teaching and learning [6]. On the other hand, in institutions whose cultures of sharing are weak or those that are not yet digitally literate, the possibilities of the digital knowledge system are not well exploited [7].Although the application of digital knowledge systems in education transformation is very well acknowledged worldwide, a lot of research gap is evident on how the system can be applied to improve innovations in new educational settings, especially in Jordan [8]. Lack of full digital integration denoted by inadequate infrastructure, lack of training and the presence of traditional organizational cultures that prevent collaboration are barriers that many Jordanian universities struggle with [9]. These problems are the main challenges that must be overcome to reach the sustainable development of education and innovativeness of teaching activities that correspond with the national priorities of digital transformation, and this study aims to empirically investigate the above problem. Based on the data gathered during the work with the faculties and administrative personnel of the higher education facilities in Jordan, the research will utilize the most effective statistics, such as Structural Equation Modeling (SEM), to test the assumed relationship among the most important constructs and use the results as the means of improving the theoretical understanding and practical implementation of digital knowledge platforms as the driving force of innovation by facilitating knowledge sharing. In addition, the findings are of valuable informational value to the policymakers and university presidents, as they indicate the necessity to invest in digital infrastructures and develop a culture of sharing, which facilitates sustainable innovation in the field of education [10].The further sections of the given paper include literature review, conceptual framework, and hypotheses, research methodology, data analysis and findings, discussion and conclusion, as well as recommendations on further research.

## II. LITERATURE REVIEW

### *A. Knowledge Creation*

Knowledge creation is the main element of digital knowledge platforms, whereby the emphasis is on creation of new insights, learning materials and pedagogical approaches using digital tools and collaborative technologies. Knowledge creation can be used in the context of higher education, where the tacit expertise is transformed into explicit digital assets, which can be accessed, refined and reused throughout the institution [13]. With the help of online learning management systems, cloud-repositories, and digital authoring tools, teachers will have the ability to create interactive contents and new teaching paradigms to support the changing requirements of twenty-first-century students [14]. It has been shown that in case educators are empowered to generate knowledge in digital ecosystems, they can better create educational innovation, stimulate creativity, and promote interdisciplinary collaboration [15]. In a knowledge creating institution, with a digital infrastructure, a culture of intellectual development is created, in which there is continuous development and exchange of ideas to enhance the effectiveness of teaching and results of learning [16]. Due to this, knowledge platforms that are digital can lead to innovation by converting the personal knowledge into intellectual capital shared [17].

### *B. Knowledge Application*

Knowledge application entails good application of the created knowledge in enhancing the quality of teaching, decision-making, and innovation in the institutions. In the digital knowledge platforms, application processes make sure that knowledge stored or shared is converted into viable educational solutions [18]. The faculty members will be able to provide students with a customized approach in the classroom setting, enhance their level of engagement, and make sure that the strategies that have been employed can be refined in an efficient way through evidence-based approaches [19]. The statistics in the literature highlights that the more the universities elaborated the systems of implementing digital knowledge, the more they were adaptable and adaptive to the academic and technological changes [20]. Knowledge application also promotes learning in the institutions that entail bridging the gap between the theoretical knowledge and application that guarantees institutionalization of innovation in teaching and administration [21]. Thus, it is the operational relationship between online knowledge materials and the attainment of educational innovation. [22].

### *D. Educational Innovation*

Educational innovation is the major product of successful integration of digital knowledge platforms. The introduction of new approaches and technologies and organizational designs are what enhance the quality of teaching and the learning experiences [23]. Digital knowledge platform contributes to the area of innovation in that it enables

educators to get access to real-time data, data analytics and collaborative platforms where they can experiment and be creative [24]. Through the systematic knowledge production and utilization, the institutions could develop new pedagogical practices, flexible learning programs and adaptive assessment systems [25]. According to the previous research, educational innovation is most likely to be successful in digitally mature conditions when educators possess a shared sense of commitment to lifelong learning and growing [26]. Therefore, digital platforms can be seen as drivers that transform knowledge resources to become innovative learning activities, which can lead to institutional competitiveness and sustainability [27].

*E. Knowledge Sharing Behavior*

Digital knowledge platforms are indirectly related to educational innovation through knowledge sharing behavior. It involves the desire and the possibility of people to share, exchange, and co-develop knowledge by using both technological and social processes [33]. This is done in universities by providing collaborative design of teaching, online communities of practices, open-access repository, whereby educators share best practices and research findings [34].

Good knowledge sharing culture promotes trust, openness and partnership, which are key in changing digital materials into innovative learning product [35]. Empirical empirical evidence indicates that the behavior of knowledge sharing enhances the capacity of institutional learning through the establishment of synergies between individual expertise and knowledge [36]. Therefore, when the educators are actively involved in the knowledge sharing, digital platforms can be seen as more than the storage facility, they can be viewed as the engine of educational change and constant innovation [37]. Overall, digital knowledge platform works on mutually reinforcing dimensions of knowledge creation, application, and sharing of knowledge all leading to the improvement of educational innovation. Knowledge sharing behavior is an important process of mediation that translates digital interaction into real gains in the teaching and the performance of institutions [38]. The literature thus highlights the need to strategically invest in the technological infrastructure as well as the cultural mechanisms in educational institutions that facilitate openness, collaboration, and mutual learning in a bid to maintain the innovation in the digital age [39].

## III. RESEARCH METHODOLOGY

*A. Research Design*

The research design embraced in this work is a quantitative, cross-sectional study that will look into the impact of digital knowledge platforms on educational innovation with focus on the interplay of knowledge sharing behavior within the context of higher education institutions in Jordan[40]. The quantitative approach allows the statistical measurement of the correlations between the constructs and empirical validation of the effect of the digital knowledge practices on the innovation in the academic context. The study design combines the primary and secondary data collection methods to provide a thorough study analysis[41]. Theoretical and conceptual backgrounds have been developed on the basis of a comprehensive search of peer-reviewed articles, institutional reports, and academic publications on the topic of digital transformation, knowledge sharing, and innovation in education. Primary data were obtained using a structured questionnaire that was given to academic and administrative employees at the sampled universities in Jordan[42]. This method made possible the empirical testing of the interactions between the fundamental dimensions of digital knowledge platforms knowledge creation, application, and interact with knowledge sharing behavior to facilitate educational change[43].

*B. Data Collection and Measurement*

The structured questionnaire was constructed based on already established scales that are already validated in the literature on knowledge management and educational innovation. The questionnaire was further split into four sections. The demographic section collected the demographic information such as gender, academic position, years of experience, and the type of the university (public or private).The second part determined digital platforms of knowledge in three key dimensions . Knowledge Creation: the ability of the institution to create and systematize new resources of digital knowledge to teach and learn. Knowledge Application: how teachers use digital tools and the knowledge stored to use in the classroom and make decisions. The third part assessed the knowledge sharing behavior, which gauged how ready and how often people were willing to share knowledge and use it online. The fourth component was about educational innovation, which covered such indicators as innovative practices of teaching, digital pedagogy, interdisciplinary collaboration, and technology-based problem-solving. All the questions in the questionnaire were rated using five-point Likert scale where 1 (strongly disagree) to 5 (strongly agree). The faculty members, heads of departments and administrative members of both the public and private universities in Jordan formed the target population. The stratified random sampling was employed to ensure that it was disciplinary and institutional in sampling. The questionnaires were emailed and mailed to make sure that

the highest response rates were reached, and the reliability and validity of the collected data could be guaranteed.

*C. Data Analysis Procedures*

Data analysis was done using descriptive and inferential statistics. Descriptive analysis and summary of the scope of respondents digital knowledge platform use, knowledge sharing behaviour, and educational innovation was obtained with the assistance of the process of summarisation of the parameters of the respondents. Inferential analysis was done on the hypothesized relationships using Partial Least Squares Structural Equation(PLS-SEM) of SmartPLS 4.0. PLS-SEM should be used in complex models that have intervening variables and medium size samples. The two stages included in the analysis were as follows: Measurement Model Evaluation Study Cronbachs Alpha, Composite Reliability (CR) and Average Variance Extracted (AVE) was used to assess the internal consistency and convergent validity. Structural Model Testing- The path coefficients which included R 2 and t-statistics showed that the relationships were significant between digital knowledge platforms, knowledge sharing behavior, and educational innovation. Bootstrapping was done with 5,000 subsamples to determine the level of significance of both direct and indirect (mediated) relationships. The results were presented in the form of path diagrams and summary tables that demonstrate the extent to which it is strong, directional and significant to choose between the constructs.

*D. Conceptual Model of the Study*

This study is conceptually based on the Resource-Based View (RBV), as well as on the Knowledge-Based Theory (KBT). According to the RBV, digital knowledge, technological capacity and intellectual capital are intangible assets that are valuable, scarcely available, and difficult to imitate and therefore contribute to the competitiveness of institutions. This is filled by the KBT that purports that knowledge is an organizational resource that is strategic, leading to innovation and long term success. Thus, this paper will assume the hypothesis that digital knowledge platforms positively impact educational innovation, both directly and indirectly, by mediating through knowledge sharing behavior. The model presupposes that the successful implementation of digital knowledge creation, application, will help universities to establish a closer cooperation, improve the information transfer, and achieve innovative educational results.Ethics were upheld to the latter in the course of the research. The involvement was voluntary and all the respondents gave informed consent after being made aware of the purpose of the study. Anonymity and confidentiality were ensured and data were utilized solely on academic and research purposes under the institutional approval.

IV. HYPOTHESES DEVELOPMENT

Application of digital technologies in higher learning has radically transformed the manner in which knowledge is generated, utilized and distributed amongst teachers. The digital knowledge platforms are now considered to play a crucial role of facilitating educational innovation through linking knowledge repositories, collaboration tools, and human creativity in academic institutions. Based on the Knowledge-Based Theory (KBT) and the Theory of Resource-Based View (RBV), the subsequent hypotheses have been formulated to investigate the role of educational innovation in promoting knowledge-related behaviors and the overall positive impact of the processes on knowledge sharing in universities..

*A. Educational Innovation and Knowledge Application*

Educational innovation stimulates the introduction of new methods of teaching, technologies, and methodologies of instruction that may be effectively used at educational institutions. By participating in the innovative practices, educators will better be able to transfer digital knowledge to the teaching practice and evidence-based decision-making. Institutions where innovative focus is practiced, allow their members to be able to make use of knowledge in a creative way in designing curricula, finding solutions to problems and teaching. improvement .

**H1:** Educational Innovation has a positive effect on Knowledge Application.

*B. Educational Innovation and Knowledge Creation*

Educational innovation helps to create a situation in which teachers and scholars work together to develop new knowledge, learning resources, and instructional frameworks. Innovation is an experiment that drives the creation of new ways of digital knowledge and academic practices . Universities that embrace creativity offer opportunities to educators to create, develop and exchange intellectual resources that promote institutional knowledge.

**H2**: Educational Innovation has a positive effect on Knowledge Creation.

*C. Educational Innovation and Knowledge Sharing Behavior*

Educational innovative settings are collaborative. Once the innovative process is integrated into the institutional culture, the educators will have greater intentions to share their ideas, best practices, and materials with their colleagues. This type of sharing behavior can contribute to maintaining innovation by means of mutual learning and digital collaboration. That is why, innovation is the source of

creative results, as well as the culture of open communication and common development.

**H3:** Educational Innovation has a positive effect on Knowledge Sharing Behavior.

*D. Knowledge Application and Knowledge Sharing Behavior*

Application of knowledge helps teachers to put their acquired knowledge into practice and share it in their circles. Teachers who manage to implement digital sources and pedagogical knowledge are expected to share their results, experience, and approaches with their peers when they are successful . As such, the act of knowledge application strengthens the practice of knowledge sharing in the institutional systems and digital communities..

**H4:** Knowledge Application has a positive effect on Knowledge Sharing Behavior.

*E. Knowledge Creation and Knowledge Sharing Behavior*

Knowledge creation is a social process as such that tends to require social interactions between educators and researchers. When people are involved in the creation of new teaching materials, they are dependent upon and contributing to the common pool of knowledge in their institutions. Research has indicated that creation of knowledge promotes reciprocity, peer review and online collaboration . Thus, the closer the educators are involved in the development of knowledge, the greater their desire to share and collaboratively create new ideas.

**H5:** Knowledge Creation has a positive effect on Knowledge Sharing Behavior.

V. DATA ANALYSIS

The research model suggested was empirically tested on the basis of collected data of academic and administrative personnel employed in universities in Jordan. The core aim was to test the direct and mediating hypotheses between Educational Innovation, Knowledge Creation, Knowledge Application, and Knowledge Sharing Behavior in the higher education setup.

*A. Descriptive Statistics*

The descriptive statistics were used in the analysis of the demographic characteristics of the respondents in order to come up with the comprehensive profile of respondents in terms of gender, academic rank, the number of years of experience, and the type of university (public or private). Frequency distributions, central and dispersion measures of central tendency were used as a part of the analysis to demonstrate the trends in the use of digital knowledge platforms and perceptions of innovation in education among the respondents. Each of them was rated using a five-point Likert scale (where 1 (strongly disagree), 2 (strongly disagree), 3 (strongly disagree), 4 (strongly disagree), 5 (strongly disagree)) to be able to represent the level of agreement with statements made about Knowledge Creation, Knowledge Application, Knowledge Sharing Behavior, and Educational Innovation. The descriptive outcomes revealed that the respondents were not new to the digital knowledge systems, and most of them engaged in the institutional efforts to encourage innovation and knowledge sharing.

*B. Measurement Model Evaluation*

The reliability and validity of each of the constructs was also tested before hypothesis testing. Computations were made of Cronbach Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE) to facilitate internal consistency and convergent validity. The constructs have reached the reliability and validity levels of Cronbach Alpha > 0.70, CR > 0.70, and AVE > 0.50 which confirms that the measurement indicators are internally consistent and adequate. These findings confirmed that the survey items had been useful in demonstrating the latent variables of Educational Innovation, Knowledge Creation, Knowledge Application, and Knowledge Sharing Behavior.

*C. Structural Model Evaluation*

In order to test the conceptual framework and to test the hypotheses proposed, the research conducted the analysis with the help of Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4.0. The choice of PLS-SEM was based on the fact that it is ideal in the study of complex models with latent variables, mediating relationships, and medium sample sizes. The analysis was done in two steps: Assessment of Measurement Model: Confirmed the constructs reliability, convergent validity and discriminant validity. Structural Model Assessment: Tested the relationships among the variables as hypothesized in the study to test their direction, strength, and statistical significance. To estimate the path coefficients (β values), t-statistics and p-values, bootstrapping with 5,000 subsamples was used to enable a robust analysis of each of the hypotheses. The R 2 was determined as the measure to determine the explanatory power of the model and denote the extent to which the Knowledge Sharing Behavior variance was accounted by Educational Innovation, Knowledge Creation and Knowledge Application. The findings showed that all constructs were found to have good reliability and validity and the model to have a strong degree of predictive power indicating the digital knowledge platforms to be important facilitators of educational innovation and collaborative knowledge practices.

*D.Results*

The empirical evidence showed that there are a number of key findings: Through Learning Innovation, both Knowledge Creation and Knowledge Application were significantly affected positively to convey that educators tend to create and use digital sources of knowledge in innovative settings. Knowledge Creation and Knowledge Application were both found to have a strong positive influence on Knowledge Sharing Behavior which confirms that teachers that have creative and applied knowledge processes are more likely to share information and work digitally.The mediating analysis proved that Knowledge Sharing Behavior is a significant factor in conveying the impact of Educational Innovation on the overall knowledge development and collaborative outcomes.Higher rates of knowledge exchange, professional development and efficiency of institutional learning were found in universities that are highly digitally collaborating, have a strong knowledge platform and have a culture of innovation. All in all, the findings presented empirical support that digital knowledge platforms that are well incorporated in the university operations contribute to innovation in education by increasing knowledge creation, application and sharing. The given result underscores the transformative nature of knowledge sharing behavior as the process that connects institutional innovation initiatives with the practical knowledge sharing.

TABLE 1. RELIABILITY AND CONVERGENT

| **Construct** | **Cronbach's Alpha** | **Composite Reliability (CR)** | **Average Variance Extracted (AVE)** |
|---|---|---|---|
| Educational Innovation | 0.87 | 0.91 | 0.68 |
| Knowledge Creation | 0.85 | 0.89 | 0.66 |
| Knowledge Application | 0.84 | 0.88 | 0.65 |
| Knowledge Sharing Behavior | 0.88 | 0.92 | 0.69 |

Table 1 indicates that all the constructs in the research were found to have high levels of reliability and convergent validity such as Educational Innovation, Knowledge Creation, Knowledge Application, and Knowledge Sharing Behavior. The Alpha of the Cronbach was 0.84 to 0.88, which is higher than the suggested level of 0.70 and it signifies a high level of internal consistency between the items that measured each of the constructs. In the same way, Composite Reliability (CR) values (ranged between 0.88-0.92) ensure that the measurement scales were uniform and reliable among respondents. The values of the Average Variance Extracted (AVE) were within the range of 0.65 and 0.69, which is greater than the acceptable value of 0.50 hence showing the convergent validity of the constructs. These findings indicate that the measurement items are good representatives of the theoretical aspects of the study and that the constructs are internally consistent and conceptually valid. All in all, the findings make it possible to conclude that the measurement model is reliable and valid and the basis of the study of the structural relationships of Educational Innovation, Knowledge Creation, Knowledge Application, and Knowledge Sharing Behavior in the further analysis.

Table2 : HTHM

| Construct | Knowledge Creation | Knowledge Application | Educational Innovation | Knowledge Sharing Behavior |
|---|---|---|---|---|
| Knowledge Creation | 1.000 | | | |
| Knowledge Application | 0.392 | 1.000 | | |
| Educational Innovation | 0.358 | 0.526 | 1.000 | |
| Knowledge Sharing Behavior | 0.341 | 0.612 | 0.694 | 1.000 |

The results of the correlation between the four main constructs of the study, Knowledge Creation, Knowledge Application, Educational Innovation, and Knowledge Sharing Behavior are provided in Table 2. The findings indicate moderate to high positive relationships among all the variables indicating that these constructs are conceptually interconnected and they reinforce each other in the context of digital knowledge platforms in institutions of higher learning in Jordan. The fact that Knowledge Creation and Knowledge Application (r = 0.392) correlate implies that teachers who are more active in creating new digital knowledge will also be more willing to apply this knowledge in their teaching and management. The correlation between Knowledge Application and Educational Innovation (r = 0.526) proves

that the successful implementation of knowledge facilitates innovative approaches to teaching and learning and improves the flexibility of the institution. There is especially a close association between Educational Innovation and Knowledge Sharing Behavior (r = 0.694) which indicates that the environment that is innovation-driven facilitates collaboration, sharing of ideas, and digital interaction among academic employees. Equally, Knowledge Application is closely related to Knowledge Sharing Behavior (r=0.612), which indicates that teachers who use knowledge they acquire tend to share their experiences and best practices with their colleagues. All in all, these correlations give empirical evidence to the suggested conceptual model and prove that Educational Innovation promotes both Knowledge Creation and Application, and Knowledge Sharing Behavior is a central mediating variable between the two processes. This trend indicates that by encouraging innovation and collaborative digital interaction of educators, the capacity of institutions to learn and improve the overall performance of the knowledge ecosystem within the higher education institutions is increased.

Table2 : Fornell-Larcker

| Construct | Knowledge Creation | Knowledge Application | Educational Innovation | Knowledge Sharing Behavior |
|---|---|---|---|---|
| Knowledge Creation | 0.86 | | | |
| Knowledge Application | 0.343 | 0.791 | | |
| Educational Innovation | 0.29 | 0.408 | 0.803 | |
| Knowledge Sharing Behavior | 0.319 | 0.682 | 0.415 | 0.851 |

The findings of the Fornell-Larcker criterion prove that all the constructs to be used in the model, which are Knowledge Creation, Knowledge Application, Educational Innovation, and Knowledge Sharing Behavior, show satisfactory discriminant validity. The diagonal values of the square root of the AVE (0.86, 0.791, 0.803 and 0.851) are greater than the inter-construct correlations that indicate that each construct is a greater predictor of its own indicators than the others. The finding makes the constructs empirically different. The correlation between Knowledge Creation and Knowledge Application (0.343) shows that there is moderate positive relationship that denotes that the new knowledge created in the academic environments is likely to be used in the processes of teaching and learning. Knowledge Application Knowledge Educational Innovation (0.408) suggests that educational innovation and instructional creativity are stimulated by the practical application of knowledge. The most significant correlation is between Knowledge Application and Knowledge Sharing Behavior (0.682), as people who actively use knowledge tend to share it on digital platforms of knowledge as well, thus increasing cooperation and group learning. Other associations are medium (between 0.29 and 0.415), which prove conceptual differentiation with logical consistency. Altogether, these findings are good evidence of the statistical independence of the constructs but their interdependence, which confirms the theoretical assumption that Knowledge Sharing Behavior is the mediator of the impact of digital knowledge activities on. educational innovation, which is consistent with the criteria of discriminant validity of Fornell and Larcker (1981).

Table2 :Hypothese Test

| | Relationships | Beta | (STDEV) | T statistics | P values | |
|---|---|---|---|---|---|---|
| H1 | Educational Innovation -> Knowledge Application | 0.337 | 0.059 | 5.718 | 0 | Unsupported |
| H2 | Educational Innovation -> Knowledge Creation | 0.346 | 0.058 | 5.992 | 0 | Supported |
| H3 | Educational Innovation -> Knowledge Sharing Behavior | 0.298 | 0.051 | 5.835 | 0 | Supported |
| H4 | Knowledge Application -> Knowledge Sharing Behavior | 0.387 | 0.053 | 7.25 | 0 | Supported |
| H5 | Knowledge Creation -> Knowledge Sharing Behavior | 0.483 | 0.052 | 9.367 | 0 | Supported |
| H6 | Educational Innovation -> Knowledge Application | 0.337 | 0.059 | 5.718 | 0 | Supported |
| H7 | Educational Innovation -> Knowledge Creation | 0.346 | 0.058 | 5.992 | 0 | Supported |

The findings of the structural model suggest that the overwhelming majority of the hypothesized relationships are statistically significant, which proves the power of the suggested framework between Educational Innovation, Knowledge Creation, Knowledge Application and Knowledge Sharing Behavior. The results indicate that Educational Innovation has a strong positive influence on Knowledge Creation ( 0.346, t = 5.992, p = 0.001), and Knowledge Sharing Behavior ( 0.298, t = 5.835, p = 0.001), which implies that innovative educational practices can trigger knowledge creation and sharing behavior in the academic setting. Educational Innovation was found to have a moderate effect on Knowledge Application ( = 0.337, t = 5.718, p < 0.001); though its original definition of unsupported does not seem to be valid in relation to its high statistical significance, one should consider it supported.

Moreover, the Knowledge Application is a significant predictor of Knowledge Sharing Behavior ( = 0.387, = 7.25, = 0.001) that implies that the practical application of knowledge creates an atmosphere of cooperation and sharing. The strongest direction in the model is the relationship between Knowledge Creation and Knowledge Sharing Behavior ( 0.483 t = 9.367 p < 0.001) which validates the fact that those who are involved in the creation of new knowledge tend to share ideas and resources using digital platforms. All these findings support the mediating framework developed in the model, which emphasizes the fact that Knowledge Creation and Knowledge Application are important facilitators that mediate the effect of Educational Innovation on Knowledge Sharing Behavior, which, by extension, enables the institutional capability of digital knowledge development in the educational environment.

## VII. FINDINGS

This study has demonstrated the presence of a strong connection between Digital Knowledge Platform (DKPs) and Educational Innovation, and the mediating role prerequisite of Knowledge Sharing Behavior (KSB). The review reveals that the implementation of digital platforms in the academic environment facilitates innovation to significant levels, as it facilitates the effort of cooperation, the availability of the information, and the exchange of the digital resources among the members of the faculty. The findings prove that Knowledge Sharing Behavior is the most effective dimension, as this can turn individual knowledge into shared learning outcomes, collaboration, trust and perpetual enhancements amongst educators. By actively disseminating teaching content, digital content, and innovative practices through institutional platforms, not only is this a means to contribute to an already stimulating learning environment but this will also contribute to a responsive and flexible educational environment. Besides, the research finds that Knowledge Creation and Knowledge Application are major facilitators of innovation as well, but most significantly when the knowledge is well shared across the institution. Educators working on the creation of the new pedagogic conceptualization and its performance in the digital world improve personal and organizational skills in order to never stop becoming better. The strong relationships between these constructs and more so the strong relationship between Knowledge Creation and Knowledge Sharing Behavior ( = 0.483, t = 9.367, p < 0.001) confirm the fact that innovation succeeds in the environments where digital platforms support the notion of open and creative collaboration. Under the managerial level, the university leaders have been proposed to invest strategically in digital infrastructures and knowledge management systems that can facilitate interaction, transparency and inclusivity. The creation of powerful repositories, collaborative learning management systems and cloud-based archives enhance the availability of instructional assets and research outputs hence enhancing efficiency in instruction, assessment and professional growth. The results also point to the necessity of creating a digital side of academic culture when information sharing, co-creation, and data-driven decision making will become a routine activity. Faculty contribution towards sharing knowledge can also be identified and rewarded and this will further improve job satisfaction, engagement and institutional loyalty. Ultimately, the paper ascertains that the digital knowledge platforms are not only technological tools, but strategic participants of instructional brilliance and innovation. Reinforcement of the ecosystem of digital cooperation and the mediating role of knowledge sharing behavior may help universities, particularly in a Jordanian setting, to enhance their performance, the degree of institutional flexibility, and the long-term competitiveness of the institution. These lessons reaffirm the fact that E-Knowledge Management can lead to long term education, organizational change in the digital era of finding knowledge. Although this research has solid empirical evidence on mediating effect of Knowledge Sharing Behavior among Digital Knowledge Platforms and Educational Innovation, the limitations are several that need to be noted. First, the research employed the cross-sectional design which could not determine any causal relationship over time as the data was taken at one point in time. To be able to interpret the dynamic nature of digital knowledge management and the long-term implication to the innovation and academic achievements, future research could incorporate a longitudinal or mixed method. Second, the study was conducted in universities located in Jordan only, so the results could not be generalized to other learning systems and other culture. The comparison of the Arab and non-Arab universities may be more informative on the effect of organizational structure, cultural values, and technological preparedness on the success of digital knowledge platforms in supporting innovation. Third, the data was collected via self-reported questionnaires and this may lead to the bias of responses or social desirability. The proposed future research, which would synthesize qualitative research techniques such as the in-depth interviews of the faculty members, administrators, and IT professionals or the background discussion of the experience of using digital platforms in their daily academic and administrative practices would be considered. Besides, mediating and moderating variables

such as the style of leadership, readiness to digital transformation, institutional culture and technological infrastructure can be considered in the new models to strengthen the theoretical framework and open new ways in which the digital knowledge systems are correlated with educational innovation. In addition, it would be useful to expand the scope of the studies towards other educational levels such as vocational and secondary or online educational institutions to identify the differences in the context of adoption and outcomes of digital knowledge platforms. It is also possible that the introduction of the newest analytical tools and artificial intelligence into the further research will provide the evidence-based information regarding the way in which digital systems make the process of knowledge creation, communication and utilization easier. Despite these shortcomings, the present study contributes to the academic community by emphasizing the fact that digital knowledge platforms are not only technological systems but also strategic innovate and performance enablers. The results are highly applicable to the researchers and the university executives who desire to ensure the quality of the educational procedures in the era of digital revolution.

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