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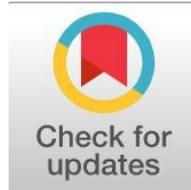
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The Influence of Transparency Procedures on Attaining Digital Justice: A Survey at the Central Library of the University of Karbala: Pengaruh Prosedur Transparansi terhadap Pencapaian Keadilan Digital: Survei di Perpustakaan Pusat Universitas Karbala

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Abstract

General Background: Transparency has become a central principle in modern information institutions, particularly university libraries that aim to provide equitable access to knowledge and digital resources. **Specific Background:** In the context of digital transformation, libraries are increasingly expected to implement transparent policies and procedures to ensure that users can access information services fairly and efficiently. **Knowledge Gap:** Despite growing attention to transparency and digital inclusion in library science, limited empirical studies have examined how transparency practices relate to digital justice within university library environments. **Aims:** This study investigates the relationship between transparency practices and the achievement of digital justice in the Central Library of the University of Karbala. **Results:** Using a survey method with 183 beneficiaries and statistical analysis including structural equation modeling, the findings demonstrate a significant relationship between transparency practices and digital justice, with transparency explaining approximately 45% of the variance in digital justice outcomes. Dimensions such as information accessibility, accountability, and community participation show notable associations with equitable digital service provision. **Novelty:** The study integrates the concepts of organizational transparency and digital justice within a single empirical framework in the context of an academic library. **Implications:** The findings provide evidence that transparent governance, accessible information channels, and participatory practices can support equitable digital access and improve users' experiences with library services in higher education institutions.

Keywords: Transparency Practices, Digital Justice, Academic Libraries, Information Accessibility, Digital Inclusion

Key Findings Highlights

T **r** a nsparency dimensions demonstrate measurable relationships with equitable digital access in library services.

A2c.cessibility and accountability mechanisms receive stronger user responses than disclosure practices.

In3s.titutional governance practices support inclusive digital resource availability for library beneficiaries.

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Introduction

Transparency in library administration and services is a vital part of achieving the goals libraries set to serve their customers. They also build trust between users and the library, explain rules and processes, and improve access to information. Transparency helps users understand their rights and duties, thus increasing users' ability to use available digital resources. Conversely, digital justice embodies a framework that guarantees the inclusivity of services and mitigates the marginalisation of any societal sector, irrespective of technological, cognitive, or economic impediments. This research aims to investigate the correlation between transparency practices and their contribution to attaining digital justice in the university library setting at the University of Karbala. This methodology can assist in identifying digital and knowledge disparities among users, along with their access to library-provided information resources, due to its direct influence on facilitating scientific research within the institution for students, researchers, and professors alike.

1- Research Methodology

1-1- Research Problem

Notwithstanding the considerable progress in the libraries' information services sector due to technological innovations that have enhanced service delivery, numerous libraries, especially university libraries, continue to encounter obstacles in providing equitable access to information and digital services for all users. A significant share of these issues stems from the clarity and openness of the rules and processes used in service delivery, leading to gaps in comprehension and utilisation among recipient groups. In addition, the lack of transparency in the procedures used to manage digital resources may limit libraries' ability to achieve Digital Justice, particularly for low-skilled or less technically or economically endowed people [17]. This current research challenge highlights the need to understand how transparency practices can advance digital justice in university library contexts. The Central Library of the University of Karbala was selected to analyse and ascertain the parameters of this issue. The enquiries about the research problem are concisely outlined as follows:

1- Does the research library use transparency policies commensurate with the nature of its operations?

2- What is the extent of awareness of digital justice among the study sample at the research library?

3- Do transparency methods and their aspects jointly exert a substantial influence on attaining digital justice for the library in question?

1-2- The importance of the research

The current research derives its importance from the following:

A. **Scientific importance:** This research is scientifically significant for its emphasis on connecting two contemporary, complementary ideas within the university library context: "transparency practices" and "digital justice." The present research may help close a knowledge gap concerning the impact of transparency measures on equal access to information. This may modestly enhance the specialised literature in information science and libraries, as, to the researchers' knowledge, no local-level research has yet integrated the study of both factors. Moreover, the present research paves the way for future exploration of good governance and digital transformation across diverse information institutions, given their direct engagement with societal life and their contributions to overall well-being.

B. **Practical Significance:** The practical implications lie in the ability to present measurable, usable indicators and benchmarks that might help library administrations shape their policies and practices to ensure service transparency, equal opportunity, and digital accessibility for all stakeholders. Thus, enabling those responsible for decision-making to identify the strengths and weaknesses of current transparency policies and systems, thereby improving beneficiaries' experiences with library services and the and advanced use of information resources that increase understanding by addressing the concept of a digital divide.

1-3- Research Objectives

The research aims to achieve the following:

The current research aims to achieve the following:

1. Shed light on the transparency practices adopted in the researched library from the beneficiaries' perspective.

2. Shed light on the level of digital justice in the researched library from the beneficiaries' perspective.

3. Study the impact of transparency practices combined and their individual dimensions on achieving digital justice in the researched library.

1-4- Hypotheses, Hypothetical Diagram, and Research Measures

A. Research Measures

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

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

	Variable	Dimensions	Scale
	Transparency Practices	**Disclosure of Information**	**IFLA: 2012** [1]
		Accessibility of Information	
		Clarity of Policies and Procedures	
		Accountability	
		Community Participation	
	Digital Justice	**Access to Infrastructure**	**ALA: 2020** [2]
		Digital Skills	
		Inclusivity and Equity	
		Technical Support and Assistance Services	

The researcher compiled the sources from the books listed in the Table.

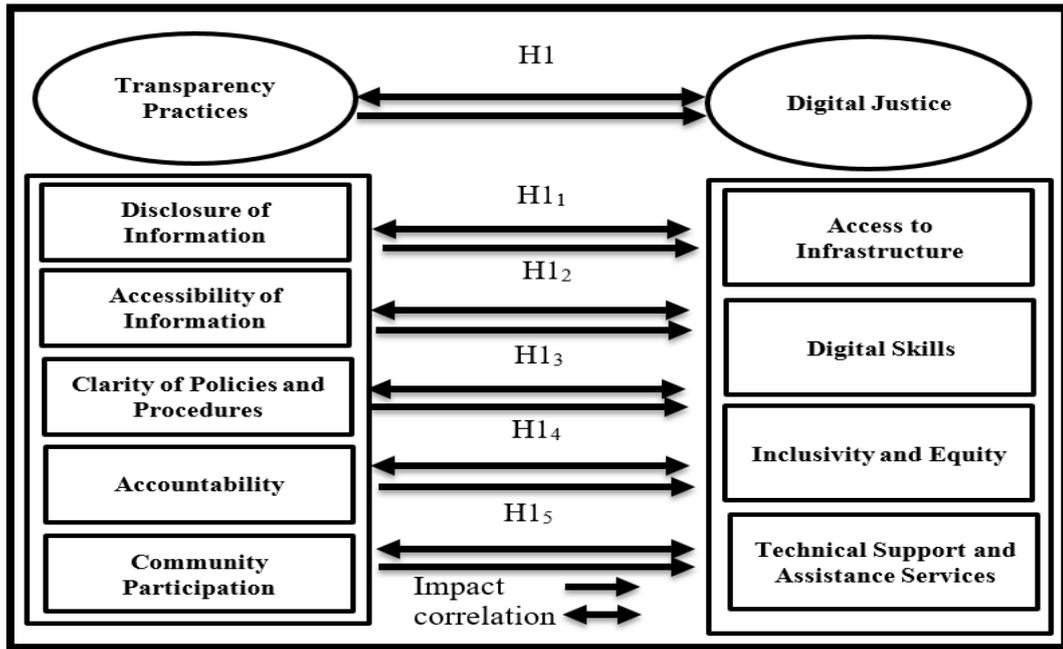**B.** Hypothetical diagram and research hypotheses

Figure (1) Hypothetical Study Plan
Source: Prepared by the researcher based on the sources above

The research is based on a main hypothesis: (There is a significant influence of the variable of transparency practices and its dimensions on the variable of digital justice and its dimensions).

From this, the following hypotheses branch out:

-Sub-hypothesis 1 (There is no effect of information disclosure on digital justice)
-Sub-hypothesis 2 (There is no effect of access to information on digital justice)
-Sub-hypothesis 3 (There is no effect of clarity of policies and procedures on digital justice)
-Sub-hypothesis 4 (There is no effect of accountability on digital justice)
-Sub-hypothesis 5 (There is no effect of community participation on digital justice)

1-5- Research Limits
A.Spatial Limits / University of Karbala / Central Library
B.Temporal Limits (April 1, 2025 - July 1, 2025)

1-6- Research Community and Sample
The research community comprises fourth-year students, postgraduate students, and researchers (Higher Diploma, Master's, Doctorate) from the University of Karbala's colleges. The sample was deliberately chosen from beneficiaries who frequent the library at least once per week, as per library data. The sample size comprised 183 recipients.

1-7- Research Methodology and Data Collection Tools
To conduct the research and arrive at the final results, a survey approach was adopted. The following data collection tools were also used:
A.Literature related to each of the variables: transparency practices and digital justice.
B.Questionnaire: A questionnaire was prepared consisting of three axes, including the following:
• Axis One: Description of the research sample.
• The second axis: Paragraphs related to the independent variable of the research (transparency practices), which included (20) paragraphs prepared based on the sources mentioned in Table No. (1).
• The third axis: Paragraphs related to the dependent variable (digital justice), which included (20) paragraphs prepared based on the criteria in Table No. (1).
 (183)questionnaires were distributed to the purposive sample of (183) beneficiaries, of which (167) questionnaires were returned and valid for research purposes, representing (91%).

1-8- Normal Distribution and Scale Reliability
The instrument's data-collection reliability was assessed using Cronbach's alpha. This metric reflects the instrument's consistency and dependability in assessing its intended parameters. This is seen in Table 2 below:

Table (2) Coding of Study Variables

Variable	Dimension	Number of questions	Skewness	Kurtosis	Cronbach's alpha value
Transparency Practices	Disclosure of Information	4	-1.321-	0.793	87.17%
	Accessibility of Information	4	-1.107-	0.876	92.12%

	Clarity of Policies and Procedures	4	-1.543-	1.765	91.04%
	Accountability	4	-1.175-	-.854-	88.09%
	Community Participation	4	-1.265-	-.908-	89.39%
Digital Justice	Access to Infrastructure	5	-1.169-	-.873-	92.31%
	Digital Skills	5	-.797-	1.61	90.42%
	Inclusivity and Equity	5	-.853-	0.721	91.16%
	Technical Support and Assistance Services	5	0.543	0.587	86.54%

Source: Prepared by the researcher based on SPSS outputs.

The findings indicate that the study's data follow a normal distribution, with skewness and variance within the permissible limits, thereby permitting the use of parametric statistical procedures that yield more precise results. Cronbach's alpha coefficient values, ranging from 86.54% to 92.31%, are very high and clearly exceed the tolerable limit of 70%. This confirms that the tool used to measure was consistent and reliable in the desire to collect information on the two variables of this study: "transparency practices" and "digital justice", thus enhancing the validity and reliability of the final results.

1-9- Previous Studies

Several studies in the library context have explored transparency policies and their importance in building trust with users by information organisations. The study (Al-Ansari, 2018) compared his practices of transparency in the management of university libraries in Kuwait. The study found that openness to decisions in general and policy publication increases trust and use rates. Based on the above initiatives, it was also suggested that systems be maintained to periodically post information for users on library websites about how much of library resources were disclosed and the methods & patterns were used to access them [3]. Foster and McMenemy (2019: 226) explored how open public libraries are when delivering services in their study of the phenomenon across the United Kingdom. The study concluded that when rules and processes are clear, Disputes diminish, and the relationship between library staff members and their surrounding local community improves. Concomitantly, a lack of transparency is often associated with poor regulation or insufficient management training [4]. Kim and Lee (2021) conducted research on transparency, focusing particularly on the context of digital libraries, explaining the state of access to data. Elements that contribute to user happiness include sources of information and conditions of use, as well as trends toward clear, understandable user interfaces. The investigators stressed the need to create interactive dashboards that increase transparency and enhance the user experience. The preceding studies make it clear that high-quality library services and their improvement require the application of transparency techniques in both physical and digital libraries. A plethora of studies have explored the concept of digital justice in relation to the library sector, emphasizing its importance for driving usability and inclusivity in the services delivered to each beneficiary group [5]. The study (Jaeger & Bertot, 2011) focused on digital equity in academic libraries, stressing the importance of creating inclusive and accessible digital services for all groups (especially people with disabilities and lower-income populations) [6]. The study indicated that a lack of digital equity exacerbates the digital divide among socioeconomic groups. National library policies and practices render the attainment of digital justice exceedingly difficult [7]. The study determined that bridging the digital divide via concrete policies and equipping end-users with digital skills training enhances equality and empowerment metrics while facilitating the utilisation of library services. The study (Gibson et al., 2017) asserts that attaining social justice is fundamental to public library services. Consequently, ensuring equitable access to digital infrastructure and providing equal opportunities for digital training are crucial for empowering marginalised individuals to utilise technology effectively, thereby fostering digital justice and advancing the public library movement within society. The aforementioned research together affirms that digital justice is an essential element of equal access to information for all societal sectors in the digital era [8].

2- The Theoretical Aspect of the Research
2-1- The Concept of Transparency Practices in Information Institutions

The emergence of transparency techniques in the library and information science literature began in the late 1990s, coinciding with the increasing emphasis on good governance and public accountability. At the onset of the twenty-first century, this concept gained popularity in library environments, notably amid the digital transition and evolving user expectations. Transparency policies were initially used in public libraries to bolster confidence and demonstrate their accountability to society [6]. Interest in transparency techniques within university libraries became evident after 2010, driven by escalating demands to enhance academic achievement and service quality. This emphasis is grounded in the need to uphold transparency in the management of university resources, the formulation of policies, and the delivery of research and educational activities, all aimed at attaining institutional excellence and fostering collaboration within the university community. Moreover, the accessibility of open data and the implementation of assessment and accountability instruments have facilitated the enhancement of transparency practices inside the administrative frameworks of these libraries [9]. Transparency practices in university libraries encompass a set of rules and processes that ensure transparency in resource management, accountability in decision-making, and the explicit disclosure of services and policies to all stakeholders [10]. Transparency practices in libraries encompass procedures and measures that facilitate beneficiaries' access to information about decision-making mechanisms, resource management methods, and service provision, thereby fostering trust and accountability within the library.

Additionally, these practices involve the clear and organised dissemination of information related to administrative, financial, and service activities, ensuring employee and beneficiary participation in oversight and decision-making.

Furthermore, they entail the provision of policies, procedures, and service-related information in a manner that allows beneficiaries to comprehend and assess processes, thereby enhancing the library's credibility and promoting equitable access to information [11]. Kim & Liu (2021) described it as the obligation of university libraries to provide precise and timely information on their policies, goals, and operational choices, enabling stakeholders and staff to gain a deeper understanding of the aims. The researchers delineated the transparency procedures of university libraries as follows [5]: The university library administration employs various practices to enhance access for beneficiaries and library staff to information regarding the decision-making processes, implementation methods, and their impact on the library's overall performance and service delivery mechanisms. This enables people to understand the rationale behind management's decision-making and, thereafter, to express their views on the quantity and direction of services delivered to them.

2-2- The Importance of Transparency Practices in Information Institutions

The significance of adopting transparency principles in libraries is evidenced by the functions they may provide in the following areas:

1- Transparency procedures enhance beneficiaries' access to information on policies, services, and accessible resources in a clear and comprehensible manner [12], thus serving as a fundamental component in bolstering beneficiaries' trust in university libraries.

2- Beneficiary participation in assessment and development processes enhances transparency, thereby improving the quality of library services and enabling libraries to more effectively adapt to the academic community. When performance reports and annual budgets are transparent, libraries are better equipped to make strategic decisions.

3- By endorsing the principles of accountability, it also alleviates any risk of misuse or prejudice in service delivery. It promotes its supportive role in the dissemination of open policies and data, as well as the equitable provision of services.

4- Competent transparency methods fostered an organisational culture rooted in mutual trust between library workers and management, therefore influencing work settings and enhancing internal creativity. Enhance openness within organisational frameworks, promote candid debate and communication, and establish avenues for transparency, since this is essential in contemporary library environments [13].

5- Augmenting prospects for academic collaboration across libraries and other higher education institutions by elucidating the aims of partnerships and the specifics of access to data and electronic resources. Libraries that employ transparent knowledge-sharing policies achieve greater interactivity and greater effectiveness in implementing open education initiatives [9].

6- Transparency is crucial in the digital transformation of libraries, as it clarifies privacy standards and ensures that data protection rules are accessible to users. Transparency techniques in digital information management strengthen user trust in delivered digital services and promote the longevity of the library's technological infrastructure [14].

2-3-   Dimensions of Transparency Practices

The literature analysis on transparency practices revealed that there is no precise worldwide metric to assess the dimensions of openness in libraries, especially in university libraries. This excludes the 2012 handbook published by the International Federation of Library Associations and Institutions (IFLA). This guide draws on axes of library transparency practices, especially university-academic libraries, along with examples for individual axes. With this guiding framework, the axes can help derive a definitive list of dimensions. Information disclosure, accessible information, clarity of policies and processes, accountability, and community engagement comprise the five components. Then, each of these aspects is considered separately as we follow in the outline above[1]:

1- **INFORMATION DISCLOSURE:** As one of the key elements of university library transparency standards, "information disclosure" demonstrates an institution's commitment to providing stakeholders with an accessible, informative, truthful, and trustworthy account of its services, policies, and procedures. This means planning for a notification of changes and updates on actions and results. According to the Organisation for Economic Co-operation and Development (OECD, 2017), systematic disclosure is a fundamental component of effective governance, as it provides the groundwork for the trust between the institution and external parties [15]. According to Transparency International (2014), the proactive disclosure of information will also strengthen institutional accountability and help reduce the knowledge gap between managers/service providers and recipients. Empirical evidence provided by Meijeer (2014) supports the notion that disclosures characterized by consistency and clarity lead to increased credibility and confidence among institutional beneficiaries.[16]

2- **Ease of access refers to the accessibility of data, resources, or services offered by a library, whether through digital or traditional means**. These practices include providing policies and procedures in an easily accessible way, implementing simple search functions, and removing barriers to access. This act of providing information in an open and accessible way to enable active participation, informed consent, etc. According to a recent UNESCO report (UNESCO: 2020), libraries that practice inclusive access, including digital access, are integral to fostering equitable opportunities for knowledge. The library is providing information services to users. 1. To back this up, there is empirical evidence out there that, in general, indicates that libraries' access to knowledge may enhance:2. User satisfaction, functionality, and service quality are key components, including usage of current technical solutions. A key goal is to improve access to the service whilst also meeting access needs [17].

3- **Clarity of policies and procedures:** University libraries should use clear, concise rules and procedures to specify written laws in plain language available to users, so they may understand their rights and duties regarding library service utilization. It includes a delineation of lending policies, regulations for the use of electronic resources, and protocols for lodging requests and complaints. According to UNESCO (2019), creating transparency and trust in educational and cultural institutions is among the key practices that could reduce citizens' ambiguity or misinterpretation by clearly expressing policies. There is also an important role for publishing these rules and procedures in clear language, which increases users' ability to conform to, and make effective use of [18]. According to Schneider & Evans (2014), well-structured policy papers that circulated across multiple channels create a higher degree of customer satisfaction and trust in the providing institution [19].

4- **Accountability:** Simply put, accountability in university libraries is the essential pillar towards enhancing transparency and quality of service. It reflects how much the library must justify its decisions, whereas users are responsible for their outcomes. Accountability involves establishing formal procedures for filing and resolving complaints and feedback (with documented response times) and reporting back on management's responsiveness to end-user feedback. According to Transparency International (2014), effective accountability is a paramount means of fostering trust in institutions and reducing information asymmetry between institutions and their constituents. Research indicates that organisations that embrace accountability and respond to enquiries foster higher levels of trust and happiness among users [20].

5- **Community Engagement** — The extent of beneficiary involvement in the planning and development of services and policy, utilising methods such as surveys, focus groups, or the establishment of advisory committees of representatives of library beneficiaries. This fosters a sense of belonging and collective responsibility between the library and its academic community. Numerous studies indicate that beneficiary involvement in cultural and educational decision-making is a key indicator of transparency in participatory governance and institutional sustainability. Community participation initiatives enable libraries to achieve higher beneficiary satisfaction levels and respond to changing demands with agility and efficiency. [6].

2-4-   The Concept of Digital Justice

Over the past two decades, digital justice has emerged as a concept and ethical framework aimed at fostering fair access to digital opportunities and promoting equality of participation in the digital realm. The global emergence is linked to the growing recognition that the digital divide must be addressed [21], as it has become more pronounced with the rapid spread of digital transformation across all aspects of human life, resulting in disparities in access to digital resources and services. The concept's scope has recently expanded to include issues of equality concerning digital infrastructure, digital skills, and rights, ensuring that all individuals are enabled to effectively profit from the digital realm [22]. As our areas of focus broadened to include digital justice amidst the rapid transition from in-person services to remote opportunities, librarians began to acknowledge the significance of equitable access and service outcomes concerning e-catalogues, databases, and other digital

resources in the ongoing quest for cognitive justice [2]. Research on information and libraries indicates that libraries, especially university libraries, play a vital role in digital justice, serving as essential mechanisms to bridge the digital divide and provide equitable access to knowledge and information resources [23]. Digital Justice, according to UNESCO guidelines, is defined as the provision of access to digital resources and services for all individuals, regardless of their social, economic, or geographic status, along with the requisite skills to engage effectively in the digital society [24]. The architecture concerns the equitable distribution of digital opportunities, guaranteeing fair access to technology, services, and information for all of humanity on digital platforms [23]. This entails bridging the digital divide and fostering digital inclusion. The American Library Association defines digital justice in the library context as "a library's institutional commitment to ensure equally high access to digital resources and electronic services for all users, regardless of their individual or societal circumstances" [2].

The researchers characterise digital justice as: "The actions of information institutions and libraries that endeavour to ensure, irrespective of class, status, or economic standing, the users' entitlement to unobstructed access to digital services and information resources."

2-5-   The Importance of Digital Justice in Information Institutions

Digital justice shows its relevance on several axes, both at the institutional and societal levels. The most notable of which may be emphasized in the following:

1- **Improved Access to Knowledge:** Digital justice helps ensure that everyone can access digital resources and services without social, economic, or geographical limitations. UNESCO has stated that ensuring equitable access to digital technology is a prerequisite for a more inclusive knowledge society and supports the potential of every person to learn and participate on equal terms in the digital economy [25].

2- **Minimum social and economic inclusion:** Individuals need to develop digital skills and capacities and use them to fully participate in the economic and cultural aspects of societal life, where social justice is a significant contributor. According to the Organisation for Economic Co-operation and Development, providing equal access to digital technology reduces social exclusion. It offers new frontiers in both work and education, especially for groups that have faced traditional barriers to resource access [26].

3- **Supporting higher education and scientific research:** Digital justice ensures equal access to digital resources and scientific research tools for students and researchers. A lack of digital equity in schools perpetuates learning gaps and restricts academic growth in areas where it should be fostered. One of the pillars of digital justice is that it provides everyone with the necessary technology and welfare; this is an area where university libraries can play a role in facilitating [28].

4- **Promoting inclusiveness of public services** — Digital justice is needed to support the inclusiveness of public services, including libraries, by providing digital infrastructure and assistive technologies (for all population groups). Indeed, applying the digital justice principles to improve the quality of public services reinforces trust between institutions and their communities [27], particularly in contexts where the public relies heavily on digital platforms.

5- **Digital Justice and Libraries and Information Services** — Digital Justice in information and library institutions concerns equitable access to digital resources and services, especially for the most marginalized groups. By enacting wide-scale, fully articulated action plans for digital justice, libraries can deliver better user experiences, broaden access to knowledge, and narrow knowledge inequalities associated with digital access disparities [11].

2-6-   Dimensions of Digital Justice

The researchers were unable to get a universally recognised identifier for the components of the digital justice construct, especially within the information and library sectors, which impeded their capacity to delineate the digital justice dimension. They analysed specific projects, documents, and standards from regional and international organisations that addressed methodologies for assessing digital justice, including the UNESCO Guidelines for 2021 and 2023, which delineated the characteristics of digital justice across various dimensions, such as digital access, digital skills, and digital governance. UNESCO, 2023. The OECD analysis comprehensively examined digital justice and digital equality, delineating a series of essential metrics to assess the digital justice variable. The indicators are digital access, digital infrastructure, digital skills, technology utilisation, digital inclusion, digital security, and digital trust [26]. The European Commission manages the Digital Compass 2030 initiative at the European Union level, which aims to guide digital transformation policies within the EU until 2030, emphasising access, skills, and digital engagement [27]. The initiative encompasses four dimensions: digital competencies, digital infrastructure, corporate transformation, and digital public services (ECDCI, 2022). The American Library Association (ALA) has issued guidance on achieving equality and fairness in access to libraries and digital services at the library level. The guidance recommended a series of quantifiable dimensions, with primary emphasis on access to digital infrastructure, digital competencies, inclusivity and equity, and technical support and assistance services. The present research assessing digital justice is based on these dimensions. It embraced them as dimensions for analysing the variable, along with the organization's operational nature, the guide it developed, and the characteristics of libraries and their emphasis on beneficiaries. The dimensions will be delineated in the following order:

1- **Access to digital infrastructure:** Equitable access to digital infrastructure is fundamental for attaining digital justice in libraries. Enhancing digital infrastructure is essential for bridging the digital gap within any society, ensuring that all beneficiaries can use computers, internet services, and digital platforms without difficulty. Moreover, investment in digital infrastructure within educational institutions, especially university libraries, may enhance learning possibilities and equitable access to information [27].

2- **Digital skills:** Digital literacy is a crucial competency required for individuals to effectively engage with digital resources in libraries. These abilities encompass the processes of finding, assessing, and using information (UNISCIO, 2023). Enhancing digital literacy abilities is essential to increasing engagement and providing equal access to information within the community. Studies demonstrate that libraries that offer regular instruction help customers improve their digital competencies. [29].

3- **Inclusiveness and Equity**: Libraries strive to provide all services and activities to all beneficiaries, including individuals with special needs and marginalised groups. Digital inclusion practices are a fundamental aspect of equitable digital opportunity, and integrating these concepts and practices into library services enhances libraries' role as significant contributors to social justice[30].

4- **Information Technology Support and Assistance Services**: Efficient technical assistance establishes a digital environment that enables beneficiaries to fully use digital resources and services. These services facilitate the resolution of technical problems and guide users to pertinent information. This includes technical support that fosters recipients' confidence in digital services and mitigates technological obstacles. The presence of skilled support personnel in libraries enhances the use of digital services and contributes to beneficiary satisfaction [31].

3-   Field Aspect of Research

3-1- Description of the Research Sample

Table No. (3) shows a description of the research sample.

		Description	Category	repetition	percentage
1	Gender		Males	53	%32
			Females	114	%68
2	Age Group		30-21	62	%37
			40-31	53	%32
			50-41	46	%28
			+51	6	%3
3	Grade		Bachelor's	66	%39
			Higher Diploma	11	%7
			Master's	49	%29
			Doctorate	41	%25
4	Number of times the library is visited per month		5-1	91	%54
			10-6	39	%24
			15-11	28	%17
			+16	9	%5
5	Scientific Specialization		Scientific	52	%31
			Humanities	115	%69

Source: Questionnaire Data Analysis

Table 3, which describes the research sample by gender, indicates that females comprise the highest percentage (68%). The sample description by age group indicates that the (21-30) and (31-40) age groups each achieved 69%. This may be because the largest number of sample members were fourth-year students. The lowest percentage (3%) was for those over 51 years old. The sample description by grade level indicates that the highest percentage was for fourth-year students. The sample description, by the number of times the library was visited, was for the (1-5) category, which had the highest percentage (54%), while the lowest percentage was for the (16+) category. Finally, the sample description by specialization reveals that the highest percentage (69%) was for humanities majors.

3-2- Analysis of sample responses to the research variables (transparency practices) and (digital justice)

Table No. (4) shows the analysis of sample responses to the variable (transparency practices/information disclosure)

Items	sum	average	The intensity of the answer	standard deviation	calculated t value	Probability of rejecting H0	C.V	Answer score	Min.	Max.
X1	480	2.87	57.49%	1.35	8.40	9.581E-15	46.80%	3	2.67	3.08
X2	381	2.28	45.63%	1.10	3.32	5.621E-04	48.08%	3	2.11	2.45
X3	391	2.34	46.83%	1.06	4.15	2.653E-05	45.40%	3	2.18	2.50
X4	504	3.02	60.36%	1.25	0.19	4.267E-01	41.54%	3	2.83	3.21
the total	1756	2.63	52.57%	1.24	13.15	1.325E-35	46.99%	3	2.53	2.72

"Data source generated by a researcher using SPSS"

Data from Table 4, which examines the sample responses on the information disclosure dimension, reveals that this dimension typically attained a weak to average weighted average. This reflects the library's inadequate practice of updating information on its services and activities, its inability to communicate new choices before they are implemented, and its insufficient commitment to providing customers with comprehensive information about its resources and services.

Table 5 shows the analysis of the sample responses to the variable (transparency practices/accessibility of information).

Items	sum	average	The intensity of the answer	standard deviation	calculated t value	Probability of rejecting Ho	C.V	Answer score	Min.	Max.
X5	637	3.81	76.29%	1.33	7.92	1.641E-13	34.84%	4	3.61	4.02
X6	679	4.07	81.32%	0.96	0.89	1.877E-01	23.56%	4	3.92	4.21
X7	650	3.89	77.84%	1.06	10.89	1.751E-21	27.20%	4	3.73	4.05
X8	630	3.77	75.45%	1.14	8.76	1.063E-15	30.19%	4	3.60	3.95
the total	2596	3.89	77.72%	1.13	20.23	1.314E-71	29.14%	4	3.80	3.97

"Data source generated by a researcher using SPSS"

Table 5 presents data on the dimension of information accessibility, revealing that the highest weighted mean (4.07) corresponds to the sixth question, which assesses beneficiaries' interaction with the library website's search interfaces regarding usability. This is followed by question (7), which has a weighted mean of (3.89) and indicates that the library administration offers various channels for information retrieval,

including the official website, email, social media, and direct inquiry.

Table No. (6) shows the analysis of the sample's answers to the variable (transparency practices/clarity of policies and procedures)

Items	sum	average	The intensity of the answer	standard deviation	calculated t value	Probability of rejecting Ho	C.V	Answer score	Min.	Max.
X9	687	4.11	82.28%	0.92	1.60	5.617E-02	22.39%	4	3.97	4.25
X10	785	4.70	94.01%	0.50	18.21	1.005E-41	10.58%	5	4.62	4.78
X11	722	4.32	86.47%	0.92	4.54	5.349E-06	21.28%	5	4.18	4.46
X12	341	2.04	40.84%	0.66	0.82	2.071E-01	32.41%	2	1.94	2.14
the total	2535	3.79	75.90%	1.29	15.93	5.617E-49	33.98%	4	3.70	3.89

"Data source generated by a researcher using SPSS"

Table (6) presents data on the dimension of clarity in policies and procedures, revealing that question (10) attained the highest arithmetic mean of 4.70, signifying that the library explicitly communicates loan conditions and usage instructions for all beneficiary categories. Then we have question (11), with an average score of 4.32. It means that the library provides beneficiaries with booklets and guides that clarify how their service works in a clear way. The twelfth item had the lowest arithmetic mean (2.04), reflecting the library's weakness in informing beneficiaries of its new policies before implementation.

Table No. (7) shows the analysis of the sample's answers to the variable (transparency/accountability practices).

Items	sum	average	The intensity of the answer	standard deviation	calculated t value	Probability of rejecting Ho	C.V	Answer score	Min.	Max.
X13	381	2.28	45.63%	0.71	5.12	4.199E-07	31.14%	3	2.17	2.39
X14	702	4.20	84.07%	0.99	2.67	4.159E-03	23.43%	5	4.05	4.35
X15	406	2.43	48.62%	0.93	5.96	7.265E-09	38.44%	3	2.29	2.57
X16	377	2.26	45.15%	0.92	3.60	2.110E-04	40.96%	3	2.12	2.40
the total	1866	2.79	55.87%	1.21	16.94	4.207E-54	43.34%	3	2.70	2.89

"Data source generated by a researcher using SPSS"

As shown in Table 7 it is noticed that all the questions of dimension (3)(library administration deals with it equally, beneficiaries' complaints), with a support of the highest arithmetic mean(4.20) for question 14, which indicates that the library administration considers everyone complaining to them on the same level, regardless of the beneficiary's category. On the other hand, observation (16), which scored the lowest mean of 2.26, indicates that the library does not adequately contact beneficiaries when their observations are applied.

Table No. (8) shows the analysis of the sample's answers to the variable (transparency practices/community participation)

Items	sum	average	The intensity of the answer	standard deviation	calculated t value	Probability of rejecting Ho	C.V	Answer score	Min.	Max.
X17	741	4.44	88.74%	0.68	8.29	1.842E-14	15.36%	5	4.33	4.54
X18	410	2.46	49.10%	0.90	6.51	4.236E-10	36.79%	3	2.32	2.59
X19	424	2.54	50.78%	1.15	6.06	4.506E-09	45.29%	3	2.36	2.71
X20	372	2.23	44.55%	0.71	4.15	2.653E-05	31.81%	3	2.12	2.34
the total	1947	2.91	58.29%	1.25	18.93	1.355E-64	42.84%	3	2.82	3.01

"Data source generated by a researcher using SPSS"

Table 8 reveals that the highest arithmetic mean (4.44) corresponds to question 17, suggesting that the library engaged beneficiaries in ongoing surveys to ascertain their opinions regarding the services and resources offered, aimed at enhancing the quality of information services. The lowest arithmetic mean (2.23) was recorded for question (20), indicating a lack of widespread invitations from the library to beneficiaries to attend meetings and activities aimed at enhancing its services.

Table No. (9) Arrangement of dimensions of the variable (transparency practices)

Dimensions	sum	average	The intensity of the answer	standard deviation	calculated t value	Probability of rejecting Ho	C.V	Answer score	Ranking
Disclosure of Information	1756	2.63	52.57%	1.24	13.15	1.325E-35	46.99%	3	Fifth

Accessibility of Information	**2596**	**3.89**	**77.72%**	**1.13**	**20.23**	**1.314E-71**	**29.14%**	**4**	**First**
Clarity of Policies and Procedures	**2535**	**3.79**	**75.90%**	**1.29**	**15.93**	**5.617E-49**	**33.98%**	**4**	**Second**
Accountability	**1866**	**2.79**	**55.87%**	**1.21**	**16.94**	**4.207E-54**	**43.34%**	**3**	**Fourth**
Community Participation	**1947**	**2.91**	**58.29%**	**1.25**	**18.93**	**1.355E-64**	**42.84%**	**3**	**Third**

"Data source generated by a researcher using SPSS"

The data presented in Table 9 concerning the hierarchy of the dimensions of the transparency practices variable reveal that the dimension of access to information ranks first with a total response intensity of 77.7%. This is followed by the dimension of clarity of policies and procedures, with a response intensity of 75.9%. The dimension of community participation follows with a response intensity of 58%. Lastly, the dimensions of accountability and information disclosure exhibit response intensities of 55.8% and 52.5%, respectively.

Table No. (10) shows the analysis of the sample's answers to the variable (digital justice/access to infrastructure)

Items	sum	average	The intensity of the answer	standard deviation	calculated t value	Probability of rejecting Ho	C.V	Answer score	Min.	Max.
X1	**401**	**2.40**	**48.02%**	**1.23**	**4.21**	**2.113E-05**	**51.32%**	**3**	**2.21**	**2.59**
X2	**730**	**4.37**	**87.43%**	**0.77**	**6.21**	**2.019E-09**	**17.67%**	**5**	**4.25**	**4.49**
X3	**750**	**4.49**	**89.82%**	**0.80**	**7.95**	**1.358E-13**	**17.77%**	**5**	**4.37**	**4.61**
X4	**501**	**3.00**	**60.00%**	**1.26**	**0.00**	**5.000E-01**	**42.04%**	**3**	**2.81**	**3.19**
X5	**745**	**4.46**	**89.22%**	**0.73**	**8.11**	**5.174E-14**	**16.46%**	**5**	**4.35**	**4.57**
the total	**3127**	**3.74**	**74.90%**	**1.32**	**16.33**	**1.548E-52**	**35.19%**	**4**	**3.66**	**3.83**

"Data source generated by a researcher using SPSS"

The data in Table 10, analyzing responses to the dimension of access to infrastructure, reveal that the highest arithmetic mean (4.49) corresponds to the third question, indicating that the library offers appropriate spaces for electronic work, such as private retreats equipped with power outlets and internet connections. This is followed by the fifth question, which has an arithmetic mean of (4.46), indicating that the library allows beneficiaries to access digital resources remotely, irrespective of their location. The lowest arithmetic mean (2.40) was recorded for the first question, indicating the inadequate capacity and speed of the library's internet connections in providing beneficial services.

Table No. (11) shows the analysis of the sample's answers to the variable (digital justice/digital skills).

Items	sum	average	The intensity of the answer	standard deviation	calculated t value	Probability of rejecting Ho	C.V	Answer score	Min.	Max.
X6	**458**	**2.74**	**54.85%**	**1.39**	**6.91**	**4.897E-11**	**50.62%**	**3**	**2.53**	**2.95**
X7	**422**	**2.53**	**50.54%**	**1.16**	**5.89**	**1.026E-08**	**45.73%**	**3**	**2.35**	**2.70**
X8	**720**	**4.31**	**86.23%**	**0.88**	**4.59**	**4.432E-06**	**20.35%**	**5**	**4.18**	**4.45**
X9	**415**	**2.49**	**49.70%**	**0.96**	**6.51**	**4.187E-10**	**38.72%**	**3**	**2.34**	**2.63**
X10	**525**	**3.14**	**62.87%**	**1.42**	**1.30**	**9.697E-02**	**45.29%**	**3**	**2.93**	**3.36**
the total	**2540**	**3.04**	**60.84%**	**1.36**	**0.89**	**1.866E-01**	**44.69%**	**3**	**2.95**	**3.13**

"Data source generated by a researcher using SPSS"

The data in Table 11 for analyzing the answers to the (digital skills) dimension indicate that the highest arithmetic mean (4.31) was for the eighth question, indicating the library's keenness to provide clear guidance to beneficiaries when using various digital systems, such as library databases and electronic indexes. As for the lowest arithmetic mean (2.49), it occurred for the ninth question, indicating the library's limited tendency to provide a range of educational materials to enhance digital skills among beneficiaries.

Table No. (12) shows the analysis of the sample's answers to the variable (digital justice/inclusiveness and fairness)

Items	sum	average	The intensity of the answer	standard deviation	calculated t value	Probability of rejecting Ho	C.V	Answer score	Min.	Max.
X11	**362**	**2.17**	**43.35%**	**1.05**	**2.07**	**1.985E-02**	**48.21%**	**3**	**2.01**	**2.33**
X12	**764**	**4.57**	**91.50%**	**0.76**	**9.83**	**1.472E-18**	**16.52%**	**5**	**4.46**	**4.69**
X13	**692**	**4.14**	**82.87%**	**0.82**	**2.26**	**1.271E-02**	**19.87%**	**5**	**4.02**	**4.27**

X14	622	3.72	74.49%	1.21	7.73	4.789E-13	32.51%	4	3.54	3.91
X15	388	2.32	46.47%	1.01	4.12	2.952E-05	43.63%	3	2.17	2.48
the total	2828	3.39	67.74%	1.38	8.10	1.008E-15	40.77%	4	3.29	3.48

"Data source generated by a researcher using SPSS"

Table 12 presents an analysis of the sample's responses regarding the dimension of inclusiveness and fairness, revealing that the highest arithmetic mean (4.57) corresponds to the twelfth question, which suggests that the library offers digital resources in various languages to cater to the diverse needs of the beneficiary community. The twelfth question, with an arithmetic mean of 4.14, suggests that the library provides digital information that reflects the cultural and social diversity of its beneficiaries. The lowest arithmetic mean (2.17) was recorded for the eleventh question, indicating a deficiency or insufficient consideration of the library for individuals with special needs in the design of its services and resources for beneficiaries.

Table No. (13) shows the analysis of the sample's answers to the variable (digital justice/technical support and assistance services).

Items	sum	average	The intensity of the answer	standard deviation	calculated t value	Probability of rejecting Ho	C.V	Answer score	Min.	Max.
X16	748	4.48	89.58%	0.70	8.83	7.325E-16	15.66%	5	4.37	4.59
X17	747	4.47	89.46%	0.65	9.44	1.685E-17	14.48%	5	4.37	4.57
X18	657	3.93	78.68%	1.03	11.71	8.733E-24	26.19%	4	3.78	4.09
X19	506	3.03	60.60%	1.07	0.36	3.586E-01	35.20%	3	2.87	3.19
X20	590	3.53	70.66%	1.30	5.29	1.927E-07	36.86%	4	3.33	3.73
the total	3248	3.89	77.80%	1.13	22.83	2.654E-90	28.95%	4	3.81	3.97

"Data source generated by a researcher using SPSS"

The data in Table (13) for analyzing the sample's answers to the dimension (technical support and assistance services) indicate that the highest arithmetic mean (4.48) was for the sixteenth question, which indicates the keenness of library workers to provide technical support as quickly as possible to beneficiaries when facing problems in using digital resources, followed by the seventeenth question with an arithmetic mean (4.47), which indicates that the library provides notifications directed to beneficiaries alerting them to cases of malfunctions or maintenance of the digital systems that it provides to beneficiaries.

Table No. (14) Arrangement of dimensions of the variable (digital justice)

Dimensions	sum	Average	The intensity of the answer	standard deviation	calculated t value	Probability of rejecting Ho	C.V	Answer score	Ranking
Access to Infrastructure	3127	3.74	74.90%	1.32	16.33	1.548E-52	35.19%	4	Second
Digital Skills	2540	3.04	60.84%	1.36	0.89	1.866E-01	44.69%	3	Fourth
Inclusivity and Equity	2828	3.39	67.74%	1.38	8.10	1.008E-15	40.77%	4	Third
Technical Support and Assistance Services	3248	3.89	77.80%	1.13	22.83	2.654E-90	28.95%	4	First

"Data source generated by a researcher using SPSS"

Table (14) for the arrangement of the dimensions of the digital justice variable indicates that (technical support and assistance services) obtained first place with a response intensity of (77.8%), followed by the dimension (access to infrastructure) with a response intensity of (74.9), then the dimension (inclusiveness and fairness) with a response intensity of (67.7%), and finally the dimension (digital skills) in fourth and last place with a response intensity of (60.8).

3-3- Testing Research Hypotheses and Discussing Results

Testing hypotheses about the relationship between two research variables. There are two types of hypotheses:
- Null hypothesis: There is no statistically significant relationship between the two research variables.
- Alternative hypothesis: There is a statistically significant relationship between the two research variables.

Suppose the significance level (P-value) is higher than 0.05. In that case, the null hypothesis cannot be rejected, indicating that there is no statistically significant relationship between the two research variables. The null hypothesis is rejected if the Sig. (P-value) is less than the significance level of 0.05. The alternative hypothesis, that there is a statistically significant relationship between two of the research variables, is accepted.

3-3-1- Factor Analysis of the Research Variables

The researcher utilised confirmatory factor analysis (CFA) with the Amos V.24 tool to validate the scales' structural integrity. The aim was to verify that the collected data corresponded with the hypothesised structural model. To assess the model's quality, several metrics were utilised: parameter estimates (weights) must exceed 0.40, and the critical ratio (C.R.) must exceed 1.96 to attain statistical significance at the 0.05 level. Fit indices, notably the Chi-Square test, were utilised to assess the model's overall validity.

The fit indices evaluate the structural model's adequacy and validity. The Chi-Square (2) index is paramount among all indices. Assume the fit index value for the degrees of freedom falls within the permitted range. Consequently, the majority of the other fit index values are also inside the permitted range, as seen in Table 15 below:

Table (15) Goodness-of-Fit Indices Based on the Structural Modeling Equation

Index Saturation of Items	Regulation
Index of Item Saturation	Greater than 0.40
Ratio of Root Mean Square Error of Approximation (RMSEA)	Values that are less than 0.05 are considered acceptable, while values that fall within the range of 0.05 - 0.08 are considered excellent. Values that fall within the range of (0.10 - 0.08) are considered average, and values that exceed (0.10) are rejected.
Ratio of x² to Degrees of Freedom (CIMN/df)	Good results are achieved when the value is less than 0.05, acceptable when it is less than 0.02, and rejected when it exceeds 0.05.
Goodness-of-Fit Index (GFI)	Acceptance criteria: Value range of 0 to 1. It is permissible to exceed (0.90), and it is permissible to exceed (0.95).
Tucker-Lewis Index (TLI)	
Comparative Fit Index (CFI)	

Source prepared by the researcher based on Hair et al. (2010).

Based on these indicators, the proposed data model is either accepted or rejected. It is noted that all calculated indicators are consistent with the standard indicators, meaning that the proposed model is consistent with the actual model in application.

Table (16) Confirmatory factor analysis of digital transparency and justice practices

Paragraphs	Tracks	Dimensions	Estimate	S.E.	C.R.	P
X11	<---	Disclosure of Information	.473	.219	4.532	***
X12	<---		.502			
X13	<---		.723	.316	5.536	***
X14	<---		.535	.271	4.882	***
X21	<---	Accessibility of Information	.476	.108	5.701	***
X22	<---		.711			
X23	<---		.688	.125	7.894	***
X24	<---		.778	.123	8.446	***
X31	<---	Clarity of Policies and Procedures	.543	.139	5.966	***
X32	<---		.573			
X33	<---		.552	.136	5.792	***
X34	<---		.545	.152	7.129	***
X41	<---	Accountability	.752	.182	7.485	***
X42	<---		.532			
X43	<---		.498	.157	5.766	***
X44	<---		.449	.135	5.337	***
X51	<---	Community Participation	.611	.180	5.620	***
X52	<---		.660	.190	5.848	***
X53	<---		.498			
X54	<---		.698	.220	6.001	***
Y11	<---	Access to Infrastructure	.829			
Y12	<---		.854	.082	13.042	***
Y13	<---		.739	.081	10.967	***
Y14	<---		.461	.098	6.271	***
Y15	<---		.555	.066	7.737	***
Y21	<---	Digital Skills	.593			
Y22	<---		.777	.146	7.927	***
Y23	<---		.767	.155	7.864	***
Y24	<---		.713	.139	7.511	***
Y25	<---		.744	.143	7.721	***
Y31	<---	Inclusivity and Equity	.609			
Y32	<---		.269	.091	3.418	***
Y33	<---		.594	.130	6.877	***
Y34	<---		.586	.108	6.804	***
Y35	<---		.551	.100	6.474	***
Y41	<---	Technical Support and Assistance Services	.783			
Y42	<---		.589	.086	8.062	***
Y43	<---		.587	.093	8.039	***
Y44	<---		.436	.087	5.823	***
Y45	<---		.851	.107	12.214	***

"Source: Prepared by the researcher based on the outputs of the statistical package program" (Amos, 24).

3-3-2- **Testing the first hypothesis: There is a significant relationship between transparency practices and digital justice in the library under study**.

To test this hypothesis, the researcher used structural equation modeling, as illustrated in the figure below:
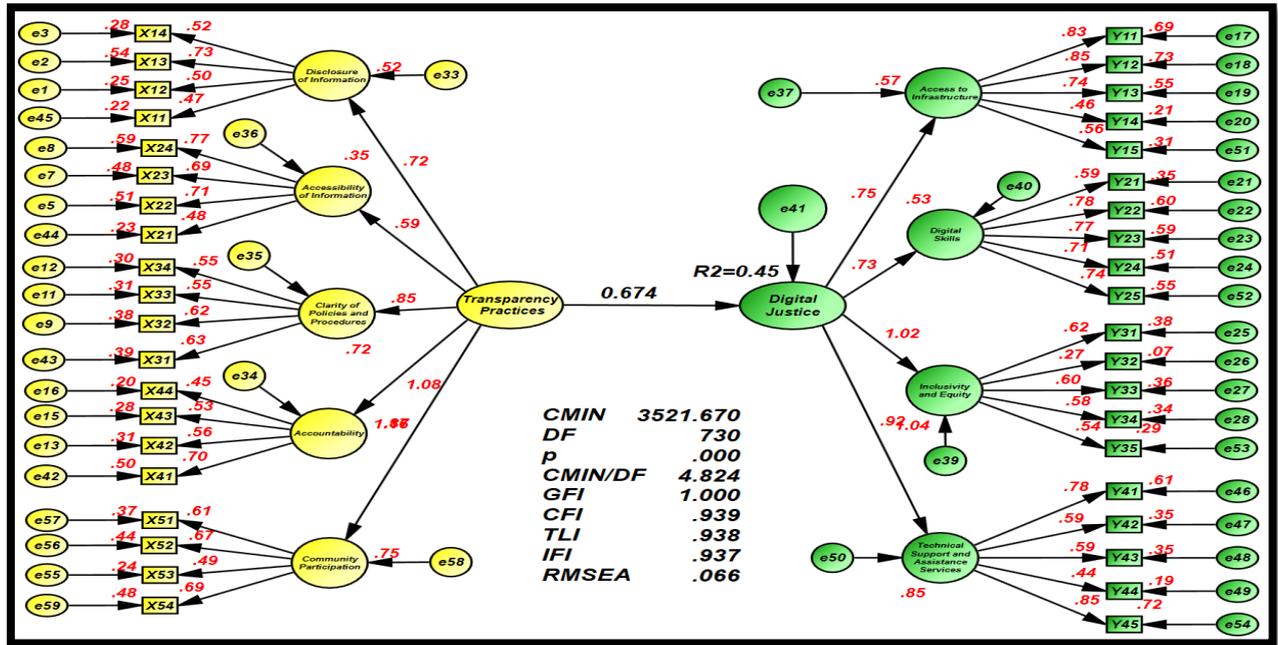

Figure No. (2): The relationship between transparency practices and digital justice

Table No. (17): The relationship between transparency practices and digital justice
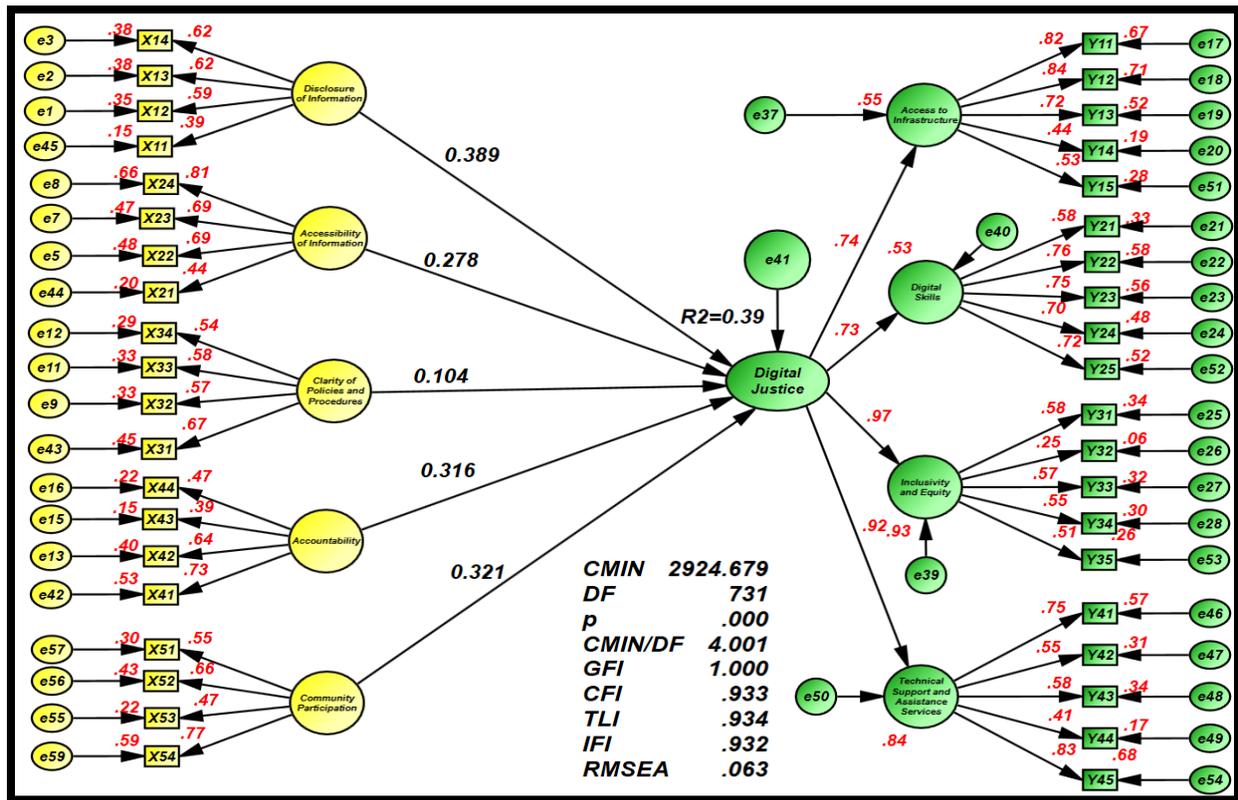
Independent Variable	Tracks	Dependent Variable	Standardized regression weights	standard error	critical value	R2	SIG.	Label
Transparency Practices	→	Digital Justice	0.674	0.068	9.430	0.45	0.019	Accept

"Source: Prepared by the researcher based on the outputs of the statistical package program" (Amos 24).

Based on the statistical analysis, it is clear that transparency practices have a significant and positive impact on digital justice. According to the Table, the standard regression weights (impact parameter) were (0.674), indicating that every one-unit increase in transparency practices leads to a 0.674 unit increase in digital justice.

This effect is further validated by the explanatory coefficient (R2) value that equals 0.45, indicating that transparency practices can explain 45% of the variance in digital justice. In contrast, that 55% is accounted for by other factors not studied here. These results were found to be statistically significant, with the critical value reaching 9.430 and the level of significance reaching 0.019, both indicating that the impact is meaningful and there is acceptance of this hypothesis.

The researcher next performed the following tests to examine how the dimensions of transparency practices affect digital justice:

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Source: Prepared by the researcher based on the outputs of the statistical package program (AMOS 24)

Figure No. (3): The relationship of influence between (dimensions) of transparency practices and digital justice

Table No. (18): The relationship of influence between (dimensions) of transparency practices and digital justice

Independent Variable	Tracks	Dependent Variable	Standardized regression weights	standard error	critical value	R2	SIG.	Label
Disclosure of Information	<---		0.389	0.098	8.398		0.003	Accept
Accessibility of Information	<---		0.278	0.105	5.765		0.027	Accept
Clarity of Policies and Procedures	<---	**Digital Justice**	0.104	0.235	1.408	39.4	0.181	reject
Accountability	<---		0.316	0.076	6.265		0.005	Accept
Community Participation	<---		0.321	0.083	6.568		0.041	Accept

"Source: Prepared by the researcher based on the outputs of the statistical package program" (Amos 24).

The Table and picture above indicate that the four hypotheses are acceptable.

The analytical findings indicate a substantial and affirmative influence of each dimension of transparency practices (information disclosure, information accessibility, clarity of rules and processes, accountability, and community engagement) on digital justice in the examined library.

- Testing the initial sub-hypothesis about the influence of information disclosure on digital justice.

A good and strong association exists between information sharing and digital justice. The impact parameter (standardised regression weights) was 0.389, indicating that a one-unit increase in information disclosure is associated with a 0.389-unit increase in digital justice. The influence is statistically significant, given that the obtained significance level (0.003) is below the conventional threshold (0.05). The library's offer of transparent, up-to-date information about its services, options, and performance bolsters users' trust and perceptions of fairness in digital transactions.

- Testing the Second Sub-Hypothesis: The Influence of Information Accessibility on Digital Justice

Access to information has a beneficial and substantial impact on digital justice. The impact parameter (standardised regression weights) was 0.278, indicating that a one-unit increase in access to information is associated with a 0.278-unit increase in digital justice. This effect is statistically significant (p = 0.027), even more so than the traditional 5% cutoff. The accessibility of information through the library's website, various communication channels, and timely responses to enquiries improve users' perceptions of fairness and trust. The more consumers have access to such information, the greater their perception of fairness in their digital interactions.

- Testing Third Sub-Hypothesis: The Impact of Clarity of Policies and Procedures on Digital Justice

It suggests that clarity on policy and process has little, if any, effect on digital justice. The effect parameter (standardised regression weights) was 0.104, and the attained significance level (0.181) was above the conventional significance threshold (0.05). This finding indicates that knowledge hiding behaviour is not significantly affected by the clarity of policies and procedures. As a result, the theory relevant to this dimension is rejected.

- Fourth Sub-Hypothesis Testing (Effect of Accountability on Digital Justice)

Accountability has a positive and significant effect on electronic justice. The particular (standing parameter regression coefficients) of the impact parameter was 0.316, indicating that each 1-unit increment in accountability causes an increase of 0.316 units in the digital justice element scale. The effect is statistically significant, where the p-value (0.005) is below the conventional threshold for significance (0.05). Such a result proves that having a clear, open path for contesting and hearing concerns, treating beneficiaries' voices seriously, and responding to own mistakes are the right practices to help users see the digital relationship with the the library as just.

- Assessment of the fifth sub-hypothesis (Community Engagements and Digital Justice)

Community involvement has a positive, significant impact on digital justice. The influence parameter (normalized regression weights) observed was 0.321, meaning that for every unit increase in the predictor variable community engagement, there would be an impact of 0.321 units on digital justice. The effect is statistically significant, with the p-value (0.041) below the commonly accepted significance threshold (0.05). It may also help explain the finding that user engagement in surveys, public release of survey results, consideration of user service improvement suggestions, and attendance at meetings are all factors that strengthen users' trust and perceptions of fairness in their digital interactions with the library.

- Overall Impacts of Transparency Practice Dimensions: Based on the five dimensions of transparency practices, a cumulative 39.4% of the variance in digital justice could be explained (R2 = 39.4). It implies that most of the changes in digital justice can be attributed to adopting these features. The remaining 51.6% is due to factors that were not included in the study model. The findings confirm that transparent policies serve as a crucial stimulus for digital justice within the studied library.

4-   Suggestions and Conclusions
4-1-   Conclusions

1. The study's findings highlight that transparency, with its multiple meanings, is one of the key factors influencing access to digital justice in the library. The fundamentals of transparency—information dissemination, availability, accountability, and community engagement—had a meaningful positive impact on digital equity. All these elements create a trust relationship between the library and the user. By improving transparency and accessibility, addressing user criticism and grievances, and promoting active consumption, the library is democratising the digital landscape. Though the clear delineation of policy had no statistically significant impact, it contributed to a growing share of what could be described as progress towards digital justice. It points out that openness, in the wider sense, is the primary regulator of fairness in digital transactions.

2. The library's methodology for implementing information disclosure procedures is inadequate, especially with the announcement of its services, activities, and forthcoming decisions.

3. The library has established explicit rules and processes, especially for the distribution of pamphlets and booklets to beneficiaries, and the library management provides a detailed description of the protocols for delivering information services.

4. The library administration considers complaints from all beneficiary groups and is committed to investigating their causes and addressing them. Nonetheless, there are deficiencies in the systems for notifying beneficiaries about the actions implemented to address these issues.

5. The library is eager to implement community engagement strategies, namely by including beneficiaries in ongoing surveys on the type and quality of services offered to them.

6. The library offers a digital workspace that meets the needs of its users, enabling them to access online resources.

7. The library offers enough assistance to beneficiaries in utilising its digital services, including databases and electronic catalogues.

8. Library services promote inclusivity and equity for all user demographics by offering digital content that embodies the cultural and socioeconomic variety of its users.

9. The library offers technical support and assistance to patrons, providing prompt access to the necessary technical aid.

10.   Transparency policies directly influence the attainment of digital justice in the examined library.

4-2-   Recommendations

1. The library should establish a dedicated section on its official website to document all recent changes, emphasising the importance of publicising forthcoming projects to improve transparency in information policies.

2. The library must inform pertinent users of service issues and announce remedial efforts using social media or direct phone calls.

3. The library should provide quarterly or annual reports that include usage metrics and survey findings, which should be disseminated on the library's official website.

4. Establishing beneficiary groups (Library Friends Group) to include them in deliberating on existing or proposed library policies on information services.

5. The library ought to implement a high-speed internet infrastructure to optimise the advantages of this service for beneficiaries.

6. The library ought to establish and implement digital skills training programs for beneficiaries to improve their capacity to use digital information resources and the library's digital services.

7. The library needs to implement methods and services that accommodate the characteristics and requirements of individuals with special needs. In this context, local, Arab, and worldwide experiences may be examined and utilised.

Reference

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