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SOCIAL NETWORK SERVICES INFLUENCE KNOWLEDGE SHARING AMONG RESEARCHERS BETWEEN THREE UNIVERSITIES IN IRAQ

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***Abstract**--Knowledge sharing is the process of transferring skills and experience that has been gained through learning and experience between the people. Sharing of knowledge led to the creation of new knowledge and provides the appropriate atmosphere to enable researchers can improve the quality of research, and to reduce the cost and time. Generally, Iraq Universities have experienced a few problems that lead to a reduction in the sharing of knowledge. Therefore, this study contributes to find solutions for sharing knowledge with the review of factors that affect the Knowledge exchange within the higher education sector of Iraq. The result of this study is to improve the level of knowledge sharing between researchers and staff of the higher education sector.*

***Keywords**--Knowledge Sharing, Social Media, Awareness, Trust, Risk and Benefit*

I. INTRODUCTION

Iraq is located in North-West Central Asia with a population of 30 million. In 2003, Iraqi higher education institutions have faced severe destruction as a result of War sixty-one universities and 101 College buildings was demolished and robbed, of higher education of Iraq have faced large damage in terms of growth and development, strategies, rules and regulations in the building and the overall management of higher education. Stating that the universities and global institutions have been forced to adapt to drastic changes to be more innovative (Garriga & Melé, 2013). As a result of this higher education institution leaders have made adjustments to meet the desired goals and objectives (Garriga & Melé, 2013). Iraq has faced a significant deterioration in the Institutions of Higher Learning based on contacts around the world who have no power (Al-Janabi & Urban, 2011; Almayali & Ahmad, 2012).

On the other hand, Universities is knowledge-intensive environment, and it has played an important role in knowledge sharing (Chugh, Wibowo, & Grandhi, 2015). Some recent studies investigate and discuss the importance of knowledge sharing. According to, Fullwood et al. (2013) past research on Knowledge Exchange between universities is limited (Fullwood, Rowley, & Delbridge, 2013 Howell & Annansingh, 2013 Sohail & Daud, 2009). However, knowledge is difficult to share because it is the result of understanding and analysis of

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information and therefore, there are many difficulties in the exchange of knowledge in the sector of higher education.

In Arab countries, most researchers do not have sufficient capacity to conduct scientific research and that makes Arab universities not to classify in a good position (Mohammed, 2011). However, in Iraq, scientific studies at the University still have little interest when it is not present in some of them. The reason for these restrictions is the lack of resources, lack of staff available, a bad environment and financial support (Mohammed, 2011). In addition, there is a low rate in the knowledge resources among faculty members, as well as lack of knowledge exchange to members. Researchers have recommended the need for more interaction between the University and its academic staff to exchange information, and provide rules for information services and university research.

In addition, sharing knowledge is important institutional factor that survived and managed includes academic institutions (Abdullah, Hamzah, Arshad, Isa, & Ghani, 2011; Duan, Nie, & Coakes, 2010). In the meantime, knowledge sharing is more important in the University; academic staff perceptions and willingness towards knowledge sharing is an important part of the process of knowledge management (Abdullah et al., 2011). Though, the sharing of knowledge is essential and can produce many benefits, it is one of the major problems and challenges for the Institute (Antonova, Csepregi, & Marchev Jr, 2011; Lin, Hung, & Chen, 2009). Therefore, the presence of the researcher is seen help to convey their knowledge before leaving the institutions where they work, and thus deepen the Institute between researchers and finding a common culture. Therefore, this study aimed to explore and explain in detail, the most important factor that will motivate academic members to share their knowledge in academic institutions.

II. RELATED WORK

2.1. Knowledge Sharing

Knowledge has been defined by different scholars, information will be data contained with setting that can be comprehended and experienced. Since, knowledge is viewed as the most basic device for producing riches and major instrument for business flourishing (Ranjan & Gera, 2012). In knowledge, sharing includes learning exchanging, which isn't on route development of the learning. In any case, it is depending on give and increasing new knowledge from other individuals. Subsequently, it is viewed that knowledge exchange as the piece of knowledge sharing upgraded hierarchical learning capacities (Paroutis & Al Saleh, 2009). Additionally, knowledge sharing and learning exchange once are executed viably, they can encourage capable improvement among those include in exchange and sharing of knowledge, as a result of the inclination of offering increasing new experiences, specialists and learning. The estimation of knowledge in light of learning exchange and sharing past association limits (Akhavan, Reza Zahedi, & Hosein Hosein, 2014).

Knowledge is made and shared by different strategies, socialization is real strategy whereby knowledge is made and shared, and it is respected to shape the stage on which individuals can gain from each other, and learning can be made. Also, this made stage enhances disguise, externalization and also information mix. In this procedure learning is made and shared. For the viable socialization which includes collaboration in knowledge sharing, individuals ought to have regular interests. Besides, the end goal to make and offer information over

socialization, externalization, mix and disguise, individuals include in ought to have distinctive understanding levels on the particular part (Donate & Canales, 2012). It permits smooth knowledge development from parts where learning is extremely rich in the poor learning parts (Iqbal, Toulson, & Tweed, 2011). Learning is esteemed when it is made, and shared among individuals, whereby new thoughts and expertness are produced. In this manner, by sharing knowledge, improves individuals from society to need to proceed with capacity to make new learning and apply it for the advancement of national improvement (Park, Lee, Hong, & Song, 2009).

2.2. Social Media

Organizations are getting social as far as social highlights being coordinated into applications and lines are obscuring between value-based instruments and social situations. Some of these data advances, for example, interpersonal interaction destinations Facebook, Twitter, and YouTube are in a flash unmistakable and their effect on singular conduct has been progressively inspected. In any case, others, for example, web journals, wikis, and social bookmarking are quite recently starting to get consideration in the exploration writing with respect to their impact on people, gatherings, and the association itself. Analysts recommend that as purveyors of data frameworks, IS academicians particularly should grasp wikis and other Web 2.0 advancements to upgrade their center practices of research, survey, and instructing.

The researchers recommend that wikis and different types of online networking can be a successful and modest approach to catch, store, structure, share, and keep up that information. This kind of learning sharing procedure likewise offers the additional advantage of giving the apparatuses expected in the working environment of a more youthful workforce that has turned out to be usual to such levels of availability and intelligence. While long range interpersonal communication destinations, for example, Facebook have gotten expanding consideration in the data frameworks writing, the concentrate has dominatingly been on the hedonic setting that such web-based social networking advancements take into account. Be that as it may, their effect in the endeavor is still in the beginning periods of examination.

2.3. Social Media and Knowledge Sharing

Behringer and Sassenberg (2015) thought about the association between essentialness of data exchange, shortages in knowledge exchange, saw estimation of web based systems administration for knowledge exchange, and also online interpersonal interaction foundation from one perspective and the desire to use knowledge exchange development on the other hand. The results exhibited that the exchange between the centrality and insufficiencies concerning knowledge exchange saw estimation of web based systems administration for data exchange and association in online long range interpersonal communication utilize commonly impacted the objective to apply electronic person to person communication for data exchange after their use.

Sigalaa and Chalkiti (2015) inquiries about the association between electronic person to person communications utilize and laborer imagination by grasping a data organization approach with a particular true objective to think about the effect of relational associations and participation's on individuals' creativity. Their disclosures highlight the need to move focus from perceiving and regulating innovative individuals (little scale level) and progressive settings (expansive scale level) to making and supervising inventive casual associations (full scale level). The use of electronic interpersonal interaction for externalizing, spreading and analyzing

information with others inside various casual associations and also to join and creating shared (new) data can moreover trigger, improve and expand the delegates' individual mental limits and give them helps for delivering and making logically and more up and coming musings/knowledge.

2.4. Theory of Planned Behavior

The Theory of Planned Behavior (TPB) by Ajzen (2006) is the most popular theory for predicting and explaining particular human behavior Ajzen (2002). TPB is comprised with three categories of beliefs, which are personal beliefs, which result conducive and unproductive attitude (beliefs) towards particular behavior; second is normative belief considered as social pressure, which produced subjective norms. They are beliefs around on other's expectations about particular behavior; the last one is control beliefs, which enhance perceived behavioral control, the extent to which an individual perceives easiness or difficultness in executing particular behavior. These components (attitude, subjective norms and perceived behavioral control) generate intention that results the human behavior.

The theory of planned has been intensively employed to predict human behavior, most studies on knowledge sharing intentions relying on information systems have utilized the TPB (Michailova, McCarthy, Puffer, May, & Stewart Jr, 2013). However, there are few studies in knowledge sharing behavior that utilized the components of TPB (Aktharsha, Ali, and Anisa, 2012; Auh and Menguc, 2013; Kuo and Young, 2008; Suppiah and Sandhu, 2011; Wu and Zhu, 2012). This study is going to focus on significance of the findings and measurement of the previous studies. According to t Lin and Lee, (2004) on their study which focused on managers' perceptions but the study relying on attitude, subjective norms and perceived behavioral control and ignoring the intention to share knowledge of the component theory.

III. PROPOSED MODEL

This study has identified knowledge sharing framework for enhancing knowledge sharing among researchers and universities of the country. This enhancement can improve scientific research in the universities to improve knowledge and promoted them. In addition, this increase in scientific research at the universities of Iraq can solve social issues in Iraq. The Figure 1 below shows a conceptual model for enhancing knowledge sharing between researchers in public universities in Iraq.

Figure 1 shows the research framework of factors that have influence to improve knowledge sharing between scientific researchers in universities of the country. Iraqi researchers can use this framework to enhance scientific research among them. In addition, this framework will enhance cooperation, interaction, trust and sharing of information between academic staff and the University. Therefore, this cooperation also contributed to change the situation for the better, especially in the higher education sector and in particular the Government of Iraq. In addition, knowledge sharing among academic staff can improve the quality and increase the quantity of knowledge among them. So the increase in knowledge has the advantage private academic staff, the University and the students as well. Finally, the results of this study are to build community in Iraq.

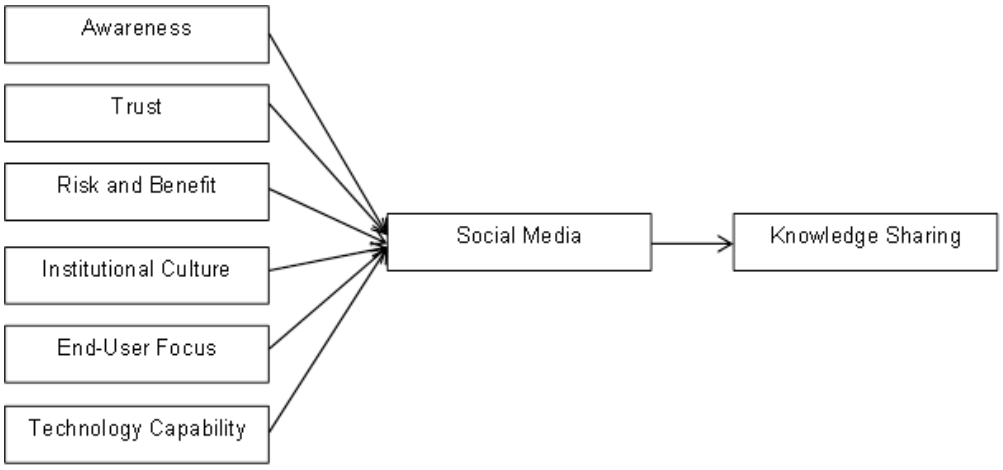

Figure 1: Conceptual Framework

3.1. Awareness

Speaks to the principal period of learning sharing activities in an organization without the information sharing procedure (Chow & Chan, 2008). Consciousness of the significance of learning sharing is viewed as a state of mind that every representative ought to have incorporated the best administration. In this examination, mindfulness is characterized as how much a representative who knows about the significance of learning sharing and advantages, he and she can get the sharing of data (Kotlarsky & Oshri, 2005)**.**

3.2. Trust

Knowledge sharing was encouraged by proportional and trust among group individuals (Ismail Al-Alawi, Yousif Al-Marzooqi, & Fraidoon Mohammed, 2007). Trust stores depicted as an outflow of certainty between a few gatherings in any exchange, which means certainty innocuous or hazard through demonstrations of different gatherings, or certainty that isn't abused by any gathering (Okyere-Kwakye & Nor, 2011). Along these lines, confidence is the way to the exchange of learning. In this examination, Trust is characterized as the degree to which individuals trust group that is proficient and able (Mesquita, 2007)**..**

3.3. Risk and Benefit

Knowledge sharing which most likely occurred when workers see that incentives exceeding cost (Gagné, 2009) for example, in the project share Siemens net, rewards clear and distinct has been effective in motivate employees to share knowledge (Ewing & Keenan, 2001). Similarly, the use of redemption in the Samsung life insurance knowledge mileage Program led to a rapid growth in knowledge registration by employees (Gagné, 2009). Therefore, the extrinsic reward is expected to submit to encourage a more positive attitude about sharing knowledge. According to (Hasson & hussain Al-Askari, 2013) there is a percentage of failures in work at the University of Iraq in the field of financial incentives and reasons for the purpose of sharing knowledge**.**

3.4. Institutional Culture

A cultural institution is one of the biggest challenges for knowledge sharing. Cultural institutions mean belief or values that are shared. In this study, cultural institutions, defined as practices, values and norms that promote a culture of sharing in the Institute (Mueller, 2012).

3.5. End-User Focus

Infrastructure technology including information technology and capabilities that are considered helping the Institute to get work done, and to manage the knowledge which has effectively Institute. Knowledge sharing does not occur at the Institute without the technology infrastructure. An important component of the technology related to knowledge sharing at the level of the end user focus on information system development (Kim & Lee, 2006). User friendly system that will encourage the acceptance of the user and used to support knowledge sharing. In designing and producing systems that accurately address the needs of users is one of the most important factors that influence the advantages of the system**.**

3.6. Technology capability

Systems development, reward system, opportunities for interaction, and the availability of time sharing knowledge (Singh Sandhu, Kishore Jain, & Umi Kalthom bte Ahmad, 2011). To develop the system, it would have to build software, hardware and research skills (Akbulut, Kelle, Pawlowski, Schneider, & Looney, 2009). According to Al-Diuhgi and Abulmuhsan (2013), s Institute of Iraq have to provide software, hardware and professional staff to build environment (Davison, Ou, & Martinsons, 2013).

IV. RESEARCH METHODOLOGY

activities to help in generating research results that are valid and reliable" (Myers, 2013). This study used qualitative techniques to investigate the factors that influence the sharing of knowledge between lecturers of the Universities in Iraq. This study involves the collection and analysis of qualitative data from the lecturers of the three different Universities in Iraq, seeking support for the findings of the quantitative data and analysis to identify additional factors not found. The sampling frame for this study consists of lectures three Universities. More specifically, random sampling technique used. An important step in the design of the study was to determine the analytical units or units on the statement are being done. In this regard, the review of the proposed data collection and statistical analysis that was carried out at the organization. Therefore, the unit of analysis for this study was a lecturer. The total numbers of lecturers are 480. The sample of this study estimated with techniques provided by (Krejcie & Morgan, 1970) that's 217 of the total academic staff.

V. ANALYSIS OF DEMOGRAPHIC PROFILE

The first section of questionnaire includes demographic profile of respondent. Thus, in this section, the research analysis the demographic profile of respondents using SPSS software by information in the Table 1.

Table 1: Demographic Profile of Respondents

Demographic	Frequency	Percentage

Gender	Male	149	74%
	Female	53	26%
Age	26 to 35	30	15%
	36 to 45	55	27%
	46 to 55	102	51%
	56 or above	15	7%
Education Level	Degree	29	14%
	Master	155	77%
	Phd	18	9%
Working Experience	>= 10 years	47	23%
	5 to 10 Years	145	72%
	<= 5 years	10	5%

5.1. Discriminant Validity of the Measurements

The Table 2 below reveals the relationship between the dependent variables and independent variables used in the study. The correlations value range between *-1 and + 1 and the value of the dependent variable are generally one, whilst the volume of the correlation (+1) refers to negative linear relationship and (-1) perfectly negative linear relationship, 0: no relationship. The alpha coefficient has no standard limitation point, however, there is a general lower limit of .70 for the Cronbach's alpha. The Cronbach's alpha shows in bold parenthesis.*

Table 2: Correlation Analysis

	A	**T**	**RB**	**IC**	**EUF**	**TC**	**SM**	**KS**
A	1							
T	.076	1						
RB	.511**	.010	1					
IC	.142*	.620**	.075	1				
EUF	.911**	.055	.512**	.154**	1			
TC	-.023	.069	-.061	.145*	-.026	1		
SM	.179**	.165**	.147**	.385**	.203**	.145*	1	
KS	.276**	.313**	.166**	.845**	.334**	.162**	.384**	1

KS: Knowledge Sharing, SM: Social Media, TC: Technology Capability, EUF: End-User Focus, IC: Institutional Culture, RB: Risk & Benefit, T: Trust, A: Awareness

5.2. Hypothesis Testing

Hypothesis 1 (H1): Awareness has significant effect on knowledge sharing. The study has found a significant positive relationship in this regard thus, confirming the hypothesis. The results shows that awareness is positively related to knowledge sharing ($\beta = 0.276$). The relationship is observed to be statistically significant

with significance level (P<0.001). Therefore, the research hypothesis is accepted. Based on the analysis conducted, showed that awareness has significant effect on knowledge sharing

Hypothesis 2 (H2): Trust has significant effect on knowledge sharing. The study has found a significant positive relationship in this regard thus, confirming the hypothesis. The results shows that trust is positively related to knowledge sharing (β = 0.313). The relationship is observed to be statistically significant with significance level (P<0.001). Therefore, the research hypothesis is accepted. Based on the analysis conducted, showed that trust has significant effect on knowledge sharing.

Hypothesis 3 (H3): Risk and benefit has significant effect on knowledge sharing. The study has found a significant positive relationship in this regard thus, confirming the hypothesis. The results shows that risk and benefit is positively related to knowledge sharing (β = 0.166). The relationship is observed to be statistically significant with significance level (P<0.01). Therefore, the research hypothesis is accepted. Based on the analysis conducted, showed that risk and benefit has significant effect on knowledge sharing.

Hypothesis 4 (H4): Institutional culture has significant effect on knowledge sharing. The study has found a significant positive relationship in this regard thus, confirming the hypothesis. The results shows that institutional culture is positively related to knowledge sharing (β = 0.845).

The relationship is observed to be statistically significant with significance level (P<0.001). Therefore, the research hypothesis is accepted. Based on the analysis conducted, showed that risk and benefit has significant effect on knowledge sharing.

Hypothesis 5 (H5): End user focus has significant effect on knowledge sharing. The study has found a significant positive relationship in this regard thus, confirming the hypothesis. The results shows that end user focus is positively related to knowledge sharing (β = 0.334). The relationship is observed to be statistically significant with significance level (P<0.001). Therefore, the research hypothesis is accepted. Based on the analysis conducted, showed that end user focus has significant effect on knowledge sharing.

Hypothesis 6 (H6): Technological capability has significant effect on knowledge sharing. The study has found a significant positive relationship in this regard thus, confirming the hypothesis. The results shows that technological capability is positively related to knowledge sharing (β = 0.162). The relationship is observed to be statistically significant with significance level (P<0.01). Therefore, the research hypothesis is accepted. Based on the analysis conducted, showed that technological capability has significant effect on knowledge sharing.

Hypothesis 7 (H7): As proposed in Figure 5.7 Social media has significant effect on knowledge sharing. The study has found a significant positive relationship in this regard thus, confirming the hypothesis. The results shows that social media is positively related to knowledge sharing (β = 0.384). The relationship is observed to be statistically significant with significance level (P<0.001). Therefore, the research hypothesis is accepted. Based on the analysis conducted, showed that social media has significant effect on knowledge sharing.

Hypothesis 8 (H8): Awareness has significant effect on social media. The study has found a significant positive relationship in this regard thus, confirming the hypothesis. The results shows that awareness is positively related to social media (β = 0.179). The relationship is observed to be statistically significant with significance level (P<0.01). Therefore, the research hypothesis is accepted. Based on the analysis conducted, showed that awareness has significant effect on social media.

Hypothesis 9 (H9): Trust has significant effect on social media. The study has found a significant positive relationship in this regard thus, confirming the hypothesis. The results shows that trust is positively related to social media (β = 0.165). The relationship is observed to be statistically significant with significance level (P<0.01). Therefore, the research hypothesis is accepted. Based on the analysis conducted, showed that trust has significant effect on social media.

Hypothesis 10 (H10): Risk and benefit has significant effect on social media. The study has found a significant positive relationship in this regard thus, confirming the hypothesis. The results shows that risk and benefit is positively related to social media (β = 0.147). The relationship is observed to be statistically significant with significance level (P<0.01). Therefore, the research hypothesis is accepted. Based on the analysis conducted, showed that risk and benefit has significant effect on social media.

Hypothesis 11 (H11): Institutional culture has significant effect on social media. The study has found a significant positive relationship in this regard thus, confirming the hypothesis. The results shows that institutional culture is positively related to social media (β = 0.385). The relationship is observed to be statistically significant with significance level (P<0.001). Therefore, the research hypothesis is accepted. Based on the analysis conducted, showed that institutional culture has significant effect on social media.

Hypothesis 12 (H12): End user focus has significant effect on social media. The study has found a significant positive relationship in this regard thus, confirming the hypothesis. The results shows that end user focus is positively related to social media (β = 0.203). The relationship is observed to be statistically significant with significance level (P<0.001). Therefore, the research hypothesis is accepted. Based on the analysis conducted, showed that end user focus has significant effect on social media.

Hypothesis 13 (H13): Technological capability has significant effect on social media. The study has found a significant positive relationship in this regard thus, confirming the hypothesis. The results shows that technological capability is positively related to social media (β = 0.145). The relationship is observed to be statistically significant with significance level (P<0.05). Therefore, the research hypothesis is accepted. Based on the analysis conducted, showed that technological capability has significant effect on social media.

Hypothesis 14 (H14): Social media mediated the relationship between awareness and knowledge sharing. In Step 1 of the mediation model, the regression of awareness with social media was significant, b = .2566, p = <.01. Step 2 showed that the regression of the awareness was also significant with knowledge sharing, b = .2539, p = <.001. Step 3 of the mediation process showed that the mediator (social media), controlling with the knowledge sharing, was significant, b = .2860, p = <.001. It was found that social media fully mediated the relationship between awareness and knowledge sharing.

Hypothesis 15 (H15): Social media mediated the relationship between trust and knowledge sharing. In Step 1 of the mediation model, the regression of awareness with social media was significant, b = .1854, p = <.01. Step 2 showed that the regression of the awareness was also significant with knowledge sharing, b = .2394, p = <.001. Step 3 of the mediation process showed that the mediator (social media), controlling with the knowledge sharing, was significant, b = .2826, p = <.001. It was found that social media fully mediated the relationship between awareness and knowledge sharing.

Hypothesis 16 (H16): Social media mediated the relationship between risk and benefit and knowledge sharing. In Step 1 of the mediation model, the regression of awareness with social media was significant, b =

.2151, p = <.01. Step 2 showed that the regression of the awareness was also significant with knowledge sharing, b = .1352, p = <.05. Step 3 of the mediation process showed that the mediator (social media), controlling with the knowledge sharing, was significant, b = .3040, p = <.001. It was found that social media fully mediated the relationship between awareness and knowledge sharing.

Hypothesis 17 (H17): Social media mediated the relationship between institutional culture and knowledge sharing. In Step 1 of the mediation model, the regression of awareness with social media was significant, b = .4576, p = <.001. Step 2 showed that the regression of the awareness was also significant with knowledge sharing, b = .8039, p = <.001. Step 3 of the mediation process showed that the mediator (social media), controlling with the knowledge sharing, was significant, b = .0573, p = <.05. It was found that social media fully mediated the relationship between awareness and knowledge sharing.

Hypothesis 18 (H18): Social media mediated the relationship between end user focus and knowledge sharing. In Step 1 of the mediation model, the regression of awareness with social media was significant, b = .2760, p = <.001. Step 2 showed that the regression of the awareness was also significant with knowledge sharing, b = .2997, p = <.001. Step 3 of the mediation process showed that the mediator (social media), controlling with the knowledge sharing, was significant, b = .2728, p = <.001. It was found that social media fully mediated the relationship between awareness and knowledge sharing.

Hypothesis 19 (H19): Social media mediated the relationship between technological capability and knowledge sharing. In Step 1 of the mediation model, the regression of awareness with social media was significant, b = .1323, p = <.05. Step 2 showed that the regression of the awareness was also significant with knowledge sharing, b = .0822, p = <.05. Step 3 of the mediation process showed that the mediator (social media), controlling with the knowledge sharing, was significant, b = .3046, p = <.001. It was found that social media fully mediated the relationship between awareness and knowledge sharing.

VI. CONCLUSION

This paper has reported on the preliminary findings of a study exploring the opportunities for using social media for knowledge sharing between Iraqi researchers and academic as a means of addressing the information gap in Iraq. It has examined the impact of a few factors on scholastics' information sharing conduct in Universities. All things considered, it makes a basic commitment to the examination of knowledge sharing conduct in another setting in the Iraq. This investigation distinguished critical elements, which spur academicians openly/private college to share their insight. These components are Awareness, Trust, Risk and Benefit, Institutional Culture, End-User Focus, Technology Capability, and Social Media. This examination reaches out earlier research on scholastic staff information sharing inspirations in higher knowledge establishments, especially, state funded colleges. The investigation discoveries may give valuable bits of knowledge to the speakers of colleges to misuse and utilized these vital factors keeping in mind the end goal to urge their scholarly staff to share their insight, and accordingly, upgrade their execution. This would advance, scholastics themselves would feel urged to make and offer knowledge by leading more specialists and logical examinations and by distributing insightful fills in and additionally by trading their insight and aptitude. A superior comprehension of the significance of knowledge sharing is very central for the work process and workforce of a wide range of

associations paying little respect to the administration they give. The significance of knowledge sharing ought to be more evident to colleges since information sharing is the center of their work and to their scholastics; specifically, because of their profound established part in advanced education that perspectives them as information makers. In this way, it is essential for colleges to create and bridle a proper domain that encourages information sharing. On the off chance that Iraq is to assemble an information based society in the area, at that point it needs to advance a culture of knowledge sharing.

VII. RECOMMENDATION AND FUTURE WORK

Based on the findings of this research, the researcher suggests some recommendations for future research, including:

- Examining top to bottom the impact of other individual factors on information sharing, for example, complementary advantages, delight in helping other people, proficient improvement, companions' impact, and loss of knowledge power.
- Exploring the impact of different hierarchical and innovative factors, for example, authoritative culture, initiative, rewards, accessibility of ICT, specialized help, knowledge administration frameworks.
- With the presence of individuals from various societies in the Arab World, more research is required to investigate the impact of social properties on information sharing conduct.
- Replicating the flow inquire about in different nations in the Arab world and in various divisions is fundamental to yield practically identical outcomes and investigate information sharing procedure and its related perspectives in the Arab world.
- Using some subjective research techniques, for example, interviews, contextual analyses, and longitudinal examinations would be exceptionally valuable to build up a more profound comprehension of information partaking in scholastic organizations.

Future investigations can be led to inspect if comparative outcomes are gotten with another example, or with different teachers in different colleges. The investigation chose speakers in three colleges. The perceptions may change if Dean or understudies is chosen for the investigation. The determination of researchers to take after Nonaka and Takeuchi display restrains the extent of the example which is a detriment when variety in reactions is high. This affects the significance and the reliability of results. The study excluded chancre faculty that are handing all operations. Lastly, it is the nature of a cross-sectional survey study which limits analysis. It would be of much benefit if can perform a prospective study in assessing the changes in lecturers' knowledge sharing behavior as they progress in the subsequent years.

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