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Factors Affecting Knowledge Sharing in the Administrative Work Environment

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Abstract: The study aims at contributing in identifying the factors affecting the sharing of knowledge in the administrative work environment, starting from realizing the concept of knowledge sharing among administrators in the various administrative sectors of the university, identifying their opinions, attitudes, behaviors and practices towards sharing knowledge in the work environment, and depicting the expected benefits of sharing knowledge at the university. It relied on the descriptive approach using the survey method, where an electronic questionnaire was distributed to a random sample of administrators within the University. The study concluded that the most influential demographic data on Knowledge sharing is the employee's years of experience, the more the experience increases, the more knowledge sharing will be. The study attributes this result to trust and its impact on work practice. The cognitive type of knowledge that administrators share most is modern information, administrative processes and procedures, and social activities. The study also revealed that sharing knowledge pushes them towards positive relationships that bind the employee with other administrators working at the university and finding strong relationships with employees who have common jobs and relationships depending on trusting others led to increased knowledge sharing. Moreover, sharing administrative knowledge increases productivity within the university, supports innovation among administrators, helps develop university work procedures, and increases the efficiency of employee's cooperation, and helps colleagues within the university work to find solutions to problems and that the university's organizational culture promotes knowledge sharing among administrators, and a culture of teamwork. The study indicated that the most relevant applications that help administrators share knowledge are specialized training programs, work teams and groups of practice in the same profession.

Keywords: administrative staff; knowledge management; knowledge sharing; organizational culture; practice groups

1 INTRODUCTION

Knowledge sharing is one of the challenges facing organizations as its application leads to accelerating the learning process at the individual and institutional levels, increasing innovation and developing individual and institutional performance. From this standpoint, organizations seek to share knowledge and urge employees to share their experiences and skills.

Since universities are a dynamic repository of human knowledge and work to generate new knowledge, transfer it to society, and have a key role in generating economic development, they need to manage their knowledge assets. The International Conference on Administrative Development held in Riyadh in 2009 entitled "Towards a Distinguished Performance of the Governmental Sector" affirmed the necessity of transforming organizations into knowledge-based organizations in light of the absence of a clear methodology and insufficient attention to knowledge management. In light of these changes, it was necessary for universities to meet these challenges to search for modern management methods that would enable them to maintain continuity and increase their ability to achieve their goals efficiently. Thus, emerged the concept of knowledge management that is concerned with valuable information and constitutes a necessary resource for the sustainability of the organization and the development of its performance.

Indeed, one of the most important methods of applying knowledge management in organizations is the process of sharing knowledge, which enables employees to transfer their knowledge and experiences between each other. Moreover, and through the review of the literature and previous studies on the topic, the researcher noticed that the studies focusing on studying the concept of knowledge sharing and the opinions of administrative staff and their attitudes towards it at King Abdulaziz University are limited and insufficient. Henceforth, and proceeding from the importance of sharing knowledge among administrators, which is one of the most important priorities that should be taken into consideration in the application of knowledge management among employees to raise their performance levels at work and increase their effectiveness and sometimes achieve renewed innovations, the importance of the study came from the importance of applying knowledge management in the university. This application seeks, in light of rapid developments in the knowledge and technical aspects, to make the most of its internal capabilities and obtain competitive advantages through university administrators. Also, the importance of studying knowledge sharing lies in how employees can produce their knowledge and ideas and put them into practice, or work to improve and develop their attitudes and opinions towards knowledge sharing and help decision makers to design knowledge management systems based on the employment of positive factors in knowledge sharing. Accordingly, the study dealt with the concept of knowledge management and sharing among administrators in the various administrative sectors of the university at the level of operational management. The objectives are to identify their opinions, attitudes, behaviors, and the expected benefits of sharing knowledge among them in the university as well as the impact of joint administrative tasks and organizational culture on knowledge sharing and the influence of institutional affiliation and practical practices among administrators that helps to share knowledge. This prompted the researcher to address this problem and search for the factors affecting knowledge management and sharing as a contemporary concept in enhancing administrative tasks in King Abdulaziz University in Jeddah.

2 STUDY METHODOLOGY AND DATA COLLECTION TOOLS

The study procedures were as following:

- The study relied on the descriptive approach using the survey method which field nature helps to explain the phenomenon in its reality and is useful for collecting different impressions about the sharing of knowledge in the work environment for all male and female administrative employees in the two campuses. The size of the retrieved random sample was 262 employees, consisting of 199 female employees and 62 employees. The study relied on the questionnaire as a tool for collecting its necessary data. The study seeks to obtain information related to the reality of knowledge sharing among administrators through a set of questions directed to the sample members to answer, analyze and come up with the results of the study.
- The data was unloaded using descriptive statistics and inferential statistics through the SPSS program for questions related to the study axes by using the chi-square test. This test aims at finding out whether there is a relationship between the scientific specialization and the questions related to the study axes. Spearman's correlation coefficient was also used for the questions related to the axes of the study, the aim of which is to find out whether there is a relationship between years of experience in the administrative field and questions related to the axes of the study, and the use of statistical analysis in order to answer the questions of the study.

3 PREVIOUS STUDIES

After reviewing the intellectual production, some studies related to the study were selected. The researcher will review some related studies as follows:

The study of Harb, Y., Zahrawi, A., Shehabat, I. and Zhang, Z. (J). 2012 [11] entitled "Managing knowledge workers in healthcare context: role of individual and knowledge characteristics in physicians' knowledge sharing", aims at revealing physicians' knowledge sharing in hospitals that is critical to providing better healthcare services. Despite the importance of knowledge sharing in the healthcare environment the authors drew on theories of personality traits and knowledge characteristics to develop a theoretical model for examining the influence of individual characteristics and knowledge characteristics on the knowledge-sharing behavior of clinicians. The study relied on a sample of 215 doctors from 20 hospitals in Jordan. The study revealed that personality traits (extroversion, neuroticism, agreeableness, and conscientiousness) significantly influence a clinician's intention to share knowledge. The knowledge property of balancing was also found to influence the intent to share knowledge. The study contributes to the relevant literature by empirically investigating how individual characteristics and knowledge characteristics influence the knowledge-sharing behavior of clinicians. The findings add to an understanding of the role of personality traits and characteristics of knowledge in clinicians' intention to share knowledge and give important insights to practice and theory.

The study of Yao, Crupi, Di Minin, and Zhang, X. (2020) [13], entitled "Knowledge sharing and technological innovation capabilities of Chinese software SMEs", which was based on theories related to knowledge management, technology of information and communication (TIC), Software Engineering and Open Innovation, built a research model that includes factors affecting knowledge sharing and TIC, then test the model quantitatively. The study focuses on SSMEs in China where 457 electronic questionnaires were collected.The results show that knowledge sharing culture, organizational structure, middle-level leadership and management system have significant positive effects on tacit knowledge sharing. The management system and IT support have significant positive effects on explicit knowledge sharing. Both explicit and tacit knowledge sharing have significant positive effects on TIC. However, it does not take into account the factors that influence knowledge sharing at the non-organizational level or the interaction between explicit and tacit knowledge sharing.

The study of Zebardast, Farahmand, Mehrdad, Hossein, & Jalili, Razieh (2020) [14] entitled "Detecting Factors Effective in Knowledge Sharing Model Among Educational Staff" showed that the Ministry of Education is one of the effective agencies in implementing economic, social and cultural development policies in every country, as it trains specialized and experienced manpower as a basis for the comprehensive development of countries, producing knowledge and research knowledge, and providing specialized services by universities and higher education centers. Accordingly, it facilitates the exchange of knowledge and the identification of factors affecting it in the educational institution, especially among the employees of any organization because it can create an atmosphere full of trust and interaction. The study aimed to identify the factors that influence the knowledge exchange model in the individual, organizational and external environmental dimensions among faculty members. The descriptive analytical approach was used, and the study revealed that the main individual dimension includes enjoyment of knowledge sharing, organizational commitment, specific organizational knowledge, trust, motivation, value of knowledge, and individual and group interactions. The organizational dimension also includes organizational culture, document development, internal planning, and organizational rewards. The environmental dimension includes technical knowledge, information technology context, upgrading of cognitive memory, and economic and social factors.

The study of Ahmed and Karim (2019) [9] entitled "Impacts of knowledge sharing: a review and directions for future research" aimed at summarizing the results of previous research on the reflections of knowledge sharing in organizations and to suggest promising directions for future research. It was based on a systematic review of the literature. The substantive analysis of 61 studies led to the development of a framework outlining the effects of knowledge sharing as well as future guidelines of research. The study concluded that the research examined the results of knowledge

exchange at the three levels of the individual, the team, and the organization. The specific effects of each level are summarized. The most commonly studied factors influencing knowledge sharing are creativity, learning, and performance. It also found that knowledge sharing has some effects beyond the work tradition, such as that affecting team climate and employee life satisfaction. The study showed the dominance of quantitative studies over research on the results of knowledge exchange. It suggested conducting more research and studies on the disparate, psychological and negative effects, as well as the interactive and methodological aspects of knowledge sharing.

The study of Yahya, 2018 [8] came to show the characteristics of a culture of knowledge sharing in organizations and how it can be built and developed to enhance knowledge management. It revealed that the internal culture that is resistant to sharing knowledge represents the strongest obstacles to be overcome when applying knowledge management. Changing this culture into a knowledge-sharing culture requires years of effort directed to the organizational, social, administrative and technical elements of behavior. It is a multi-stage change process that begins with focusing on key employees who possess the information and communications necessary for their jobs and encouraging interaction, communication and feedback among team members as well as the organization's realization that knowledge sharing behavior is necessary through training, incentives, usability, and focus on value-added activities. Indeed, when knowledge becomes an effective element of efficiency, the organization will focus on its sharing in all areas of the organization's work, and thus the organization promises that it has a culture of conscious knowledge dissemination.

The study of Andam, & Rezaian (2017) [10] entitled "The impact of Knowledge Management Pillars on Knowledge Sharing" revealed the relationship between the pillars of knowledge management and knowledge sharing among the employees of the Ministry of Cooperatives, Labor and Social Welfare in order to identify the elements of the pillars that have the greatest impact on knowledge sharing. The data was collected from 258 cooperative ministries through a questionnaire, and the workplace and social welfare experts were explored. One of the most important results is the improvement of knowledge exchange between human resources in order to maintain sustainable development in addition to building the nucleus of the knowledge management system from the elements that were classified under four pillars, noting the main elements of the knowledge management system. The study showed that the respondents' gender, age, position, education and experience had no significant effect on their knowledge sharing. The pillars of knowledge management include leadership, organization, learning and technology that have a meaningful and positive impact on knowledge sharing. Among the 18 components of these pillars, the six elements of "a place in an office with colleagues", "based on a relationship of trust", "informal relationship", "a knowledge-sharing reward system", "availability of organizational knowledge bases" and "ease of use of knowledge sharing techniques" had the greatest impact on knowledge sharing.

4 DISCUSSION

The study presents a description and analysis of data using statistical methods that help to interpret the results in a scientific way and take appropriate decisions based on the statistical indications that were extracted from the questionnaire distributed to the study sample.

Demographic data: Frequencies and percentages of the gender variable were calculated as shown in Tab. 1.

- Distribution of answers according to the gender variable:

Table 1 The study sample Gender distribution

Gender	Number	Percentage
Male	63	24.05%
Female	199	75.95%
Total	262	100%

It is evident from Tab. 1 that the total number of female employees reached 199, representing 75.95% of the total study sample, in contrast to the number of 63 employees, at a rate of 24.05%, showing that the percentage of female employees is higher than males.

- Distribution of answers according to the variable of scientific specialization:

Table 2 Distribution of the study sample according to the variable of scientific specialization

Scientific specialization	Number	Percentage
Management and economy	73	28.24%
Arts and Humanities	67	25.57%
Sciences	49	18.71%
Information technology	33	12.59%
Human sciences and designs	11	4.19%
High school	9	3.43%
Medical sciences	7	2.67%
College of Communication and Media	2	0.76%
Building	2	0.76%
Geology	2	0.76%
Laboratory	2	0.76%
Middle	2	0.76%
Fitness	1	0.38%
Engineering	1	0.38%
Natural therapy	1	0.38%
Total:	262	100%

It is clear from Tab. 2 that most of the administrative staff included in the study sample had their scientific specializations in management and economics with a rate of 28.24% and their number was 73, while the number of arts and humanities was 25.57% and their number was 67, and the least response was for those who are specialized in communication and media with a percentage of 0 .76% and their number was 2, then come other specialties in varying proportions, as is clear in the table.

- Distribution of answers according to years of experience in the administrative field:

It is clear from the Pie chart Fig. 1 that one third of the study sample has years of experience in the administrative field between 11 to 15 years, at a rate of 33.59%, and their number was 88, followed by those who had between 6 to 10 years at a rate of 20.99%, and their number was 55. Then come those who have more than twenty years at a rate of 19.85% and their number was 52, then from 16-20 years at a rate of 18.70% and their number was 49, then less than 2-5 years at a rate of 6.49% and their number was 17, then a year with a rate of 0.38 % which represents one person.

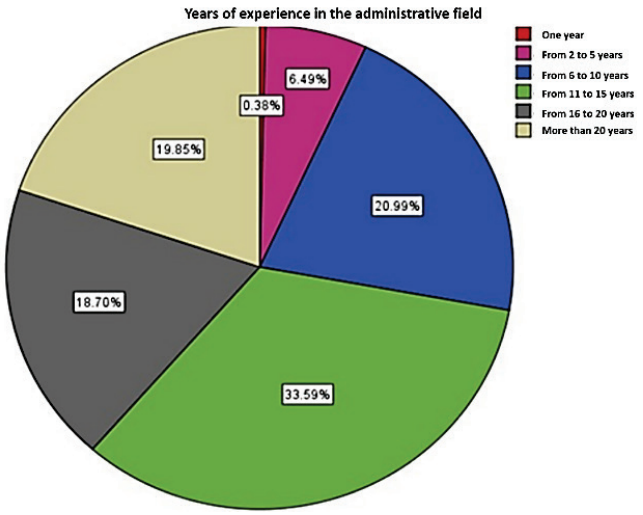

Figure 1 Distribution of the study sample according to years of experience in the administrative field

- Distribution of answers according to the titles of administrative jobs:

Table 3 Titles of Administrative Jobs

Job Title	Employees' Number	Percentage
Administrative assistant	86	32.82%
laboratory technician	33	12.60%
IT employee	28	10.69%
management specialist	15	5.73%
Head of Administration	12	4.58%
admin assistant supervisor	12	4.58%
Head of unit	12	4.58%
Accountant	10	3.82%
Scientific statistics researcher	10	3.82%
Typist	7	2.67%
Housing Supervisor	7	2.67%
Office Director	6	2.29%
Warehouse guard	6	2.29%
Systems Analyst	6	2.29%
Psychologist	5	1.91%
Admission and registration coordinator	4	1.53%
Security surveillance	3	1.15%
Total:	**262**	**100.00%**

We notice from Tab. 3 the diversity of job titles for the study sample, where the administrative assistant represents 33.0% and represents 86 employees, followed by laboratory technicians with 12.60%, then 28 information technology employees with a rate of 10.69%.

- Distribution of answers according to the perception of the concept of knowledge management and sharing by administrators:

From Tab. 4, it is clear that the concept of administrators for knowledge management and sharing in general is high. For them, this means to exchange knowledge and experiences with others, where the percentage of approval of the concept was 96.2%, and also that their participation in knowledge means for them an interactive process of transferring knowledge among participants to sort new knowledge coming with a rate of 95.8%, and it also means for the majority that it is the acquisition and sharing of collective experiences by 91%, followed by the fact that knowledge is the acquisition of information through experiences and expertise by 87%, and the lowest approval rate came by 55% that knowledge is power and strength in light of the current development. This shows the awareness and clarity of the concept of knowledge and its participation among the study sample.

Table 4 Distribution of answers according to the perception of the concept of knowledge management and sharing by administrators

	Scale	Disagree	Neutral	Agree
Knowledge is the acquisition of information through experiences and expertise.	Frequency	10	24	228
	Percentage	3.8%	9.2%	87.0%
Sharing knowledge means exchanging knowledge and experiences with others.	Frequency	4	6	252
	Percentage	1.5%	2.3%	96.2%
Knowledge is power and strength in the current development.	Frequency	67	51	144
	Percentage	25.6%	19.5%	55.0%
Knowledge management is the acquisition and sharing of collective experiences	Frequency	5	20	237
	Percentage	1.9%	7.6%	90.5%
Knowledge sharing means an interactive process of transferring knowledge between participants to sort out new knowledge	Frequency	2	9	251
	Percentage	0.8%	3.4%	95.8%

- Distribution of answers according to the types of knowledge shared by university administrators:

Tab. 5 shows the nature of knowledge shared by university administrators. 223 employees from the study sample expressed their involvement in sharing knowledge in modern information at a rate of 85.1%, which is the highest percentage of the types of knowledge sharing, while 219 administrative employees share their knowledge of administrative processes and procedures by 83.6%.

Table 5 Distribution of answers according to the types of knowledge shared by university administrators

	Scale	Disagree	Neutral	Agree
up-to-date information	Frequency	11	28	223
	Percentage	4.2%	10.7%	85.1%
Administrative processes and procedures	Frequency	14	29	219
	Percentage	5.3%	11.1%	83.6%
Social activities	Frequency	13	39	210
	Percentage	5.0%	14.9%	80.2%
Courses (for enrolled students)	Frequency	26	87	149
	Percentage	9.9%	33.2%	56.9%
Postgraduate research activities	Frequency	33	87	42
	Percentage	12.6%	33.2%	54.2%

As for knowledge sharing among administrators in the field of social activities, it numbered 210 administrative employees, at a rate of 80.2%. The sharing of knowledge among administrators about academic courses (for those enrolled in the study), the percentages ranged between supportive by 57% and neutral by 33.2%, and in the last place came knowledge sharing among administrators in the field of research activities related to postgraduate studies as the number of administrators who support sharing their knowledge reached 142 employees by 54.2%.

- Distribution of answers according to the attitude and behavior of administrators towards knowledge sharing:

Table 6 Distribution of answers according to the attitude and behavior of administrators towards knowledge sharing

	Scale	Disagree	Neutral	Agree
I spent a lot of time and effort learning what I know and would not share it with others.	Frequency	213	19	30
	Percentage	81.3%	7.3%	11.5%
Sharing knowledge with others helps to grow and share experiences.	Frequency	1	9	252
	Percentage	0.4%	3.4%	96.2%
I do not trust others and therefore I will not share what I know with them.	Frequency	69	67	126
	Percentage	26.3%	25.6%	48.1%
Sharing knowledge with others fills the gaps in my knowledge and makes me an expert	Frequency	7	36	219
	Percentage	2.7%	13.7%	83.6%
I want to share knowledge at all levels of the university	Frequency	3	17	242
	Percentage	1.1%	6.5%	92.4%

Tab. 6 shows the attitude of administrators and their behavior towards knowledge sharing at the university. 213 employees who were included in the study indicated that they do not agree with the phrase "I spent a lot of time and effort learning what I know and will not share it with others" with a percentage of 81.3%, while 30 employees agreed with it by 11.5%. About 252 employees, or 96.2%, considered that sharing knowledge with others helps growth and exchange of experiences. 242 employees also stated their desire to share knowledge at all levels at the university, at a rate of 92.4%. The majority of the study sample also agreed that "sharing knowledge with others fills the gaps in my knowledge and makes me an expert" with 219 employees, at a rate of approximately 84%, while 36 of them were neutral by 14%. The study sample showed a difference in their attitudes about "I do not trust others and therefore I will not share what I know with them", as 126 employees(male/female) agreed with it at a rate of 48.1%, while 67 of them were neutral at a rate of 26%, and the same number of them did not agree.

Knowledge-sharing behaviors are influenced by two main elements: The first is the employees' attitudes based on tendencies towards knowledge sharing, and the second is personal standards of employees' perception of the way others respond in response to knowledge-sharing behavior. The degree of influence of trends in the process of knowledge sharing outweighs the degree of their influence on the process of knowledge gathering, and this shows the different trends at the different levels of knowledge sharing. Muhammad (2015). Often a positive environment supports knowledge sharing and vice versa, if it is negative, it will lead to stagnation and conflicts between administrators.

- Distribution of answers according to the opinions of administrators towards the advantages of sharing knowledge:

Table 7 Distribution of answers according to the opinions of administrators towards the advantages of sharing knowledge

	Scale	Disagree	Neutral	Agree
Sharing knowledge supports the relationships I have with other university administrators.	Frequency	2	16	244
	Percentage	0.8%	6.1%	93.1%
Sharing knowledge contributes to creating strong relationships with administrators who have common jobs at the university	Frequency	2	17	243
	Percentage	0.8%	6.5%	92.7%
Sharing knowledge supports my sense of merit and my sense of managerial superiority.	Frequency	3	23	236
	Percentage	1.1%	8.8%	90.1%
Sharing knowledge contributes to my chances of working in higher positions.	Frequency	11	39	212
	Percentage	4.2%	14.9%	80.9%
Sharing knowledge multiplies the opportunities for promotions I look forward to.	Frequency	37	62	163
	Percentage	14.1%	23.7%	62.2%

Tab. 7 reveals the views of the administrators at King Abdulaziz University towards the advantages of knowledge sharing. Their opinions came as follows: 244 administrators, with a percentage of 93.1%, believe that knowledge sharing is the relationship that binds them with other administrators working at the university, and then came those who see that sharing knowledge contributes to creating strong relationships with administrators who have common jobs at the university, their number reached 243 administrators, or 93%. Then came those who think that sharing knowledge pervades a sense of aptitude and a sense of administrative superiority, and their number reached 263 administrators, at a rate of 90.1%. Then came those who believed that sharing knowledge doubled their chances of working in higher positions, and their number reached 212 at a rate of 81.0%, while 39 of them or 15.0%, were neutral. Finally, the administrators came with varying degrees of opinions about "the sharing of knowledge doubles the chances of promotions that S/he aspires to obtain." The number of those who agreed was 163 administrators, at 62.2%, the number of neutrals was 62 employees, at a rate of 24.0%, and the number of those who did not agree was 37 employees by 14.1%.

- Distribution of answers according to the opinions of administrators about the expected benefits of sharing knowledge at the university:

Table 8 Distribution of answers according to the opinions of administrators about the expected benefits of sharing knowledge at the university

	Scale	Disagree	Neutral	Agree
Sharing managerial knowledge with other colleagues within the university helps in working to find solutions to problems.	Frequency	2	15	245
	Percentage	0.8%	5.7%	93.5%
Employees become more and better able to cooperate with each other.	Frequency	1	13	248
	Percentage	0.4%	5.0%	94.7%
Knowledge sharing helps to develop the university's work procedures.	Frequency	1	13	248
	Percentage	0.4%	5.0%	94.7%
Sharing managerial knowledge increases productivity within the university.	Frequency	1	11	250
	Percentage	0.4%	4.2%	95.4%
Knowledge sharing supports innovation and creativity among administrators	Frequency	1	13	248
	Percentage	0.4%	5.0%	94.7%

From the above table, it is clear that sharing knowledge for university administrators has benefits, and there are many achievements and benefits that they believe resulting from activating the knowledge sharing process. The number of those who believe that sharing administrative knowledge with other colleagues within the university helps in working to find solutions to problems reached 245 employees/by 94%. In addition, the number of those who believe that sharing knowledge makes employees more able to cooperate with each other in a better way reached 248 employees, by 95%. While 248 employees or 95% approved that sharing, knowledge helps develop work procedures at the university. As for those who believe that sharing administrative knowledge increases productivity within the university, their number reached 250 employees, at a rate of 96%. Finally, 248 employees, at a rate of 95%, believe that sharing knowledge supports innovation and creativity among administrators.

- Distribution of answers according to the organizational culture at the university and the extent to which it enhances knowledge sharing among administrators:

Table 9 Distribution of answers according to the organizational culture at the university and the extent to which it enhances knowledge sharing among administrators

	Scale	Disagree	Neutral	Agree
The administrative unit environment promotes a culture of teamwork more than individual work.	Frequency	14	31	217
	Percentage	5.3%	11.8%	82.8%
The university undertakes measures that contribute to facilitating the exchange and sharing of knowledge between departments and administrative units between different sectors.	Frequency	33	59	170
	Percentage	12.6%	22.5%	64.9%
University governance regulations support knowledge sharing.	Frequency	7	93	162
	Percentage	2.7%	35.5%	61.8%
The university promotes a policy of knowledge sharing between departments and administrative units among various sectors.	Frequency	31	70	161
	Percentage	11.8%	26.7%	61.5%
The university helps administrators to trace knowledge wherever it is found without being bound by the barriers of organizational structures.	Frequency	55	76	131
	Percentage	21.0%	29.0%	50.0%

Tab. 9 reveals the university's organizational culture and the extent to which it enhances knowledge sharing among

administrators, as 217 employees, or 82.8%, believe that knowledge sharing enhances the administrative unit environment, a culture of teamwork more than individual work. While 170 employees (or 65%) agreed that the university is taking measures that contribute to facilitating the exchange and sharing of knowledge between departments and administrative units between various sectors. While the responses of administrators about supporting the university's governance regulations came with the approval of 162 employees, with a percentage of 62.0%. As for the phrase "the university promotes the policy of sharing knowledge between departments and administrative units between different sectors", the approval responses came from 161 employees, at a rate of 62.0%. The responses about "the university helps administrators to track knowledge wherever it is found without being bound by the barriers of organizational structures" came with the approval of 131 employees (by 50%), which requires the university to work to spread the organizational culture among administrators.

- Distribution of answers according to the institutional affiliation of administrators and its impact on knowledge sharing:

Table 10 Distribution of answers according to the institutional affiliation of administrators and its impact on knowledge sharing

	Scale	Disagree	Neutral	Agree
Sharing knowledge leads to an increase in the excellence and competitive value of the university.	Frequency	2	15	245
	Percentage	0.8%	5.7%	93.5%
Employee productivity increases as they share knowledge.	Frequency	2	16	244
	Percentage	0.8%	6.1%	93.1%
The participation of employees in setting the overall goals leads to motivating them and increasing their participation in knowledge.	Frequency	3	20	239
	Percentage	1.1%	7.6%	91.2%
Sharing knowledge contributes to fulfilling responsibilities, resolving disputes and enhancing a sense of institutional belonging.	Frequency	2	22	238
	Percentage	0.8%	8.4%	90.8%
My feeling of belonging to the university leads to increased knowledge sharing	Frequency	3	26	233
	Percentage	1.1%	9.9%	88.9%

The values that the employee adheres to affect his/her attitudes and opinions and thus determine his/her behavior. Hence, the various organizations are interested and seriously seek to instill positive values in the hearts of their employees in a way that helps in achieving their goals and accomplishing the tasks assigned to them efficiently and enhancing their feelings of belonging and loyalty to the organization and working in the spirit of one team and other sought positive behavior patterns at work. (Hareem, 2020, p. 96). Through Tab. 10 above that, the majority of employees agree with 94% that sharing knowledge leads to an increase in the excellence and competitive value of the university. Followed by the phrase of increasing employee production rates as their knowledge participation increases by 93%, then the phrase of employees' participation in setting the university goals leads to motivating them and increasing their participation in knowledge by 91% of approval. Then the phrase of sharing knowledge contributes to fulfilling responsibilities, resolving disputes and enhancing the sense of institutional belonging among administrators, with 91% agreeing, and then the last phrase of feeling belonging to the university leads to an increase in knowledge sharing by 89% agreeing. In fact, employees in organizations with a strong culture are characterized by a high degree of commitment and belonging to the organization. The broad consensus on the central values and beliefs increases the loyalty, faith and adherence of the employees to the organization, and this represents an important competitive advantage for the organization with positive results. Hareem (2020), p. 321.

- Distribution of answers according to belonging to the common administrative tasks of administrators, and its impact on knowledge sharing:

Table 11 Belonging to the common administrative tasks of administrators, and its impact on knowledge sharing

	Scale	Disagree	Neutral	Agree
I share my opinion on administrative knowledge constantly due to its importance to me.	Frequency	2	19	241
	Percentage	0.8%	7.3%	92.0%
Providing means of communication within the unit that facilitates employee communication and increases opportunities to benefit from sharing administrative knowledge.	Frequency	9	21	232
	Percentage	3.4%	8.0%	88.5%
Employees who practice the same managerial tasks work to formally-share knowledge while building and maintaining a network of managerial relationships for common tasks.	Frequency	15	57	190
	Percentage	5.7%	21.8%	72.5%
The majority of employees who exercise the same managerial functions share knowledge tacitly in informal working relationships.	Frequency	19	69	174
	Percentage	7.3%	26.3%	66.4%

Employees who practice the same administrative tasks consider that building and maintaining a network of administrative relationships for common tasks is not critical.	Frequency	68	54	140
	Percentage	26.0%	20.6%	53.4%

It is clear from Tab. 11 that the extent to which administrators belong to common administrative tasks affects their sharing of knowledge, and the answer that obtained the most approval is the continuous participation of other colleagues in administrative knowledge due to its importance for the employee, at a rate of 92.0% with the number of 241 employees. Followed by the provision of means of communication within the unit that facilitates employee's communication and increases the chances of benefiting from sharing administrative knowledge for 232 employees by 89%. Next, came employees who practice the same administrative tasks work to share knowledge formally through building and maintaining a network of administrative relations for common tasks with the approval of 190 employees by 73%. 57 employees are neutral at 22%. Those who disagree came by about 6%, then the rest of the statements follow in varying proportions between approval and rejection.

- Distribution of answers according to applications that help administrators to share knowledge:

Table 12 Distribution of answers according to applications that help administrators to share knowledge

	Scale	Disagree	Neutral	Agree
Specialized training programs enable me to share knowledge.	Frequency	3	18	241
	Percentage	1.1%	6.9%	92.0%
Work teams and groups of practice for the same profession increase knowledge sharing	Frequency	3	18	241
	Percentage	1.1%	6.9%	92.0%
Personal means of communication allow for the exchange and sharing of knowledge	Frequency	4	23	235
	Percentage	1.5%	8.8%	89.7%
Navigating more than one job within the workplace allows knowledge sharing	Frequency	13	25	224
	Percentage	5.0%	9.5%	85.5%
The information technologies used at the university connect all practitioners with the same tasks in all sectors	Frequency	21	45	196
	Percentage	8.0%	17.2%	74.8%

From the above Tab. 12 it is clear to us that the most applications that help administrators to share knowledge, which obtained a collective approval of 241 employees, are specialized training programs, work teams and groups of practice for the same profession with a rate of 92.0%, followed by the personal means of communication for 235 employees, at a rate of approximately 90%, and then came movement in more than one job within the workplace (job turnover) with an approval rate of 86%, a neutral response with approximately 10%, while those who rejected the statement represented 5.0%.

The variables were analyzed and a relationship was found between the demographic data and the factors influencing the concept of knowledge management and its sharing. The statistical results that have statistically significant relationships between them are presented below.

- The relationship between scientific specialization and the types of knowledge shared by university administrators:

Table 13 The relationship between scientific specialization and knowledge patterns shared by university administrators

#	Expressions	Significance Level
5	Courses (for enrolled students)	0.006

From the above table, it is clear that there is a relationship between the scientific specialization and "curricula" (for those enrolled in the course), and this indicates that the student employees enrolled in the course share knowledge patterns. It indicates that scientific specialization has no effect on knowledge sharing.

- The relationship between years of experience and knowledge patterns shared by university administrators:

Table 14 The relationship between years of experience and knowledge patterns shared by university administrators

#	Expressions	Correlation coefficient	Statistical significance
1	up-to-date information	0.058	0.352
2	Administrative processes and procedures	*0.126	0.042
3	Social activities	*-0.134	0.030
4	Postgraduate research activities	-0.042	0.497
5	Courses (for enrolled students)	-0.022	0.721
The relationship between years of experience and patterns of knowledge shared by university administrators in general		0.033	0.594

From the above table, it is clear that there is a direct statistically significant relationship between the years of experience and the types of knowledge shared by university administrators in relation to "administrative processes and procedures", where the statistical significance is less than the level of significance (0.05). This indicates that the more years of experience are, the higher the sharing percentage of knowledge patterns in administrative processes and

procedures are. However, there is an inverse relationship with a statistical significance between the years of experience and the patterns of knowledge shared by university administrators in relation to "social activities" where the statistical significance is less than the level of (0.05). This indicates that the more experience decreased the less participation of knowledge patterns in social activities is and vice versa. There is also a weak direct relationship between years of experience and patterns of knowledge shared by university administrators in relation to "modern information", and there is a weak inverse relationship between years of experience and patterns of knowledge shared by university administrators in relation to "research activities related to postgraduate studies" and "curricula (for those enrolled in a course)", where the statistical significance was greater than the level of (0.05). This indicates that the fewer years of experience are, the higher the knowledge sharing patterns for "research activities related to postgraduate studies" and "curricula (for those enrolled in a course)". In general, administrative staff share knowledge of administrative processes and procedures.

- The relationship between scientific specialization and organizational culture at the university and the extent to which it enhances knowledge sharing among administrators:

Table 15 The relationship between scientific specialization and organizational culture at the university and the extent to which it enhances knowledge sharing among administrators

#	Expressions	Significance Level
1	The administrative unit environment promotes a culture of teamwork more than individual work.	0.002
4	The university promotes a policy of knowledge sharing between departments and administrative units among various sectors.	0.041

From the above table, it is clear that there is a statistical relationship because the significance level is less than the chosen level of (0.05) between the scientific specialization and "the administrative unit environment promotes a culture of teamwork more than individual work" and "the university promotes the policy of sharing knowledge between departments and management units between different sectors".

5 RESULTS

The study revealed that the administrators' concept of knowledge management and its sharing in general is high, which indicates their awareness of the importance of the practice of knowledge sharing. The most commonly used cognitive pattern among university administrators is modern information, administrative processes and procedures, and social activities. It revealed the approval of the fact that the behavior of administrators towards knowledge sharing with others helps growth and exchange of experiences and the approval for the sharing of knowledge at all levels of the university as well as that knowledge sharing pushes them towards positive relationships that bind the employee (male/female) with other university administrators support knowledge sharing and create strong relationships with employees who have common jobs at the university that contribute to knowledge sharing. Sharing knowledge supports the employee's sense of merit and managerial superiority. Relationships that depend on trust with others lead to increased knowledge sharing. In addition, the benefits of sharing knowledge for administrators are increasing administrative productivity at the university and support innovation and creativity among administrators. It also helps develop university work procedures. Employees become more able to cooperate with each other in a better way. Sharing with other colleagues helps work to find solutions to problems. The university's organizational culture enhances the sharing of knowledge among administrators, and the culture of teamwork. It is clear that there are cooperative working groups within the university, who have informal channels of communication that help in carrying out administrative tasks. In addition, the institutional affiliation of administrators affects the sharing of knowledge and leads to an increase in the excellence and competitive value of the university. Most of the applications that help administrators to share knowledge are specialized training programs, work teams, and groups of practice for the same profession.

6 RECOMMENDATIONS

The study came up with some recommendations that help improving and developing the knowledge-sharing process with:

- Activate a formal, operational plan within the strategic planning to spread the culture of knowledge sharing among the administrative sectors. Those in supervisory positions should create a positive stimulating environment to support knowledge sharing and the creation of new knowledge.
- Conduct specialized training programs and activate groups to practice teamwork to spread the culture of sharing knowledge and exchanging experiences.
- Create an official electronic application to monitor and share the sharing of administrative knowledge among the administrative staff.
- The necessity of adopting technical programs that contribute to the preservation and sharing of knowledge to generate new knowledge for its investment.
- Establish financial incentives to encourage innovative knowledge sharing initiatives.
- Hold workshops between administrators with common interests to exchange knowledge and share it in the field of administrative operations and procedures.

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