

# **The Role of Organizational Culture in Enhancing Knowledge Sharing Among Faculty Members at the College of Business, University of Jeddah**

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**Abstract:** This study aims to evaluate the role of organizational culture in enhancing knowledge sharing among faculty members at the College of Business, University of Jeddah. A questionnaire was used as the study tool, distributed to a random sample of 68 faculty members at the College of Business. The data was processed using SPSS software. The study concluded with several key findings: there is a strong positive relationship between organisational culture and knowledge sharing within the college. The college provides the necessary infrastructure for knowledge sharing activities, such as programs and modern communication tools, and the administration encourages faculty members and staff to share knowledge among themselves. The study also found no statistically significant differences in faculty members' attitudes towards the role of organisational culture in enhancing knowledge sharing based on academic rank. At the same time, there were significant differences based on age and years of experience.

**Keywords:** (Organizational Culture, Knowledge Sharing, Faculty Members, College of Business, University of Jeddah).

## **First Axis: The Methodological Framework of the Study**

### **1. introduction**

In today's fast-paced and ever-changing world, knowledge has become one of the most crucial resources that institutions rely on to achieve success and sustainability. Success in institutions no longer depends solely on material or human resources but significantly on the ability to manage and effectively utilize knowledge. This is because knowledge represents the intellectual capital that can distinguish one institution from another and provide it with a competitive advantage in the job market.

In this context, universities play a pivotal role in the production and transfer of knowledge. They are not only educational institutions but also research centers that contribute to the development of science, technology, and innovation. Hence, the importance of knowledge sharing among faculty members emerges as a means to enhance the quality of education and scientific research. Knowledge sharing can contribute to improving academic performance, developing curricula, and increasing research productivity.

However, achieving effective knowledge sharing requires a supportive organizational environment that encourages the exchange of ideas and experiences. This is where organizational culture comes into play. Organizational culture is a set

of values, beliefs, expectations, and behaviors that prevail in an institution and influence how individuals interact with each other. Organizational culture can either be a facilitator or a barrier to knowledge sharing, depending on the extent to which it encourages collaboration and openness. A culture that promotes innovation and cooperation can help create a distinguished educational and research environment, while a culture lacking these values may hinder academic and research progress.

Given the importance of organizational culture in the academic work environment and its role in supporting and improving knowledge management processes within higher education institutions, this research aims to explore the role of organizational culture in enhancing the knowledge sharing process among faculty members at the College of Business, University of Jeddah. Through data analysis and a review of previous literature, the research also seeks to provide practical recommendations that can help build an organizational environment that fosters knowledge sharing, thereby contributing to the improvement of the college's academic and research performance.

## **2. Study Problem**

Amidst the rapid changes and increasing challenges faced by educational institutions, the ability to manage and share knowledge among faculty members has become vital for achieving academic and research excellence. Universities are centers of innovation and development, where knowledge is produced and transferred to future generations. However, achieving this goal requires an organizational environment that encourages knowledge sharing and collaboration among faculty members. Organizational culture plays a pivotal role in shaping individuals' behaviors within the institution, including their willingness to collaborate and share knowledge. Many higher education institutions face challenges that hinder the knowledge sharing process, such as a lack of trust among individuals, the absence of effective mechanisms for knowledge exchange, or an organizational culture that does not promote collaboration and openness.

Hence, the importance of studying the impact of organizational culture on the knowledge sharing process among faculty members arises. Understanding how organizational culture affects this process can help identify factors that enhance or hinder knowledge sharing, thereby providing recommendations to improve the organizational environment in the college. From this standpoint, there is a need to study and analyze the role of organizational culture in enhancing the knowledge sharing process among faculty members and to identify the organizational barriers that limit the full sharing of knowledge within universities, specifically at the College of Business, University of Jeddah, which is one of the leading universities in the region. The current study aims to fill the knowledge gap in this field by answering the following main question: What is the role of organizational culture in improving knowledge sharing among faculty members at the College of Business, University of Jeddah?

The main research question is further divided into the following sub-questions:

- 1) What is the current state of organizational culture at the College of Business, University of Jeddah?
- 2) What is the level of knowledge sharing among faculty members at the College of Business, University of Jeddah?
- 3) Is there a statistically significant relationship between the dimensions of organizational culture and knowledge sharing at the College of Business, University of Jeddah?

- 4) Are there statistically significant differences at the significance level ( $\alpha=0.05$ ) in the attitudes of faculty members at the College of Business, University of Jeddah towards the role of organizational culture in improving knowledge sharing attributed to variables such as age, academic rank, and years of experience?

#### Hypotheses:

- **Hypothesis 1:** There is a high level of organizational culture availability at the College of Business, University of Jeddah.
- **Hypothesis 2:** There is a high level of knowledge sharing among faculty members at the College of Business, University of Jeddah.
- **Hypothesis 3:** There is a strong positive relationship between organizational culture and knowledge sharing at the College of Business, University of Jeddah.
- **Hypothesis 4:** There are no statistically significant differences at the significance level ( $\alpha=0.05$ ) in the attitudes of faculty members at the College of Business, University of Jeddah towards the role of organizational culture in improving knowledge sharing attributed to variables such as age, academic rank, and years of experience.

#### 3. Objectives of the study:

This study aims to achieve the following objectives:

- 1) Identify the current state of organizational culture at the College of Business, University of Jeddah.
- 2) Determine the level of knowledge sharing among faculty members at the College of Business, University of Jeddah.
- 3) Analyze the existence of a statistically significant relationship between the dimensions of organizational culture and knowledge sharing at the College of Business, University of Jeddah.
- 4) Analyze the existence of statistically significant differences at the significance level ( $\alpha=0.05$ ) in the attitudes of faculty members at the College of Business, University of Jeddah towards the role of organizational culture in improving knowledge sharing attributed to variables such as age, academic rank, and years of experience.

#### 4. Importance of studying

This study holds both scientific and practical significance, as it contributes to enriching theoretical and applied knowledge in the field of organizational culture and knowledge sharing in universities. It provides valuable insights and recommendations for leaders, practitioners, and those interested in this field. The significance of the study is manifested in the following aspects:

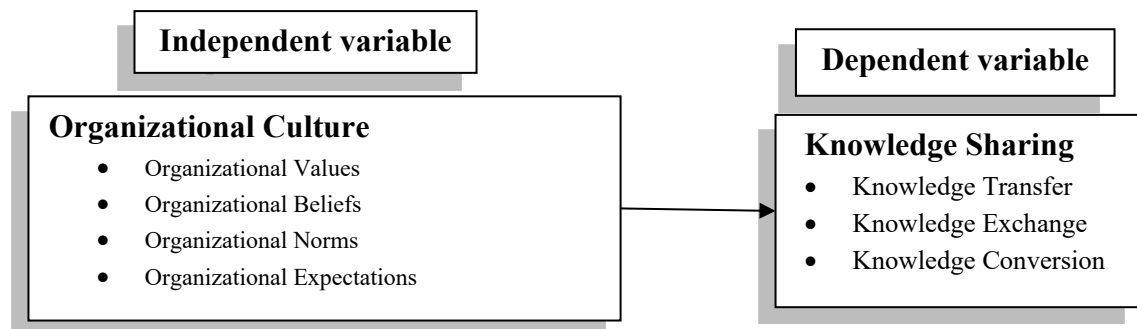
- **Theoretical Importance:** The study derives its importance from being one of the few studies that address the topic of organizational culture and knowledge sharing. Research and studies, especially Arabic ones (as per the researchers' knowledge), that have addressed the topic of knowledge sharing within the framework of organizational culture are scarce. Hence, the theoretical significance of this study lies in exploring the opinions and attitudes of the study sample towards the role of organizational culture in improving the knowledge sharing process in the academic environment.
- **Practical Importance:** On the practical level, the importance of the study is highlighted by its ability to provide practical recommendations for faculty

members at the College of Business, University of Jeddah. This is based on the study's findings and results, which aim to explore the role of organizational culture in enhancing the knowledge sharing process among faculty members at the College of Business, University of Jeddah.

## 5. Study model.

To achieve the purpose of the study and reach its specific objectives, the researcher designed the theoretical model of the study as shown in Figure No. (1).

Figure (1): Study model



## 6. Methodology:

The study adopted the descriptive survey method suitable for this research by providing data and information about the current state of the research problem. A questionnaire tool was designed for data collection, which included several axes representing the study variables, each containing a number of statements formulated based on the five-point Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree).

## 7. Population and Sample of the Study:

The total population of the current study consists of faculty members at the College of Business, University of Jeddah. The sample size was 68 individuals, selected using a simple random sampling method.

## 8. The Study Scope:

The limitations of the study are as follows:

- **Subjective Limitations:** The subjective limitations of this study are limited to identifying the role of organizational culture in improving the knowledge sharing process among faculty members at the College of Business.
- **Spatial Limitations:** The application of the current study is limited to the College of Business, University of Jeddah, Saudi Arabia.
- **Human Limitations:** The study is limited to faculty members at the College of Business, University of Jeddah.
- **Temporal Limitations:** The study was prepared and applied during the year 1445 AH / 2024 AD.

## 9. Study Terminology:

In this study, the researcher used several scientific terms, as follows:

**9.1. Organizational Culture:** Organizational culture is defined as “a system of values, beliefs, concepts, and ways of thinking among members of the organization, which are invisible and unwritten but are felt and shared by

every individual in the organization and are taught to new members” (Asfour, 2008).

Operational Definition: The researcher defines it operationally as: A set of values, beliefs, and behaviors that prevail in the College of Business, University of Jeddah, which influence how faculty members interact with each other and their academic environment, forming a reference framework to guide their daily behaviors and interactions.

**9.2. Knowledge Sharing:** Knowledge sharing is defined as “the continuous interaction within the organization through the process of preparing information, organizing it, and then transferring and exchanging information among the organization’s members” (Martini, et al., 2012).

**9.3. Operational Definition:** The researcher defines it operationally as: A continuous and organized process of exchanging information and experiences among faculty members at the College of Business, University of Jeddah, including the collection, organization, and transfer of information among individuals to enhance collective knowledge and improve academic and research performance.”

## **Second axis of the study: The theoretical framework and previous studies**

### **First: The theoretical framework:**

The theoretical framework of the current research proceeds as follows:

#### **1. Organizational Culture**

In today’s business world, organizational culture has become one of the fundamental factors influencing the success and sustainability of institutions. Organizational culture is not merely a set of values and beliefs adopted by individuals within the institution; it is also the framework that determines how individuals interact with each other and their work environment. Organizational culture plays a vital role in shaping individuals’ behaviors, guiding them towards achieving common goals, and fostering team spirit and collaboration.

Organizational culture is an invisible yet tangible element that can have significant impacts on the overall performance of the institution. By promoting values such as cooperation, innovation, transparency, and respect, institutions can create a positive and motivating work environment that contributes to sustainable success (Whelen et al., 2018).

#### **1.1. Concept of Organizational Culture**

The definitions of organizational culture vary according to the perspectives adopted by researchers. Organizational culture is defined as “a set of values, beliefs, and behaviors that prevail in the institution and influence how individuals interact with each other and their work environment” (Dahmani & Nasri, 2019).

Organizational culture is also defined as a system of values, beliefs, concepts, and ways of thinking among the organization’s members, which are invisible and unwritten but are felt and shared by every individual in the organization and are taught to new members (Asfour, 2008).

#### **1.2. Dimensions of Organizational Culture:**

David De identified a set of objectives for cognitive behavior in 1997 titled “What are Knowledge Behaviors,” which are:

**1.2.1. Organizational Values:** Organizational values are the fundamental principles that guide individuals’ behavior within the institution. These values reflect what the institution considers important and set the standards that individuals should follow in their daily work. Organizational values include a range of principles such as integrity, transparency, cooperation,

innovation, and social responsibility. When organizational values are clear and shared among all individuals, they contribute to creating a cohesive and motivating work environment. For example, the value of cooperation can encourage individuals to work together more effectively, enhancing the achievement of common goals. Organizational values represent a shared understanding in an organization or work environment regarding certain behaviors and orientations, such as time management, customer respect, and cooperation (Khalid et al., 2021).

- 1.2.2. **Organizational Beliefs:** Organizational beliefs are the ideas and concepts that individuals within the institution hold about how to achieve success and good performance. These beliefs are shaped through shared experiences and are reflected in individuals' behaviors and decisions. They are shared ideas about the nature of work and social life in the work environment, and how to accomplish work and organizational tasks. These beliefs include the importance of participation in decision-making processes, contributing to teamwork, and the impact of these on achieving organizational goals. They are shared ideas among employees in a single work environment that they believe in and strive to apply in the work environment because they relate to how work is accomplished and tasks are performed within the organization (Al-Amian, 2005).
- 1.2.3. **Organizational Norms:** Organizational norms are the unwritten rules that determine how individuals interact with each other and their work environment. These norms are formed through daily interactions and are reflected in individuals' behaviors and expectations. Organizational norms include a set of acceptable behaviors such as how to deal with colleagues, how to make decisions, and how to handle challenges. When organizational norms are clear and shared among everyone, they contribute to creating a consistent and organized work environment. For example, there may be norms that encourage active participation in academic meetings, enhancing the exchange of ideas and knowledge.
- 1.2.4. **Organizational Expectations:** Organizational expectations are the standards that the institution expects individuals to achieve in their daily work. These expectations include a set of goals and standards that individuals must adhere to in order to achieve good performance. Organizational expectations play a vital role in guiding individuals' behavior and enhancing their commitment to the institution's goals. For example, the institution may expect individuals to produce high-quality scientific research, motivating them to work diligently to meet these expectations. When organizational expectations are clear and shared among everyone, they contribute to achieving academic and research excellence. Organizational expectations vary depending on the organization, individuals, their desires, and aspirations. Employees also expect the provision of an organizational environment that supports and meets their psychological and economic needs (Al-Sakarna, 2009).

### 1.3. Factors Influencing Organizational Culture

Organizational culture is influenced by a set of factors that determine the strength or weakness of the organization's culture. These factors include (Khalid et al., 2021):

- **Size of the Organization:** The size of the organization plays a significant role in shaping organizational culture. Large organizations may face challenges in maintaining a unified organizational culture due to the diversity of individuals and large teams. In contrast, smaller organizations may be more capable of

fostering a cohesive organizational culture due to the smaller number of individuals and easier communication among them.

- **Organizational Age:** Organizational age refers to the period the organization has existed since its establishment. Older organizations may have a well-established and stable organizational culture, while newer organizations may be in the process of building and developing their culture. Organizational age can affect individuals' acceptance of change and development within the organization.
- **Organizational Technology:** Organizational technology includes the tools and technologies used by the organization in its daily operations. The use of modern technologies can contribute to improving communication and collaboration among individuals, thereby enhancing organizational culture. Conversely, reliance on outdated technologies may hinder effective interaction among individuals and negatively impact organizational culture.
- **Socialization:** Socialization refers to the processes through which new individuals in the organization are taught organizational values, beliefs, and behaviors. These processes include training, orientation, and daily interaction with colleagues. Effective socialization contributes to strengthening organizational culture and helps new individuals quickly integrate into the work environment.
- **Organizational Change:** Organizational change includes modifications made by the organization to its structure, processes, or policies. Change can have a significant impact on organizational culture, as individuals may find it challenging to adapt to new changes. Effective change management can help reduce resistance and enhance organizational culture.
- **External Environment:** The external environment includes economic, social, technological, and political factors that affect the organization. Changes in the external environment can influence organizational culture by imposing new challenges or opportunities for development. Organizations that quickly adapt to external changes are more capable of maintaining a strong and flexible organizational culture (Khalid et al., 2021).

## 2. Knowledge Sharing

In the current era, knowledge has become one of the most important resources that institutions rely on to achieve success and excellence. Knowledge sharing is a vital process that contributes to enhancing innovation and creativity within institutions by exchanging ideas and experiences among individuals. In an academic environment, such as universities, knowledge sharing plays a pivotal role in improving the quality of education and scientific research. Through knowledge sharing, faculty members can exchange information and experiences, contributing to the development of curricula and the production of distinguished scientific research.

### 2.1. Concept of Knowledge Sharing:

Knowledge sharing is a continuous and organized process of exchanging information and experiences among individuals within the institution. It includes collecting, organizing, and transferring information among individuals to enhance collective knowledge and improve the overall performance of the institution. Knowledge sharing is defined as “a culture of social interaction characterized by the exchange of knowledge, skills, and experiences among employees. The knowledge sharing process occurs at the individual level through dialogue among colleagues and helping each other to perform work more efficiently, and at the organizational level through collecting, organizing, reusing, and making knowledge available to everyone” (Hsiu-Fen, 2007).

The culture of knowledge sharing encourages the sharing of knowledge and eliminates the reasons that make individuals hesitant to generate, share, and use knowledge. This is because culture influences behaviors that are essential for generating and sharing knowledge. Creating a culture of knowledge sharing requires encouraging individuals to work effectively with each other, cooperate, and share to become more productive (Bin Zayed & Rawabha, 2020).

## **2.2. Importance of Knowledge Sharing in Educational Institutions:**

Knowledge sharing is a continuous and organized process of exchanging information and experiences among individuals within the institution. It includes collecting, organizing, and transferring information among individuals to enhance collective knowledge and improve the overall performance of the institution. Knowledge sharing is defined as “a culture of social interaction characterized by the exchange of knowledge, skills, and experiences among employees. The knowledge sharing process occurs at the individual level through dialogue among colleagues and helping each other to perform work more efficiently, and at the organizational level through collecting, organizing, reusing, and making knowledge available to everyone” (Hsiu-Fen, 2007).

Knowledge sharing holds great importance in enhancing academic and research performance within educational institutions. The key benefits of knowledge sharing include:

- **Improving the Quality of Education:** Through the exchange of ideas and experiences, faculty members can develop innovative curricula that meet the needs of students and the job market.
- **Enhancing Innovation and Creativity:** Knowledge sharing encourages the adoption of new ideas and the experimentation with innovative teaching and research methods, contributing to academic excellence.
- **Increasing Research Productivity:** The exchange of knowledge and experiences among members can lead to the production of high-quality scientific research, enhancing the academic institution’s reputation.
- **Building Strong Professional Relationships:** Knowledge sharing enhances communication and interaction among individuals, contributing to the building of strong professional relationships and fruitful collaboration.
- **Improving Decision-Making:** Through the exchange of information and experiences, individuals can make informed decisions based on a broad and diverse knowledge base (Al-Dhabyani, 2020).

## **2.3. Organizational Culture and Knowledge Sharing:**

Organizational culture plays a vital role in enhancing the knowledge sharing process within institutions. Organizational culture, with its values, beliefs, norms, and expectations, forms the framework that determines how individuals interact with each other and their work environment. When organizational culture supports collaboration and openness, it significantly contributes to enhancing knowledge sharing among individuals.

There is a pressing need for knowledge sharing in the institution as it supports the institution’s creative and competitive capabilities. In addition to its organizational importance, knowledge sharing is also important at the individual or personal level for employees, both socially, in terms of supporting human relationships among colleagues, and professionally, in terms of refining the concept of professional development and supporting continuous learning (Tharwat & Al-Dahdi, 2015)



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**Second: Previous studies:**

The researcher conducted a survey of several Arabic and foreign databases to review the published literature on the study topic and to examine some academic theses. There are many previous studies that have addressed the study topic from different angles. The results of the literature review and previous studies indicated a scarcity of studies (to the best of the researchers' knowledge) that directly examine the topic of organizational culture and knowledge sharing. These studies varied between Arabic and foreign, totaling seven studies, with four Arabic and three foreign studies. All of them addressed topics related to organizational culture and knowledge sharing, covering the period from 2011 to 2021 in intellectual production. They were arranged chronologically from the most recent to the oldest. Below is a presentation of these studies, followed by the main findings derived from them, highlighting the scientific gap by identifying the differences between the current study and previous studies, and finally, the aspects of benefiting from previous studies in the current study.

**Khalid et al. (2021):** "The Impact of Organizational Culture on the Level of Knowledge Sharing: A Case Study of a Sample of Employees of the Gas and Electricity Distribution Company in Ouargla, Algeria." The study aimed to assess the extent of the impact of organizational culture on knowledge sharing in the Gas and Electricity Distribution Company in Ouargla. The study relied on conducting interviews with the company's executives and distributing a questionnaire to a sample of 58 individuals. The SPSS program was used for data processing. The study concluded with several findings, the most important of which are: there is a strong positive relationship between organizational culture and knowledge sharing in the company, as the company provides the necessary infrastructure for practicing knowledge sharing processes such as programs and modern communication means. The management also encourages employees to share knowledge among themselves. The study also found that there is no impact of the variables of age and educational level on the axis of organizational culture, while there are differences concerning the variable of experience.

**Bin Zayed and Rawabha (2020):** "The Role of Organizational Culture in Motivating Knowledge Sharing among Employees: A Field Study at the Lapal Institution in Annaba." The study aimed to identify the extent to which organizational culture at the Lapal Institution in Annaba contributes to motivating knowledge sharing among employees. To achieve this goal, the descriptive and analytical method was used for the theoretical aspect, while the statistical analytical method was used for the practical aspect. The study found a high availability of the dimensions of organizational culture in the study field, with the dimension of organizational trust being the most important among them. This was reflected in a high availability of practicing knowledge sharing among employees, with a significant impact of the dimensions of organizational culture on practicing knowledge sharing at the Lapal Institution in Annaba.

**Dahmani and Nasri (2019):** "The Impact of Organizational Culture on Knowledge Sharing in Algerian Universities: An Approach Using Structural Equation Models." The study aimed to highlight the role of organizational culture in enhancing knowledge sharing at the University of Tahri Mohammed Bashir. The study used the descriptive and experimental method by addressing the theoretical foundation of both organizational culture and knowledge sharing and reviewing previous studies. The study utilized the SPSS and Amos programs and the maximum likelihood method to analyze the responses of a sample of 172 individuals from the study population of 764 faculty members belonging to the university's eight colleges. The study concluded with several findings, the most important of which is that

organizational culture explains 68% of knowledge sharing. Additionally, a 1% increase in organizational culture enhances knowledge sharing by 0.82%, prompting the administration of the University of Tahri Mohammed Bashar to work on fostering team spirit among faculty members, which enhances knowledge sharing.

**Dora et al. (2018):** “The Role of Organizational Culture in Improving the Knowledge Sharing Process among Faculty Members at Dhofar University.” The study aimed to identify the role of organizational culture in improving the knowledge sharing process among faculty members at Dhofar University and the impact of the dimensions of organizational culture (trust, intellectual conflict, creativity, and risk-taking) on the knowledge sharing process. The study sample included 701 faculty members working at Dhofar University. The descriptive analytical method was adopted in this study, and multiple regression analysis was used to test its hypotheses. The study results showed that the arithmetic means of the three dimensions of organizational culture were high, with trust being the most perceived dimension by faculty members at Dhofar University, followed by intellectual conflict, and then creativity and risk-taking. The study also showed a good level of knowledge sharing among faculty members at Dhofar University. Additionally, the results indicated a significant impact of all dimensions of organizational culture (trust, intellectual conflict, creativity, and risk-taking) on knowledge sharing. Several recommendations were made to reinforce the concept of organizational culture at the university and enhance the knowledge sharing process among faculty members at Dhofar University.

**Al-Alawi et al. (2017):** “Organizational Culture and Knowledge Sharing: Critical Success Factors.” The study aimed to verify the role of certain factors of organizational culture (organizational structure, information systems, rewards, and leadership) in the success of the knowledge sharing process. The study sample included organizations from both the public and private sectors in the Kingdom of Bahrain. Not all ministries were selected due to the lack of English language skills among some of their employees. A total of 300 questionnaires were distributed, and 231 were retrieved, giving a response rate of 77%. The public sector respondents were from the Ministry of Commerce, Ministry of Housing, Ministry of Information, Ministry of Finance, University of Bahrain, Arabian Gulf University, and the Central Information Office. The private sector participants were from Investcorp, Ahli United Bank, Bahrain National Holding, Arab Financial Services Company, BNP Paribas Bank, United Gulf Bank, Kuwait Finance House, Gulf Finance and Investment, Zayani Motors, Bahrain Advanced Technology, Al Salam Bank, BATELCO, Bahrain Islamic Bank, BAAS, BALAXICO, BAPCO, and Bahrain Bank. The study found that factors such as interpersonal trust, employee communication, information systems, rewards, and organizational structure play an important role in determining relationships among employees and, in turn, provide opportunities to break down barriers to knowledge sharing. The study concluded that organizational culture plays a fundamental role in generating and disseminating knowledge within institutions to enable them to benefit from their knowledge and achieve prosperity.

**Islam et al. (2011):** “Organizational Culture and Knowledge Sharing: Empirical Evidence from Service Organizations.” The study aimed to identify the type of relationship between the dimensions of organizational culture (trust, employee communication, leadership, rewards) and knowledge sharing. The researcher used a questionnaire as a data collection tool, and the study sample was selected from seven service organizations in Bangladesh. Simple regression was used to process the hypotheses. The study found that leadership is positively related to knowledge sharing, while the system has no impact on the knowledge sharing process. The results showed that knowledge sharing plays a significant role in the success of

service organizations in Bangladesh, focusing on trust, employee communication, and leadership.

**Raid (2011):** “The Impact of Organizational Culture on Knowledge Sharing: The Case of Jordanian Coal Mining Companies.” The study aimed to reveal the impact of organizational culture on knowledge sharing at the Jordan Phosphate Mines Company. The dimensions of organizational culture included (collaborative environment, trust, shared vision, management practices) and their role in knowledge sharing within the Jordanian coal mining companies. A questionnaire was used as a data collection tool, distributed to 321 employees. The study concluded that the four cultural factors directly impact knowledge sharing and confirmed that organizational culture factors explain 59.6% of the variance in knowledge management.

#### **Commenting on Previous Studies:**

Through the review of previous studies, the researcher found that many of them focused on the concept of organizational culture and its importance in various fields, including knowledge management and knowledge sharing in different organizations, including academic ones. These studies generally showed that organizational culture plays a significant role in supporting and enhancing knowledge sharing, thereby achieving the organization’s knowledge and competitive goals. By presenting previous Arabic and foreign studies that addressed the topic of organizational culture and knowledge sharing from different perspectives and in a variety of contexts, several similarities and differences between the current study and previous studies emerge, as follows:

**Regarding the Subject and Purpose of the Study:** All previous studies focused on organizational culture in its various dimensions and its impact on knowledge sharing. The current study aims to identify the role of organizational culture in improving knowledge sharing among faculty members at the College of Business, University of Jeddah. The current study aligns with the study by Khalid et al. (2021) and the study by Bin Zayed and Rawabha (2020) in some of the objectives they seek to study, such as understanding the concept of organizational culture and knowledge sharing. It also aligns with the study by Dahmani and Nasri (2019), which aimed to analyze the impact of organizational culture on knowledge sharing in Algerian universities. However, the current study differs from some studies in certain objectives, such as the study by Islam et al. (2011), which focused on the relationship between the dimensions of organizational culture and knowledge sharing in service organizations.

**Regarding the Study Community:** The study population of the current study consists of faculty members at the College of Business, University of Jeddah, while previous studies were applied to diverse populations such as employees of the Gas and Electricity Distribution Company in the study by Khalid et al. (2021), and employees at the Lapal Institution in Annaba in the study by Bin Zayed and Rawabha (2020). The current study also differs from some previous studies in terms of the study population, such as the study by Al-Alawi et al. (2017), which included organizations from both the public and private sectors in the Kingdom of Bahrain.

**What Distinguishes the Current Study from Previous Studies:** The current study is

The current study is distinguished from previous studies by focusing on the attitudes of faculty members towards organizational culture and its role in improving the knowledge sharing process, while previous studies focused on organizational culture and knowledge sharing from different aspects and dimensions. The current study also stands out by focusing on the academic context, specifically examining the role

that organizational culture plays in improving knowledge sharing within the academic environment.

Additionally, the current study is distinguished from previous studies in its effort to analyze the differences in the opinions of faculty members at the College of Business, University of Jeddah, towards the role of organizational culture in improving knowledge sharing based on variables such as age, academic rank, and years of experience. This provides a more detailed view of the extent of homogeneity or diversity in the opinions and attitudes of the sample members towards the study topic according to the mentioned variables.

### **The third axis: curriculum and study procedures**

This axis outlines the study's methodology and procedures followed during the research. It describes the various contexts of the steps taken by the researcher to achieve the study's objectives and address its research questions. Additionally, it clarifies the type, nature, and strategy of the study, describes the study population, specifies the observational method, details data collection methods, outlines the stages of developing the study tool, and assesses the validity and reliability of the study instrument. Finally, it identifies the statistical methods used for data analysis to arrive at the results.

1. **Study Methodology:** Given the nature of the study and its objectives, a descriptive survey methodology was employed. This approach focuses on studying a phenomenon as it exists and aims to provide an accurate and detailed description, both qualitatively and quantitatively. The goal is to investigate various aspects of the phenomenon and its different relationships, ultimately contributing to knowledge about the topic (Qasim, 2011).

**Case Study Methodology:** The current study follows a case study approach, which is one of the descriptive methods. It aims to collect scientific data related to a specific unit, whether an individual, an institution, or a social system. The purpose is to obtain instructions related to the studied unit and compare them with similar units.

2. **Study Population and Sample:**

The study community consists of faculty members at the College of Business, University of Jeddah, Saudi Arabia. A random sample representing this community was drawn, totaling (67) individuals, to whom the questionnaire was distributed electronically.

3. **Study Instrument:**

The survey was used as the data collection tool. The initial wording of the study instrument was formulated, and its domains were defined based on a review of the theoretical framework. This was done by referring to tools used in previous studies similar to the current one. Phrases for each domain were crafted according to procedural definitions, drawing from relevant phrases used in relevant previous studies.

The study instrument employs a five-point Likert scale as follows: (Strongly Agree – Agree – Neutral – Disagree – Strongly Disagree).

- **Sections and Subsections of the Questionnaire:**

- **First Axis:** Related to the personal information of the study sample, including: (age, academic rank, years of experience).

- **Second Axis:** Related to the concept of organizational culture, consisting of 20 statements.
- **Third Axis:** Related to the concept of knowledge sharing,

#### 4. Data Collection Methods:

Two types of information sources were relied upon:

**4.1. Secondary Data:** This includes information obtained from desk sources and literary reviews of previous studies to establish the scientific bases and theoretical framework for this study, such as:

- Management books and scientific materials that explore organizational culture and knowledge sharing, as well as various references discussing modern management methods, systems, and strategies.
- Master's theses and doctoral dissertations addressing the study topic.
- Specialized journals and publications discussing the study topic.

#### 4.2. Primary Data:

These are the data obtained through the preparation of a special questionnaire for the topic of this study, covering all aspects addressed by the theoretical framework, questions, and hypotheses on which the study is based. The questionnaire was distributed to a sample of faculty members at the College of Business, University of Jeddah.

#### 5. Statistical Analysis:

After collecting the necessary data on the study variables, they were coded and entered into the computer for statistical analysis. The SPSS (Statistical Package for Social Science) software was utilized for this purpose. The following statistical methods were applied:

- **Frequencies and Percentages:** Used to measure the relative frequency distributions of sample characteristics and their responses to the questionnaire items.
- **Mean (Arithmetic Average):** Used as a central tendency measure to assess the average responses of the sample to the questionnaire items.
- **Standard Deviation:** Used as a measure of dispersion to assess the deviation of sample responses from their arithmetic mean.
- **Cronbach's Alpha Test:** Used to test the reliability of the study instrument.
- **Pearson Correlation Test:** Used to test the correlations between the questionnaire items and the total score of the instrument.

Regarding the criteria used to interpret the arithmetic means of the study variables in the study model, the researcher defined five levels: "Very High," "High," "Moderate," "Low," and "Very Low." These levels were measured using the following weights: 5, 4, 3, 2, and 1, respectively.

#### Instrument Correction Standard:

To judge the arithmetic means of the questionnaire items, domains, and the overall instrument, the statistical standard was adopted using the following equation:

Category Range = (Highest Value - Lowest Value) divided by the number of options.

$$\text{Category Range} = 5 - 1 = 4 \div 5 = 0.8.$$

Thus, the judgment standard is as follows:

Thus, the judgment criterion becomes as follows: Table (1) shows the range of the weighted arithmetic mean for each level in the (five-point Likert scale).

Mean	Grade
From 1.00 to less than 1.80	Very Low
From 1.80 to less than 2.60	Low
From 2.60 to less than 3.40	Moderate
From 3.40 to less than 4.20	High
From 4.20 to less than 5.00	Very High

### Reliability and Validity of the Study Instrument

The reliability of the study instrument was confirmed using Cronbach's Alpha coefficient for internal consistency. This was to ensure the stability of the study tool, which showed a high overall reliability coefficient of (0.970) for all 35 questionnaire items. This indicates that the questionnaire has a high degree of reliability and can be relied upon in the field application of the study, according to Nunnally's standard, which considers 0.70 as the minimum threshold for reliability (Nunnally & Bernstein, 1994).

#### Sample distribution:

The following table shows the distribution of the research sample members according to demographic variables, including (gender, age, academic rank, years of experience).

Table (2) Distribution of Sample Members

Variable	Categories	Number	Percentage.
Age	Less than 40 years old	5	7.4%
	From 40 to less than 50 years old	42	61.8%
	51 years and older	21	30.9%
	<b>Total</b>	<b>66</b>	<b>100.0%</b>
Academic Rank	Assistant Professor	38	55.9%
	Associate Professor	23	33.8%
	Professor	7	10.3%
	<b>Total</b>	<b>66</b>	<b>100.0%</b>
Years of Experience	5 years or less	2	2.9%
	From 6 to 10 years	22	32.4%
	From 11 to 15 years	34	50.0%
	More than 15 years	10	14.7%
	<b>Total</b>	<b>66</b>	<b>100.0%</b>

## 6. Discussion of Results:

The following presents the statistical results obtained after analyzing the data from the study instrument. It reveals the significance of differences for study variables and explores the relationships between variables, addressing the study questions.

### 6.1. Analysis of the First Axis (Organizational Culture)

**First Dimension: Organizational Values:**

**Table (3):** First Dimension - Organizational Values

N	Paragraphs	Mean	Sta. Dev.	Rank	Grade
1	The college encourages innovation and creativity in academic work.	4.28	0.569	4	Very High
2	The college respects cultural and intellectual diversity among faculty members.	4.31	0.496	3	Very High
3	The college is committed to transparency in all its administrative and academic dealings.	4.18	0.772	5	Very High
4	The college supports cooperation and teamwork among faculty members.	4.34	0.637	1	Very High
5	The college focuses on achieving academic and research excellence.	4.32	0.633	2	Very High
	Total Grade	4.29	0.526		Very High

\* The lowest grade is (1) and the highest grade is (5).

From the results in the table above, we observe that all statements of the first dimension (organizational values) received a very high level of agreement. The statement “The college supports cooperation and teamwork among faculty members” received the highest level of agreement with a weighted average of 4.34 and a standard deviation of 0.637. In contrast, the statement “The college is committed to transparency in all its administrative and academic dealings” received the lowest level of agreement with an average of 4.18 and a standard deviation of 0.772, still with a very high level of agreement. The overall score for the first dimension had an arithmetic mean of 4.29 and a standard deviation of 0.526, with a very high level of agreement.

**Second Dimension: Organizational Beliefs:**

**Table (4)** Second Dimension - Organizational Beliefs

N	Paragraphs	Mean	Sta. Dev.	Rank	Grade
6	Faculty members believe in the importance of knowledge sharing to improve academic performance.	4.32	0.609	2	Very High
7	Faculty members believe that collaboration increases the chances of academic success.	4.29	0.548	4	Very High
8	Faculty members believe that knowledge exchange enhances the quality of scientific research.	4.31	0.580	3	Very High
9	Faculty members believe that a supportive work environment encourages innovation.	4.37	0.544	1	Very High
10	Faculty members believe that mutual trust enhances the effectiveness of knowledge sharing.	4.24	0.601	5	Very High
	Total Grade	4.31	0.478		Very High

\* The lowest grade is (1) and the highest grade is (5).

From the results in the table above, we observe that all statements of the second dimension (organizational beliefs) received a very high level of agreement. The statement “Faculty members believe that a supportive work environment encourages innovation” received the highest level of agreement with a weighted average of 4.37 and a standard deviation of 0.544. In contrast, the statement “Faculty members believe that mutual trust enhances the effectiveness of knowledge sharing” received the lowest level of agreement with an average of 4.24 and a standard deviation of 0.601, still with a very high level of agreement. The overall score for the second dimension had a weighted average of 4.31 and a standard deviation of 0.478, with a very high level of agreement.

### Third Dimension: Organizational Norm:

Table (5) Third Dimension - Organizational Norm

N	Paragraphs	Mean	Sta. Dev.	Rank	Grade
11	Faculty members are encouraged to regularly attend academic meetings.	4.22	0.688	3	Very High
12	Academic information is periodically exchanged among faculty members.	4.22	0.730	2	Very High
13	Different opinions are respected, and constructive discussion is encouraged in the college.	4.13	0.596	5	Very High
14	Necessary support is provided to new faculty members to facilitate their integration.	4.18	0.622	4	Very High
15	Faculty members are encouraged to participate in academic and social activities.	4.28	0.569	1	Very High
	Total Grade	<b>4.21</b>	0.495		Very High

\* The lowest grade is (1) and the highest grade is (5).

From the results in the table above, we observe that all statements of the third dimension (organizational norms) received a very high level of agreement. The statement “Faculty members are encouraged to participate in academic and social activities” received the highest level of agreement with a weighted average of 4.28 and a standard deviation of 0.569. In contrast, the statement “Different opinions are respected, and constructive discussion is encouraged in the college” received the lowest level of agreement with an average of 4.13 and a standard deviation of 0.596, still with a very high level of agreement. The overall score for the third dimension had a weighted average of 4.21 and a standard deviation of 0.495, with a very high level of agreement.



#### Fourth Dimension: Organizational Expectations:

**Table (6):** Fourth Dimension - Organizational Expectations

N	Paragraphs	Mean	Sta. Dev.	Rank	Grade
16	The college expects faculty members to produce high-quality scientific research.	4.35	0.481	2	Very High
17	The college expects faculty members to actively participate in curriculum development.	4.35	0.617	1	Very High
18	The college expects faculty members to collaborate with their colleagues on research projects.	4.29	0.600	4	Very High
19	The college expects faculty members to adhere to academic values and principles.	4.29	0.548	5	Very High
20	The college expects faculty members to participate in academic and social activities.	4.31	0.580	3	Very High
	Total Grade	<b>4.32</b>	<b>0.452</b>		Very High

\* The lowest grade is (1) and the highest grade is (5).

From the results in the table above, we observe that all statements of the fourth dimension (organizational expectations) received a very high level of agreement. The statement “The college expects faculty members to actively participate in curriculum development” received the highest level of agreement with a weighted average of 4.35 and a standard deviation of 0.481. In contrast, the statement “The college expects faculty members to adhere to academic values and principles” received the lowest level of agreement with an average of 4.29 and a standard deviation of 0.548, still with a very high level of agreement. The overall score for the fourth dimension had a weighted average of 4.32 and a standard deviation of 0.452, with a very high level of agreement.

#### Result of the First Question: What is the Current State of Organizational Culture at the College of Business, University of Jeddah?

The diagnosis of the current state of organizational culture in its four dimensions at the College of Business, University of Jeddah, through the values of arithmetic means and standard deviations for the statements, dimensions, and the variable as a whole, showed that the overall arithmetic mean for this axis was estimated at 4.28, with a standard deviation of 0.431, indicating a very high level of agreement according to the weight used in the study. Regarding the four dimensions, the results above showed a high level of organizational culture at the College of Business, University of Jeddah. The arithmetic means for the study dimensions ranged between 4.21 and 4.32, with standard deviations ranging between 0.452 and 0.526, all with a very high level of agreement. This indicates that the college enjoys a strong organizational culture that supports cooperation, innovation, and transparency among faculty members. These results suggest that the organizational environment at the college significantly contributes to enhancing positive interaction among members, thereby improving the quality of education and scientific research.

This result aligns with the findings of the study by Bin Zayed and Rawabha (2020), which showed a high level of organizational culture dimensions in the study

field, and the study by Dora et al. (2018), which showed that the arithmetic means for the three dimensions of organizational culture were high.

### Analysis of the Second Axis (Knowledge Sharing)

#### First Dimension: Knowledge Transfer:

**Table (3):** First Dimension - Knowledge Transfer

N	Paragraphs	Mean	Sta. Dev.	Rank	Grade
21	I regularly share academic information with my colleagues at the college.	4.29	0.548	4	Very High
22	I provide support and advice to my colleagues when needed.	4.35	0.567	1	Very High
23	I use various communication means to transfer knowledge among faculty members.	4.21	0.612	5	Very High
24	I participate in workshops and seminars to transfer acquired knowledge.	4.29	0.575	3	Very High
25	I contribute to preparing and sharing educational materials with my colleagues.	4.32	0.558	2	Very High
	Total Grade	<b>4.29</b>	<b>0.449</b>		Very High

\* The lowest grade is (1) and the highest grade is (5).

From the results in the table above, we observe that all statements of the first dimension (knowledge transfer) received a very high level of agreement. The statement “I provide support and advice to my colleagues when needed” received the highest level of agreement with a weighted average of 4.35 and a standard deviation of 0.567. In contrast, the statement “I use various communication means to transfer knowledge among faculty members” received the lowest level of agreement with an average of 4.21 and a standard deviation of 0.612, still with a very high level of agreement. The overall score for the first dimension had a weighted average of 4.29 and a standard deviation of 0.449, with a very high level of agreement.

#### Second Dimension: Knowledge Exchange:

**Table (4)** Second Dimension - Knowledge Exchange

N	Paragraphs	Mean	Sta. Dev.	Rank	Grade
26	I regularly participate in academic discussions with my colleagues.	4.34	0.589	1	Very High
27	I benefit from my colleagues' expertise in developing my academic research.	4.28	0.619	3	Very High
28	I participate in academic meetings to exchange ideas and information.	4.25	0.557	5	Very High
29	I receive and provide constructive feedback on my colleagues' academic work.	4.28	0.595	4	Very High
30	I participate in academic workgroups to exchange knowledge and experiences.	4.31	0.553	2	Very High
	Total Grade	<b>4.29</b>	<b>0.487</b>		Very High

\* The lowest grade is (1) and the highest grade is (5).

From the results in the table above, we observe that all statements of the second dimension (knowledge exchange) received a very high level of agreement. The statement “I regularly participate in academic discussions with my colleagues” received the highest level of agreement with a weighted average of 4.34 and a standard deviation of 0.589. In contrast, the statement “I participate in academic meetings to exchange ideas and information” received the lowest level of agreement with an average of 4.25 and a standard deviation of 0.557, still with a very high level of agreement. The overall score for the second dimension had a weighted average of 4.29 and a standard deviation of 0.487, with a very high level of agreement.

### Third Dimension: Knowledge Conversion:

Table (5) Third Dimension - Knowledge Conversion

N	Paragraphs	Mean	Sta. Dev.	Rank	Grade
31	I apply the knowledge acquired from my colleagues in my academic work.	4.26	0.563	3	Very High
32	I contribute to converting theoretical knowledge into practical applications in teaching.	4.34	0.563	1	Very High
33	I use the knowledge acquired from academic research to develop curricula.	4.26	0.563	4	Very High
34	I participate in joint research projects to convert knowledge into tangible results.	4.31	0.629	2	Very High
35	I contribute to disseminating the knowledge acquired from academic research through conferences and scientific publications.	4.25	0.608	5	Very High
	Total Grade	4.29	0.496		Very High

\* The lowest grade is (1) and the highest grade is (5).

From the results in the table above, we observe that all statements of the third dimension (knowledge conversion) received a very high level of agreement. The statement “I contribute to converting theoretical knowledge into practical applications in teaching” received the highest level of agreement with a weighted average of 4.34 and a standard deviation of 0.563. In contrast, the statement “I contribute to disseminating the knowledge acquired from academic research through conferences and scientific publications” received the lowest level of agreement with an average of 4.25 and a standard deviation of 0.608, still with a very high level of agreement. The overall score for the third dimension had a weighted average of 4.29 and a standard deviation of 0.496, with a very high level of agreement.

### Result of the Second Question: What is the Level of Knowledge Sharing among Faculty Members at the College of Business, University of Jeddah?

The diagnosis of the level of knowledge sharing in its three dimensions at the College of Business, University of Jeddah, through the analysis of the values of arithmetic means and standard deviations for the statements, dimensions, and the variable as a whole, showed that the overall arithmetic mean for this axis was estimated at 4.29, with a standard deviation of 0.441, indicating a very high level of

agreement according to the weight used in the study. Regarding the three dimensions, the results above showed a high level of knowledge sharing among faculty members at the College of Business, University of Jeddah. The arithmetic mean for the first dimension (knowledge transfer) was 4.29 with a standard deviation of 0.449, the arithmetic mean for the second dimension (knowledge exchange) was 4.29 with a standard deviation of 0.487, and the arithmetic mean for the third dimension (knowledge conversion) was 4.29 with a standard deviation of 0.496, all with a very high level of agreement. This indicates a high level of knowledge sharing among faculty members, reflecting a work environment that encourages the exchange of ideas and experiences and the application of acquired knowledge in teaching and research.

This result aligns with the findings of the study by Dora et al. (2018), which found a good level of knowledge sharing among faculty members at Dhofar University and showed that the dimensions of organizational culture significantly affect knowledge sharing. It also aligns with the study by Islam et al. (2011), which showed that knowledge sharing plays a significant role in the success of the organization.

## 6.2. Analysis of the Correlation Coefficient between Organizational Culture and Knowledge Sharing

**Table (10):** Analysis of the Correlation Coefficient between Organizational Culture and Knowledge Sharing

		Organizational Culture	Knowledge Sharing
Organizational Culture	Pearson Correlation	1	0.857**
	Sig. (2-tailed)		0.000
	N	68	68
Knowledge Sharing	Pearson Correlation	0.857**	1
	Sig. (2-tailed)	0.000	
	N	68	68
**. Correlation is significant at the 0.01 level (2-tailed).			

### Result of the Third Question: Is There a Statistically Significant Relationship between the Dimensions of Organizational Culture and Knowledge Sharing at the College of Business, University of Jeddah?

From the table above, we observe that the significance value (sig) is less than the significance level of 0.05, indicating a statistically significant effect of organizational culture on knowledge sharing among faculty members at the College of Business, University of Jeddah. The correlation coefficient ( $r = 0.857$ ) shows a positive linear relationship of 85.7%, meaning there is a strong positive relationship between organizational culture and knowledge sharing. This implies that the stronger the organizational culture, the higher the level of knowledge sharing. In other words, organizational culture plays a role in improving knowledge sharing by 85.7%, with the remaining 14.3% attributed to other factors. These results underscore the importance of enhancing organizational culture as a means to improve knowledge sharing among faculty members, thereby contributing to the academic and research goals of the college.

This result aligns with the findings of the study by Khalid et al. (2021), which found a strong positive relationship between organizational culture and knowledge sharing in the institution, where the institution provides the necessary infrastructure for knowledge sharing processes and the management encourages employees to share knowledge among themselves. It also aligns with the findings of the study by Dahmani and Nasri (2019), which found that organizational culture explains a significant portion of knowledge sharing in the university and showed that the growth of organizational culture significantly enhances knowledge sharing. Additionally, it aligns with the study by Raid (2011), which concluded that the four factors of organizational culture have a direct impact on knowledge sharing, and the study by Al-Alawi et al. (2017), which showed that organizational culture plays a fundamental role in generating and disseminating knowledge within institutions.

**Result of the Fourth Question: Are There Statistically Significant Differences at the Significance Level ( $\alpha=0.05$ ) in the Attitudes of Faculty Members at the College of Business, University of Jeddah towards the Impact of Organizational Culture on Enhancing Knowledge Sharing Attributed to Variables such as Age, Academic Rank, and Years of Experience?**

To answer this question, an ANOVA test and four-way variance analysis were conducted on the attitudes of faculty members at the College of Business, University of Jeddah towards the role of organizational culture in improving knowledge sharing attributed to variables such as age, academic rank, and years of experience.

**6.3. One-Way ANOVA Test**

**First: One-Way ANOVA Analysis for the Age Variable:**

**Table (11):** One-Way ANOVA Analysis Using ANOVA for the Age Variable

Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Value	Statistical Significance
Between groups	1.061	2	0.530	3.206	0.047
Within groups	10.754	65	0.165		
<b>Total</b>	11.815	67			

From the results of the one-way ANOVA analysis for the significance of differences between the responses of the study sample according to age, we find that the F-values are statistically significant. Therefore, we reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ), indicating that there are differences between the responses of the sample members regarding the role of organizational culture in improving the knowledge sharing process attributed to the age variable.

**Second: One-Way ANOVA Analysis for the Academic Rank Variable:**

**Table (12):** One-Way ANOVA Analysis Using ANOVA for the Academic Rank Variable

Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Value	Statistical Significance
Between groups	0.149	2	0.075	0.416	0.661
Within groups	11.666	65	0.179		
<b>Total</b>	11.815	67			

From the results of the one-way ANOVA analysis for the significance of differences between the responses of the study sample according to academic rank, we find that the F-values are not statistically significant. Therefore, we accept the null hypothesis ( $H_0$ ) and reject the alternative hypothesis ( $H_1$ ), indicating that there are no statistically significant differences between the responses of the sample members regarding the role of organizational culture in improving the knowledge sharing process attributed to the academic rank variable. This result aligns with the findings of the study by Khalid et al. (2021), which found no impact of the educational level on the axis of organizational culture.

### Third: One-Way ANOVA Analysis for the Years of Experience Variable:

**Table (13):** One-Way ANOVA Analysis Using ANOVA for the Years of Experience Variable

Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Value	Statistical Significance
Between groups	1.945	3	0.648	4.203	0.009
Within groups	9.871	65	0.154		
<b>Total</b>	11.815	67			

From the results of the one-way ANOVA analysis for the significance of differences between the responses of the study sample according to years of experience, we find that the F-values are statistically significant. Therefore, we reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ), indicating that there are statistically significant differences between the responses of the sample members regarding the role of organizational culture in improving the knowledge sharing process attributed to the years of experience variable.

Based on the data and results above, the following observations can be made:

- There are no statistically significant differences at the significance level ( $\alpha=0.05$ ) in the attitudes of faculty members at the College of Business, University of Jeddah, regarding the role of organizational culture in improving the knowledge sharing process according to the academic rank variable.
- There are statistically significant differences at the significance level ( $\alpha=0.05$ ) in the attitudes of faculty members at the College of Business, University of Jeddah, regarding the role of organizational culture in improving the knowledge sharing process according to the age variable.

- There are statistically significant differences at the significance level ( $\alpha=0.05$ ) in the attitudes of faculty members at the College of Business, University of Jeddah, regarding the role of organizational culture in improving the knowledge sharing process according to the years of experience variable.

To confirm the presence of statistically significant differences, the researcher conducted post-hoc comparisons using the Scheffé method, with the results shown in Tables (14) and (15):

#### Post-Hoc Comparisons by Age Variable:

Table (14) shows the post hoc comparisons using Scheffé's method for the Attitudes of Faculty Members at the College of Business, University of Jeddah, Regarding the Role of Organizational Culture in Improving the Knowledge Sharing Process According to the Age Variable

Age (I)	Age (J)	Different between Means	Stand. Dev.
Less than 40 years old	From 40 to less than 50 years old	-0.487-	0.047
	Over 50 years old	-0.445-	0.097
From 40 to less than 50 years old	Less than 40 years old	0.487	0.047
	Over 50 years old	0.041	0.930
Over 50 years old	Less than 40 years old	0.445	0.097
	From 40 to less than 50 years old	-0.041-	0.930

Table (14) shows the post-hoc comparisons using the Scheffé method for the opinions of faculty members at the College of Business, University of Jeddah, regarding the role of organizational culture in improving the knowledge sharing process according to the age variable. The results showed differences between the age group (40 to 50 years) and the age group (under 40 years) in favor of the age group (40 to 50 years). This study differs from the study by Khalid et al. (2021), which showed no impact of the age variable on the axis of organizational culture.

#### Post hoc comparisons according to the experience variable:

Table (15) shows the post hoc comparisons using Scheffé's method for the attitudes of Faculty Members at the College of Business, University of Jeddah, Regarding the Role of Organizational Culture in Improving the Knowledge Sharing Process According to the experience variable.

years of experience (I)	years of experience (J)	Different between Means	Stand. Dev.
5 years or less	From 6 to 10 years	-0.934-	0.021
	From 11 to 15 years	-0.945-	0.017
	More than 15 years	-0.743-	0.125
From 6 to 10 years	5 years or less	0.934	0.021
	From 11 to 15 years	-0.012-	1.000
	More than 15 years	0.191	0.656
	5 years or less	0.945	0.017

From 11 to 15 years	From 11 to 15 years	0.012	1.000
	More than 15 years	0.203	0.564
More than 15 years	5 years or less	0.743	0.125
	From 11 to 15 years	-0.191-	0.656
	More than 15 years	-0.203-	0.564

Table (15) shows the post-hoc comparisons using the Scheffé method for the attitudes of faculty members at the College of Business, University of Jeddah, regarding the role of organizational culture in improving the knowledge sharing process according to the years of experience variable. The results showed statistically significant differences between the group (5 years or less) and the group (6 to 10 years) in favor of the group (6 to 10 years), as well as statistically significant differences between the group (5 years or less) and the group (11 to 15 years) in favor of the group (11 to 15 years). This result aligns with the findings of the study by Bin Zayed and Rawabha (2020), which indicated that experience plays a role in enhancing knowledge sharing through organizational culture, and the study by Khalid et al. (2021), which found statistically significant differences for the experience variable.

The results showed statistically significant differences between the category of (5 years or less) and the category of (11 to 15 years), in favor of the category of (11 to 15 years).

#### **Fourth Axis: Discussion of Results**

##### **Discussion of the First Axis: (Organizational Culture)**

Based on the information collected through the questionnaire, it was found that supporting cooperation and teamwork among faculty members is one of the most important organizational values agreed upon by the faculty members at the College of Business, University of Jeddah. This value enhances team spirit and contributes to achieving the college's goals more effectively. Cooperation and teamwork facilitate the exchange of ideas and experiences, leading to improved quality of education and scientific research. This value also reflects the college's commitment to providing a positive and motivating work environment, which enhances members' satisfaction and increases their productivity.

The information collected through the questionnaire also revealed that having a supportive work environment encourages innovation, which is one of the most important organizational beliefs among the majority of faculty members at the College of Business, University of Jeddah. This belief reflects the members' understanding of the importance of a supportive environment in fostering creativity and innovation. A work environment that encourages experimentation and accepts new ideas contributes to the development of innovative curricula and distinguished scientific research. This belief also enhances trust among members and encourages them to share their ideas freely.

The information collected through the questionnaire indicated that encouraging participation in academic and social activities is one of the most important organizational norms according to the opinions of the study sample from the faculty members at the College of Business, University of Jeddah. These norms



reflect the college's commitment to enhancing communication and interaction among members, which contributes to building strong professional relationships and strengthens the sense of belonging to the college. Participation in academic and social activities provides members with opportunities to exchange knowledge and experiences and contributes to the development of their personal and professional skills.

The information collected through the questionnaire showed that active participation by faculty members in curriculum development tops the list of organizational expectations according to the opinions of the study sample from the faculty members at the College of Business, University of Jeddah. These expectations reflect the college's commitment to achieving academic excellence through the continuous updating and development of curricula. Active participation in curriculum development provides members with the opportunity to apply their expertise and knowledge to improve the quality of education, ensuring that the curricula meet the needs of students and the job market.

### **Discussion of the Results of the Second Axis: Knowledge Sharing**

**For the First Dimension (Knowledge Transfer):** Based on the information collected through the questionnaire, it was found that faculty members at the College of Business, University of Jeddah, provide support and advice to their colleagues when needed, contributing to knowledge transfer within the framework of the knowledge sharing process. This behavior reflects a spirit of cooperation and mutual assistance among members, which helps to foster a positive and productive work environment. Providing support and advice helps to solve academic problems more quickly and effectively, enhances the exchange of experiences and knowledge among members, and leads to improved academic and research performance.

**For the Second Dimension (Knowledge Exchange):** Based on the information collected through the questionnaire, it was found that faculty members at the College of Business, University of Jeddah, regularly participate in academic discussions with their colleagues as a form of knowledge exchange that, in turn, enhances knowledge sharing among faculty members at the college. These discussions provide members with the opportunity to exchange ideas and opinions, contributing to the development of research and curricula. Participation in academic discussions also enhances effective communication among members and helps build strong professional relationships, contributing to the college's goals more effectively.

**For the Third Dimension (Knowledge Conversion):** Based on the information collected through the questionnaire, it was found that faculty members at the College of Business, University of Jeddah, are keen to contribute to converting theoretical knowledge into practical applications in teaching. This interest reflects the members' commitment to providing high-quality education that aligns with the needs of the job market. Converting theoretical knowledge into practical applications helps students better understand the course material and enhances their ability to apply what they have learned in real-life situations. This behavior also fosters innovation in teaching and contributes to the development of innovative curricula that meet the needs of students and society.

### **Discussion of Results Related to the Attitudes of the Sample Members According to Demographic Variables (Age, Academic Rank, Years of Experience):**

A four-way multivariate analysis of variance was used to determine the effect and significance level of these variables, revealing the attitudes of faculty members

at the College of Business, University of Jeddah, regarding the role of organizational culture in improving the knowledge sharing process attributed to the variables: (age, academic rank, years of experience). The results showed the following:

1. **Age Variable:** The results showed statistically significant differences at the significance level ( $\alpha=0.05$ ) in the opinions of faculty members at the College of Business, University of Jeddah, regarding the role of organizational culture in improving the knowledge sharing process according to the age variable. The results indicated weak statistically significant differences between the age group (40 to 50 years) and the age group (under 40 years) in favor of the age group (40 to 50 years). The researcher attributes this result to the fact that older members may have more experience and expertise in academic work, making them more capable of appreciating the importance of organizational culture in enhancing knowledge sharing. Additionally, this age group may be more stable in their positions, which enhances their desire for cooperation and active participation..
2. **Academic Rank:** The results showed no statistically significant differences at the significance level ( $\alpha=0.05$ ) in the opinions of faculty members at the College of Business, University of Jeddah, regarding the role of organizational culture in improving the knowledge sharing process according to the academic rank variable. This indicates that the impact of organizational culture on knowledge sharing does not differ according to academic rank. This may reflect that all faculty members, regardless of their academic rank, recognize the importance of organizational culture in enhancing knowledge sharing and share the same organizational values and beliefs.
3. **Years of Experience:** The results showed statistically significant differences at the significance level ( $\alpha=0.05$ ) in the attitudes of faculty members at the College of Business, University of Jeddah, regarding the role of organizational culture in improving the knowledge sharing process according to the years of experience variable. The results indicated statistically significant differences between the group (5 years or less) and the group (6 to 10 years) in favor of the group (6 to 10 years), as well as statistically significant differences between the group (5 years or less) and the group (11 to 15 years) in favor of the group (11 to 15 years). This difference can be attributed to the fact that academic experience may play a significant role in enhancing members' understanding of the importance of organizational culture in improving knowledge sharing. Members with more experience may be more capable of applying organizational values and beliefs in their daily work, thereby enhancing the effectiveness of knowledge sharing.

#### **Fifth Axis: Conclusions and Recommendations:**

Organizational culture and knowledge sharing are fundamental factors that contribute to achieving academic and research excellence in higher education institutions. Through this study, the role of organizational culture in improving the knowledge sharing process among faculty members at the College of Business, University of Jeddah, was explored. The results showed a close relationship between organizational culture and knowledge sharing, where organizational values, beliefs, norms, and expectations play a pivotal role in enhancing cooperation and knowledge exchange among members.

The study revealed that supporting cooperation and teamwork, having a supportive work environment, encouraging participation in academic and social activities, and active participation in curriculum development are among the most important factors that contribute to improving knowledge sharing. The results also

indicated statistically significant differences between age groups and years of experience regarding the appreciation of the role of organizational culture in improving knowledge sharing, highlighting the importance of considering these factors when developing organizational policies and procedures.

Based on these results, practical recommendations can be made to enhance organizational culture and improve the knowledge sharing process among faculty members, contributing to achieving the college's goals more effectively and efficiently. Below is a summary of the results and recommendations:

### **Study Results:**

Based on the data analysis and research questions, the study yielded the following results:

1. Supporting cooperation and teamwork among faculty members is one of the most important organizational values agreed upon by the members. This value enhances team spirit and contributes to achieving the college's goals more effectively.
2. Having a supportive work environment encourages innovation, which is one of the most important organizational beliefs among the majority of faculty members. This reflects the members' understanding of the importance of a supportive environment in fostering creativity and innovation.
3. Encouraging participation in academic and social activities is one of the most important organizational norms according to the study sample's opinions. These norms enhance communication and interaction among members, contributing to building strong professional relationships.
4. Active participation by faculty members in curriculum development tops the list of organizational expectations. These expectations reflect the college's commitment to achieving academic excellence through the continuous updating and development of curricula.
5. Faculty members provide support and advice to their colleagues when needed, enhancing the knowledge transfer process within the framework of knowledge sharing.
6. Faculty members regularly participate in academic discussions with their colleagues, enhancing knowledge exchange and contributing to the development of research and curricula.
7. Faculty members are keen to contribute to converting theoretical knowledge into practical applications in teaching, enhancing the quality of education and increasing students' ability to apply what they have learned in real-life situations.
8. The results showed statistically significant differences between age groups, with the age group 40 to 50 years showing greater appreciation for the role of organizational culture in improving knowledge sharing.
9. The results showed no statistically significant differences between academic ranks, indicating that the impact of organizational culture on knowledge sharing does not differ according to academic rank.
10. The results showed statistically significant differences between different years of experience groups, with more experienced groups showing greater appreciation for the role of organizational culture in improving knowledge sharing.

**Recommendations:**

Based on the study results, the following recommendations can be made:

1. Enhance the values of cooperation and teamwork among faculty members by organizing workshops and training programs that focus on the importance of these values in achieving academic and research goals.
2. Provide a supportive work environment that encourages innovation and creativity by offering the necessary support to members and providing the resources needed to develop research and curricula.
3. Organize regular academic and social activities to enhance communication and interaction among faculty members, contributing to building strong professional relationships and knowledge exchange.
4. Encourage faculty members to actively participate in the continuous development and updating of curricula to ensure they meet the needs of students and the job market.
5. Promote a culture of providing support and advice among faculty members by creating internal communication platforms that allow members to effectively exchange ideas and experiences.
6. Organize regular academic discussion sessions that provide members with the opportunity to exchange ideas and opinions and develop research and curricula.
7. Encourage faculty members to convert theoretical knowledge into practical applications in teaching by providing the necessary support and resources.
8. Consider the needs of different age groups and provide the necessary support to each group to enhance the role of organizational culture in improving knowledge sharing.
9. Leverage the diverse experiences of faculty members by organizing training programs and workshops that allow members to effectively exchange experiences and knowledge.

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