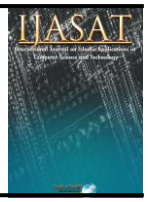

Determinants of Faculty Knowledge Sharing within Higher Education Institutions in Oman

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Abstract
This study examines the factors that encourage faculty in Omani higher education institutions to share knowledge. Concluding from survey data from 100 academics, the analysis highlights two key elements that matter most: intrinsic motivation and the influence of social norms. Faculty members who feel personally driven and those who perceive strong expectations from colleagues are more likely to engage in knowledge exchange. At the same time, demographic differences add to another layer of complexity. Women, non-Omani faculty, those working in private institutions, and academics with doctoral degrees all reported stronger intentions to share their expertise than others. In addition to these results, this research enriches the broader discourse on knowledge management through a more precise assessment of knowledge-sharing behaviors and by integrating Knowledge Management Theory with lean methodologies. These outcomes extend scholarly insights while also delivering actionable recommendations for leaders in Oman's higher education institutions. Creating opportunities for collaboration, offering room for professional growth, and building trust within institutions are practical steps that can make knowledge sharing a regular and lasting feature of academic life.

Keywords: knowledge management, knowledge sharing, higher education, intrinsic motivation.

1. Introduction

Knowledge has become one of the most valuable assets in the modern economy. For many organizations, the ability to manage knowledge sharing can provide a difference between short-term success and lasting achievement. Higher education institutions (HEIs) constitute vital nodes in the global knowledge ecosystem, functioning as sites for the generation, dissemination, and practical application of new insights. Nevertheless, the accelerating pace of technological change and the intensification of academic workloads have complicated the efficient circulation and management of institutional knowledge (Akosile & Olatokun, 2019).

In Oman, the pressure is particularly evident. Institutional quality rises or falls on three intertwined pillars: adequate funding, a technically proficient workforce, and sound managerial practice (Alkaaf & Al-Issa, 2022). When any one pillar weakens, the whole structure wobbles. For this reason, Omani HEIs must treat intellectual capital as more than a by-product of research; it is a strategic resource. The challenge lies in capturing two very different kinds of knowledge: tacit expertise that lives in people's heads and explicit information codified in documents. Both matters. Both can drive competitive advantage provided the institution builds clear, systematic pathways to surface, refine, and share them (Mittal & Kumar, 2019).

Despite universities' significant contributions to society through teaching and research (Dhamdhere, 2015), studies show that higher education has been slower than other sectors to build strong systems for knowledge sharing (Al-Kurdi, El-Haddadeh, & Eldabi, 2018).

Although determinants of knowledge sharing have been widely investigated internationally, evidence from Oman remains limited. In particular, the influence of demographic characteristics such as gender, nationality, institutional type, and educational attainment on faculty members' willingness to share is underexplored. This study addresses the gap by analyzing the drivers of knowledge-sharing behavior in Omani higher education institutions and offering practical recommendations to strengthen a culture of exchange across the sector.

2. Related Work

2.1 Knowledge Management

In today's knowledge-based economy, the effective use of intellectual resources is considered a key factor in organizational success. Higher education institutions (HEIs) play a central role in this process as they generate, share, and apply knowledge. At the same time, the task of managing and exchanging knowledge has become increasingly demanding due to the rapid pace of technological change and the growing pressures of academic work (Akosile & Olatokun, 2019).

There are different determinants to the success of Oman's higher education institutions, including financial resources, technical competencies, administrative procedures, policies, and political support (Alkaaf & Al-Issa, 2022). For the institutions to maintain competitiveness and ensure sustained growth, they will have to adopt deliberate strategies for the identification, cultivation, and sharing of tacit (unspoken) and explicit (documented) knowledge (Mittal & Kumar, 2019). Knowledge, as the outcome of awareness gained either through formal instruction or hands-on experience (Gilanie, 2022), enhances organizational performance by informing decisions, driving creativity, and the diffusion of the most effective procedures (Sayyadi, 2019).

Although HEIs make vital contributions to social and economic development through teaching and research (Dhamdhere, 2015), prior evidence suggests that the sector continues to lag behind others in embedding systematic and effective knowledge-sharing practices (Al-Kurdi, El-Haddadeh, & Eldabi, 2018). There is a significant gap in the literature regarding how demographic characteristics affect knowledge-sharing intentions among faculty members in Omani higher education institutions (HEIs). This study aims to fill that gap by examining these determinants within the Omani context. The research provides both conceptual insights and practical recommendations to improve knowledge exchange across the sector.

2.2 Knowledge Management in Higher Education

Higher education institutions (HEIs) play a central role in producing and spreading knowledge. Their responsibility goes beyond classroom teaching. Universities are expected to prepare future generations by developing skills, encouraging both cultural and scientific understanding, and fostering critical thinking, adaptability, and ethical decision-making (Laal, 2011). Because of this role, how they manage and share knowledge matters greatly. However, despite the amount of knowledge created within HEIs, much of it is not fully used. A key reason is the lack of robust systems to organize and codify knowledge, which makes it harder to circulate and apply in practice (Galgotia & Lakshmi, 2022).

Omani universities are at a turning point. Their future success depends on how skillfully they tap into what they already know from the quiet, experience-based wisdom professors carry around to the policy memos and research reports tucked away on shared drives. Turning that raw knowledge into usable insight is not a side project; it is the engine of institutional progress. Doing so means embracing timely academic reforms and modern digital tools that work in tandem to locate, organize, and translate tacit know-how into explicit, shareable form and sometimes back again (Al-Hemyari, 2019; Mittal & Kumar, 2019). Without such focused knowledge-management efforts, good decisions become guesswork, strategic plans stall, and the broader impact of higher education in Oman loses momentum. In short, well-designed programs for discovering, structuring, and exchanging knowledge are now essential, not optional, if Omani HEIs intend to thrive.

2.3 Factors Influencing Knowledge Sharing

In today's knowledge-driven economy, an organization's real advantage lies not merely in what it knows but in how fluently that knowledge circulates and fuels action (Fan & Beh, 2024). Productivity, innovation, and even morale rise or fall with the speed and accuracy of these exchanges. Scholars typically frame the enablers of such flow within three intersecting spheres: individual, organizational, and technological, offering a practical lens for diagnosing strengths and gaps (Fan & Beh, 2024).

Technology sits at the center of this triangle. Robust digital platforms, dependable networks, and a culture that welcomes emerging tools can transform scattered information into shared intelligence (Azni et al., 2010; Bahramimianrood & Bathaei, 2021; Purba et al., 2021). However, hardware and software alone are not enough. Knowledge often travels person-to-person, seasoned staff guiding newcomers, teams brainstorming in real time, preserving tacit insights that documents cannot capture (Tang & Martins, 2021). When these individual skill-sharing practices align supportive leadership and the right technological backbone, organizations turn isolated expertise into collective capability.

Scholars are divided in their opinions regarding the most important determinants for successful knowledge management. The reason for the persistent divergence remains partly due to the prevalence in most organizations of weakly defined systems and practices to assist in the sharing of knowledge (Singh et al., 2021; Anand et al., 2020). Also, staff rotations, retirements, and the inadequacy in the supply of technical competencies make sharing increasingly challenging (Sumbal et al., 2020; Ali et al., 2019).

To truly manage knowledge well, you need to get three things right: organization, the people, and the technology. When these three parts work together, institutions can retain and share the vital information they need to succeed in the long term.

2.4 Research Gap

The extant literature reveals several research gaps. Notably, there is a shortage of studies focusing on faculty learning within the context of the Omani higher education sector, where KM implementation remains in the preliminary planning stages. Furthermore, there is insufficient understanding of how KM influences the quality of knowledge creation, operational efficiency, and overall performance in Omani higher education institutions.

2.5 Research Model / Theoretical Framework

Two theories underpin the theoretical framework of this study:

2.5.1 Knowledge Management Theory

Knowledge Management Theory explains the role, nature, and content of knowledge. Stemming from the knowledge-based view of the firm, this theory has grown in importance alongside the knowledge-based economy. Knowledge management gives us a roadmap for how to create and share information (Grimsdottir & Edvardsson, 2018; Edwards, 2019). By using a KM approach, you can spot potential problems early on when you are bringing in new technology and see the benefits you will get from using it (Abualoush et al., 2018).

2.5.2 Lean Approach to Technological Application

Lean philosophy centers on maximizing value and eliminating waste across organizational processes (Zhang, Niu, & Liu, 2020). When institutions deploy lean technologies, they typically introduce advanced management practices that streamline workflows and remove non-value-adding activities. Because these interventions require the continual creation and diffusion of knowledge, they also encourage the adoption of knowledge-management (KM) tools that support organizational learning and sustained improvement (Tyagi et al., 2015).

2.5.3 Synergistic Relevance of Knowledge-Management and Lean Theories

These two theoretical lenses fit hand-in-glove with the aims of this study. Knowledge-Management theory underscores a simple truth: universities excel when they transform raw know-how into actionable insight, a process that accelerates when digital tools and intellectual capital move in sync (Saeed et al., 2022). Lean thinking, by contrast, supplies a disciplined yet flexible roadmap for trimming waste, smoothing academic and administrative workflows, and sharpening strategic plans, conditions that foster durable operational excellence (Balzer et al., 2016). The two frameworks offer a balanced blueprint for innovation on one side, continuous improvement on the other for problem-solving that is both creative and sustainable.

2.5.4 Conceptual Framework

Drawing on these complementary insights, the researchers have developed the conceptual model depicted in Figure 1. The framework
tested empirically using AMOS specifies the antecedents and pathways that shape faculty members' intentions to share knowledge within higher-education settings.

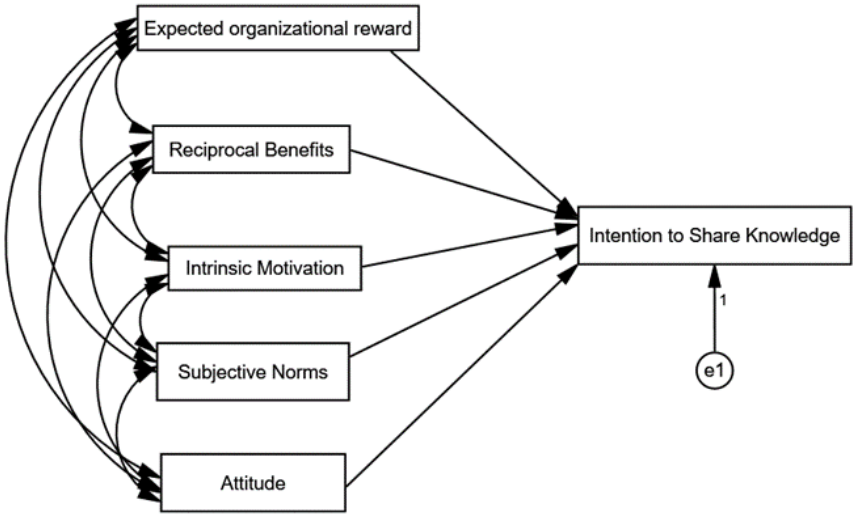

Figure 1: The theoretical model of factors influencing knowledge-sharing intention.

Research Questions:

The study is guided by the following research questions:

- What are the levels of intention to share knowledge among faculty members in Oman, and how do various factors influence these intentions?
- What are the key factors influencing faculty knowledge sharing in Oman?
- Are there statistically significant differences in the levels of faculty intentions to share knowledge based on gender, nationality, and institution type
- Are there statistically significant differences in the levels of faculty intentions to share knowledge based on academic qualifications?

3 Research Methodology

Guided by an epistemic attitude, this study formulates a conceptual framework that centers on faculty knowledge-sharing behavior within Omani higher-education institutions. This paradigm supports a comprehensive statistical interrogation of relevant constructs, thereby enriching the extant literature on knowledge sharing in the Omani context (Khatri, 2020). Complementing this perspective, an interpretivist philosophy allows the researcher to meld reflective insight with quantitative reasoning, yielding a nuanced appreciation of the relationships among the study variables (Goldkuhl, 2012).

A cross-sectional, non-experimental design was selected to capture and compare knowledge-sharing practices at a single point in time. Consequently, the sampling frame comprises faculty members from higher-education institutions across Oman, as they represent the most pertinent source of evidence for evaluating prevailing levels and determinants of knowledge sharing.

From this population, a sample of 100 faculty members was selected, consistent with practices observed in similar studies (Ahmad et al., 2023). A simple random sampling technique was utilized to minimize researcher bias during data collection. The study adopted an existing data collection instrument proposed by Ziaei (2014), supplemented with additional constructions derived from a comprehensive literature review. The questionnaire was divided into two sections: Section I collected sociodemographic data (nine items addressing age, gender, nationality, educational experience, higher education degree, institution name, institution type, and contact information), and Section II comprised 34 items measuring six constructs identified in the literature review namely, intention to share knowledge, attitude, subjective norms, expected organizational rewards, reciprocal benefits, and intrinsic motivation. All items were rated on a 5-point Likert scale, where 1 indicated strong disagreement and 5 indicated strong agreement.

For data collection, the survey questionnaire was initially emailed to faculty members from various universities after they were briefed on the study's objectives and the intended use of their information. Despite a low initial response rate via email, multiple follow-up emails were sent until data from 100 faculty members were obtained. Descriptive analysis was performed on the sociodemographic data and the levels of faculty intention to share knowledge using IBM SPSS, which provided an initial overview of the data.

Subsequently, Structural Equation Modeling (SEM) was employed to identify the factors influencing knowledge-sharing behavior. The SEM analysis was conducted using AMOS software, with the following hypotheses tested at a 5% significance level:

Hypothesis 1 (H1): At first, we assumed that nothing drives professors in Oman to share knowledge. In other words, we treated every possible influence, such as motivation, workplace culture, or technology, as separate "maybe" factors and simply asked, "Do any of this matter?" The professors' actual level of knowledge sharing was the outcome we watched for.

Hypothesis 2 (H2): We also expected no significant differences in knowledge-sharing habits based on who people are or where they work. To check, we ran a t-test comparing groups by gender, nationality, and type of institution (public vs. private).

Hypothesis 3 (H3): Finally, we figured their highest degree (bachelor's, master's, PhD) would not change how willing they were to share knowledge. A one-way ANOVA helped us see whether education level made any difference.

Prior to model building and hypothesis testing, the reliability and validity of the instrument were assessed. The Cronbach's alpha test was employed to evaluate the internal consistency of the selected items, with a threshold value of 0.7 deemed acceptable (Haji-Othman & Yusuff, 2022). The model's goodness of fit was determined by examining the R-square value, with values exceeding 50% considered indicative of an adequate model for interpreting variation in the dependent variable (Bazrkar, 2020). These measures ensured that both reliability and validity were maintained throughout the study.

Lastly, the research adhered to ethical standards, including the confidentiality of participant responses, protection of personal information, and appropriate citation of secondary sources. Ethical approval for the study was obtained from the College of Business and Financial Studies.

5. Results

5.1 Sample characteristics

Table 1 presents the demographic characteristics of the respondents. Of the 100 faculty members surveyed, 64 were female and 36 were male. A substantial proportion (70 %) were non-Omani, and the vast majority (89 %) reported more than five years of professional experience. Regarding educational attainment, 33 participants held a master's degree and 60 held a doctorate. Finally, 69 % were affiliated with private higher-education institutions. Collectively, these figures indicate that the sample comprises experienced and highly qualified faculty members, reinforcing its suitability for the present investigation.

Table 1: Demographics of respondents

Characteristics	**Frequency**
Age	
20-30	09
31-40	30
41-50	40
51-60	18
> 60	03
Gender	
Female	64
Male	36
Nationality	
Omani	30
Non-Omani	70

Years of Experience 1 – 5	11
6 – 10	24
11 – 15	28
16 – 20	16
≥ 21	21
Highest Educational Degree Bachelor	7
Master	33
Doctorate	60
Type of Institution Public	31
Private	69

The levels of intention to share knowledge and their influencing factors among faculty members in Oman were examined using data collected through a structured questionnaire. To enhance the interpretation of the results and provide a more nuanced evaluation, the researcher developed a judgment criterion that supplements the raw data. Given that the data were collected on a 5-point Likert scale, the criterion was segmented into five distinct categories based on the mean score ranges. This approach enabled a detailed classification of respondents' intentions to share knowledge and an assessment of the underlying factors influencing these intentions.

Table 2: Judgment criteria as per 5-point Likert scale

Mean ranges	**Level**
1- 1.78	Very low
1.80- 2.59	Low
2.6- 3.39	Medium
3.4- 4.19	High
4.2- 5	Very high

Based on the judgment criteria defined by the researcher, the knowledge-sharing intention and the influencing factors were assessed.

Table 3: Level of faculty members' knowledge sharing intention and the influencing factors

Dimensions	**M**	**SD**	**The Level**
Intention to Share Knowledge	4.26	0.51	Very high
Attitude	4.18	0.54	High
Subjective Norms	3.99	0.53	High
Expected organizational reward	3.32	0.91	Medium
Reciprocal Benefits	4.07	0.67	High
Intrinsic Motivation	4.17	0.56	High

The analysis of the mean scores suggests that faculty members are generally quite willing to share knowledge. Among the different constructs examined, intention to share knowledge stood out with the highest score, while expected organizational reward came in lowest. Using the set judgment criteria, scores between 4.2 and 5 signal a very high level, which confirms that faculty members show a strong inclination toward knowledge sharing. Most of the other

variables fell into the 3.4–4.19 range, pointing to a solidly high level of intent. In contrast, expected organizational reward landed in the 2.6–3.39 bracket, placing it at a more moderate level. Taken together, these results indicate that faculty members are driven to share knowledge not so much by the promise of rewards, but by other, deeper factors. This makes it clear that to understand knowledge-sharing behavior in Omani higher education, attention should be placed on the underlying intrinsic and contextual influences rather than external incentives.

5.2 Factors Influencing Faculty Knowledge Sharing in Oman

The researcher drew on earlier studies and combined ideas from knowledge management and lean theory to highlight several factors that shape the intention to share knowledge. These included expected organizational rewards, reciprocal benefits, intrinsic motivation, subjective norms, and attitude. From this, a conceptual model was created to show how these factors connect. Before testing the relationships, the study first checked the reliability of the constructs using Cronbach's alpha and composite reliability.

Table 4: Reliability of the model

Questionnaire dimensions	Cronbach Alpha (α)	Composite reliability
Intentions to share knowledge	0.81	0.84
Attitude	0.69	0.76
Subjective norms	0.83	0.84
Expected organizational rewards	0.87	0.88
Reciprocal benefits	0.92	0.92
Intrinsic motivation	0.92	0.93

The values of each of the constructs are more than 0.7 for Cronbach alpha and composite reliability (Haji-Othman & Yusuff, 2022) revealing that the included constructs are reliable. For assessing the validity, discriminant validity was used.

Table 5: Discriminant validity

	Intention to Share Knowledge	Attitude	Subjective Norms	Expected organizational reward	Reciprocal Benefits	Intrinsic Motivation
Intention to Share Knowledge	**0.72**					
Attitude	0.45	**0.75**				
Subjective Norms	0.45	0.39	**0.62**			
Expected organizational reward	0.15	0.18	0.51	**0.77**		
Reciprocal Benefits	0.48	0.43	0.56	0.42	**0.84**	
Intrinsic Motivation	0.53	0.61	0.46	0.20	0.63	**0.80**

Table 5 demonstrates that the square root of the AVE for all variables (highlighted in bold) exceeds their respective inter-construct correlations, confirming construct validity (Cheung et al., 2023). To assess model fitness, the conceptual model was analyzed using AMOS 24

software. However, the initial fitness indices were unsatisfactory, necessitating modifications to the model. Initially, the paths linking the intention to share knowledge with expected organizational reward and reciprocal benefits were removed. Despite these changes, the model did not achieve acceptable fitness indices, prompting the deletion of additional insignificant paths. The final model, which provided satisfactory fitness indices, is presented below.

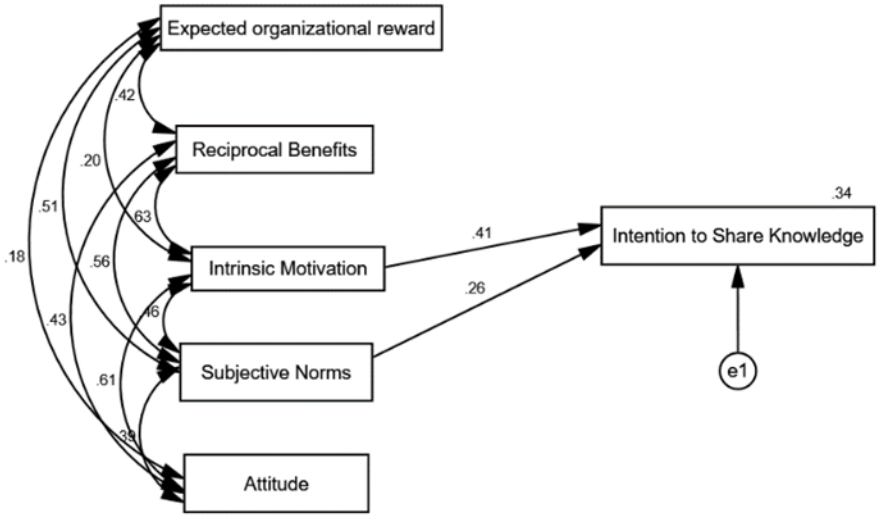

Figure 2: Final model of factors predicting intentions to share knowledge

The value of model fitness indices for the model is discussed below.

Table 6: Fit indices values of the final model

CMIN/DF	GFI	AGFI	NFI	IFI	CFI	RMSEA
1.78	0.98	0.87	0.97	0.98	0.98	0.08

The table indicates that all indices fall within acceptable ranges. Specifically, CMIN/DF is less than 3 (Cheung et al., 2019), while GFI, NFI, IFI, and CFI are greater than 0.9, further supporting model adequacy. Additionally, the RMSEA value of 0.08 meets the criterion of being below 0.10. Although the AGFI value is 0.87, which is slightly below the recommended threshold of 0.9, it is sufficiently close to being considered acceptable. Overall, the model is deemed good (Ahmad et al., 2023). The analysis also identified that intrinsic motivation, and subjective norms impact the intention to share knowledge; however, the significance and magnitude of these effects require further confirmation through hypothesis testing.

Table 7: Hypothesis testing results

Hypothesis	**Path**	**Estimates**	**P-value**	**Result**
H1	Intrinsic Motivation →Intention to share knowledge	0.38	0.00	**Supported**
	Subjective Norms →Intention to share knowledge	0.25	0.00	**Supported**

The table indicates that the hypothesis p-value is 0.00, which is less than 0.05. Therefore, the null hypothesis that no factors influence the knowledge-sharing level of faculty members at higher education institutions in Oman is rejected. The impact magnitude is determined by the estimated values: a 1% increase in intrinsic motivation is associated with a 0.38% rise in the intention to share knowledge. In comparison, a 1% increase in subjective norms corresponds to a 0.25% rise. These findings suggest that both intrinsic motivation and subjective norms have a positive impact on the intention to share knowledge among faculty members.

5.3 Differences in the levels of faculty intentions to share knowledge based on gender, nationality, and institution type

The demographics of faculty members play a significant role in influencing their behavior and their intention to share knowledge. Consequently, a hypothesis was formulated to examine how variations in demographic characteristics affect the knowledge-sharing levels among faculty members.

Table 8: Independent sample t-test for the differences in faculty intentions to share knowledge based on gender, nationality, and institution type

		N	Mean	SD	t	p
Gender	Male	36	3.98	0.47	-4.61	0.00
	Female	64	4.43	0.47		
Nationality	Omani	30	3.89	0.39	-5.48	0.00
	Non-Omani	70	4.43	0.48		
Institution type	Public	31	3.91	0.40	-5.09	0.00
	Private	69	4.43	0.49		

The table indicates that male faculty members have a mean knowledge-sharing intention of 3.98 (categorized as high), while female faculty members exhibit a mean of 4.43 (categorized as very high). Similarly, Omani faculty members show a high intent (mean = 3.89), in contrast to non-Omani faculty members, who demonstrate a very high intent (mean = 4.43). In terms of institutional affiliation, faculty at public institutions report a high intent (mean = 3.91), whereas those at private institutions report a very high intent (mean = 4.43). Although the standard deviation is less than 0.5, indicating minimal variation, the overall data consistently indicates that faculty members predominantly have a firm intention to share knowledge.

Furthermore, hypothesis 2 was tested using the p-value, which was found to be 0.00, well below the 0.05 threshold. Consequently, the null hypothesis that there is no difference in the knowledge-sharing intention of faculty members based on demographic characteristics (gender, nationality, and institution type) is rejected. This finding underscores the significant role that demographic factors play in influencing the intention to share knowledge.

5.4 Differences in the levels of faculty intentions to share knowledge based on higher education degree

Apart from the demographics, the education level of faculty members also influences the knowledge-sharing level. For this, a one-way ANOVA test was applied.
The description of the analysis is presented below.

Table 9: Descriptive statistics for differences in the levels of faculty intentions to share knowledge based on higher education degree (Bachelor, Master, and Doctorate).

Education level	N	Mean	SD
Bachelor	7	3.69	0.58
Master	33	3.96	0.31
Doctorate	60	4.51	0.46

The mean knowledge-sharing intention for faculty members holding bachelor's and master's degrees is 3.69 and 3.96, respectively, indicating a high intent to share knowledge. In contrast, faculty members with doctorates have a mean value of 4.51, which represents a very high intent. The standard deviation (SD) values reveal variability in intent across educational levels: for bachelor's degree holders, SD is 0.58 (ranging from medium to very high intent); for master's degree holders, SD is 0.31 (indicating intent between high and very high); and for doctorate holders, SD is 0.46 (showing variability from high to very high intent). These results suggest that as the education level of faculty members increases, their intention to share knowledge also rises. This relationship is further supported by a one-way ANOVA test.

Table 10: One-way ANOVA results for differences in the levels of faculty intentions to share knowledge based on higher education degrees (Bachelor, Master, and Doctorate).

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8.97	2	4.49		
Within Groups	17.61	97	0.18	24.71	0.00
Total	26.58	99			

The analysis indicates that the p-value for the effect of education level on the intention to share knowledge is 0.00, which is below the 0.05 threshold. Therefore, the null hypothesis that there is no difference in knowledge-sharing intention among faculty members based on their educational degree is rejected. These results demonstrate that education level significantly influences the intention to share knowledge, with higher education levels having a positive impact on this intention.

5.5 Discussion

Knowledge is often seen as a key force behind economic growth and improved performance. Over time, it has moved from being treated as a resource to being regarded as a real source of competitive advantage. Sharing knowledge plays a large part in this, since it helps institutions innovate, improve efficiency, and grow (Elmi, 2020). Nevertheless, knowledge sharing is not a simple act. It depends on many things: individual traits, the kind of knowledge being shared, and the nature of relationships between people (Burmeister & Deller, 2016; Kerry et al., 2023). Universities are central to this process. They create knowledge and pass it on, but many faculty members are still hesitant to share what they know. This reluctance limits how far individual expertise is turned into collective learning, and it reduces the benefits of collaboration (Son et al., 2020). For higher education institutions (HEIs), effective sharing is essential. Without it, ideas remain siloed; with it, cooperation and institutional capacity expand.

Past research has pointed to many factors that encourage or hold back knowledge sharing. Trust, perceived benefits, motivation, and even personality traits all appear important (Charband & Navimipour, 2017; Chandran & Alammari, 2020). More recent work, such as Ahmad et al. (2023), shows that peer expectations, opportunities to exchange ideas, and attitudes toward sharing strongly influence both intent and action. In line with this, the present

study looked at the Omani higher-education setting. The analysis shows that attitudes, expected rewards, intrinsic motivation, subjective norms, and reciprocal benefits all have significant effects. Of these, intrinsic motivation and peer norms were the strongest, which mirrors findings from Al-Kurdi et al. (2018, 2020), Fauzi et al. (2019), and Obrenovac et al. (2021).
Religion also adds weight to the issue. In Islam, knowledge sharing is not just professional but moral and spiritual. The Prophet Muhammad (peace be upon him) said: "Whoever withholds knowledge, Allah will bridle him with a bridle of fire on the Day of Resurrection." For Omani HEIs, this perspective could be beneficial. Framing knowledge exchange as both an academic and a religious duty, through seminars or ethics courses, may increase motivation and strengthen the communal ethos of learning.

Demographics also play a role. Consistent with Mansor and Naha (2013), differences appear across gender, nationality, sector, and qualification. Non-Omani faculty reported higher intentions to share, perhaps due to more collaborative norms and different incentive structures in earlier workplaces. These interpretations should be treated as provisional. Some Omani faculty reported lower intentions, which may relate to more hierarchical norms or concerns about ownership of ideas. These are plausible explanations rather than firm conclusions, and they merit further study. The practical point is clear: institutions should tailor support to both groups and contexts through mentoring, cross-cultural communities of practice, recognition schemes, and clear guidelines for safe and credited sharing.

Education levels show a similar pattern. Faculty with doctoral training were more inclined to share than those with only bachelor's or master's degrees. Doctoral study typically brings sustained exposure to peer review, open seminars, collaborative projects, and international networks. That socialization can normalize exchange and make sharing feel like part of scholarly work rather than an optional extra.

Gender patterns were clear as well. Women reported stronger intentions to share than men. This might reflect differences in communication styles or professional roles. Many female academics take on mentoring and student support responsibilities, which naturally involve sharing knowledge. These findings suggest that gender-sensitive policies could help institutions strengthen inclusivity while building a stronger sharing culture.
Taken together, the study shows that knowledge sharing in Omani HEIs is not shaped by one single factor but by a mix of motivations, peer influence, religious values, and demographics. Recognizing this complexity gives institutions a stronger foundation for policies and practices that can sustain a culture of open exchange.

6. Research Contribution

The results of this study have both theoretical and practical value for understanding how faculty members share knowledge. On the theoretical side, several points stand out. The research offers fresh insight by looking closely at the factors that shape knowledge-sharing behaviour. It also makes a link between knowledge management theory and lean approaches, showing more clearly the part played by intrinsic motivation and social norms. In addition, the study suggests a stronger scale for measuring knowledge-sharing practices. Finally, it adds to the discussion by showing how these dynamics unfold in the Omani higher education context.

There are also clear implications for practice. The strong effect of motivation and peer influence suggests that universities could encourage knowledge sharing by building positive attitudes and by using incentives or recognition programs. The analysis further shows that women, non-Omani faculty, and staff in private institutions tend to share knowledge more

readily. This means that institutions may want to create policies that support these groups, such as opportunities for empowerment, recognition, and professional development. The study also shows that academics with doctoral qualifications are more likely to share what they know, which underlines the importance of hiring and retaining highly qualified faculty to strengthen a knowledge-sharing culture in universities.

7. Research Limitation

As with any empirical study, this work has limitations. First, the sample is modest, which limits how far the findings can be generalized. Future research should draw on larger, more diverse samples to strengthen external validity. Second, the model tested only two predictors. Other influences of leadership style, organizational culture, and institutional policies, among others, may also shape intentions to share knowledge. Incorporating these variables in future models would yield a more complete account.

Measurement is another concern. The study treated knowledge sharing broadly, spanning interactions with students, colleagues, laboratory staff, and administrators, and covering both explicit outputs (e.g., teaching materials, research papers, institutional guidelines) and tacit insights (e.g., practical tips, personal experience). Participants may not have understood this umbrella term in the same way, and such variation could have affected responses. A clearer taxonomy specifying audiences, modes (explicit vs. tacit), channels, and contexts would help standardize interpretation and improve consistency across respondents.

Finally, the sample included faculty only. Excluding administrators, support staff, and students narrows the view of how knowledge moves through an institution. Bringing these groups into future studies would provide a more holistic picture of knowledge-sharing practices and dynamics in higher education.

8. Conclusion

Knowledge is often described as the backbone of higher education, shaping how universities perform and how students succeed. Institutions gain strength not only by producing knowledge but also by ensuring it is passed on and used effectively in classrooms, research, and administration. This is not a straightforward task. The pace of social and technological change means that universities must keep adjusting their approaches and improving the ways they manage and share expertise.

Evidence from Omani universities points to two main drivers of knowledge sharing: intrinsic motivation and social norms. When faculty feel personally motivated or sense that colleagues value and expect them to share, they are more likely to contribute what they know.

Differences across groups also appear. Women, non-Omani academics, staff in private institutions, and faculty with doctorates report a higher willingness to share. These are patterns, not rules, but they matter.

Policy helps. It is not enough on its own. Universities should pair policy with practice: run focused workshops and seminars, create small peer groups or communities of practice, and keep steady channels for updates and research news. Universities should put in place clear processes and dependable systems, recognize contributions, and ensure leaders listen and follow through. Do this well, and sharing knowledge shifts from an added task to a routine part of academic life.

9. References

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