

Factors Influencing Faculty Knowledge Sharing at Higher Education Institutions in Oman

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Abstract

Background: Knowledge can be identified, preserved, organized, and made accessible to the entire workforce, resulting in significant commercial benefits. What makes a successful institution is the ownership of knowledge, together with the ability to apply that knowledge to produce or improve goods or services.

Aim: The research aims to assess factors influencing faculty Knowledge Sharing in Oman Higher Education Institutions.

Method: 100 participants from different higher education institutions in Oman were included in this study. Data collection was through a self-administered questionnaire that assesses knowledge share utilizing the theory of reasoned action as a conceptual framework. n of data to test the relationship among different variables. Two hypotheses were tested using AMOS software.

Result: Among the sample, females were more than males (51%), and majority were between 41 – 50 years of age. More faculty were employed in private than governmental higher educational institutions (59%). Intrinsic motivation (correlation value= 0.41) and Subjective norms (correlation value= 0.26) were found to significantly predict faculty members' intentions to share knowledge. This suggests a positive predictive role of subjective norms on intentions to share knowledge.

Conclusion: Research further aligned knowledge management theory with determining possible benefits related to expected organization rewards at Higher Educational Institutions in Oman by the alignment with new technological adoptions. Additionally, the research study has emphasized on the assessment of the structure model on the knowledge-sharing intention adhering to an indentation-based model and framework.

Keywords: Knowledge management, knowledge sharing, Higher education, Knowledge transfer.