

The Effect of Organizational Culture, Rewards and Trust on Knowledge Sharing Among Academic Staff

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Abstract:

Knowledge Sharing (KS) has attracted the attention of researchers and is considered an essential element for organizations and universities. Limited studies are conducted in developing countries in general, particularly in Iraq. This study aims to identify the factors influencing KS among academic staff. The study was conducted in Iraq at Cihan University-Erbil. Data were collected by questionnaire, and 135 valid responses were received from the academic staff. Smart-PLS analysed the data, and the results showed that organizational culture (OC), trust, rewards and information communication technology (ICT) positively and significantly impact KS. The study recommended that the university create an environment to enhance and improve KS among staff members and develop a rewards system to increase KS among academic staff.

Keywords: Knowledge Sharing, Organizational Culture, Trust, Rewards, ICT

1. Introduction:

Knowledge sharing (KS) has attracted the attention of scholars and researchers due to the importance of this element in organizations among all sectors. Asrar-ul-Haq and Anwar (2016) It described knowledge as the organization's lifeblood and considered an essential element for organizations to survive in a competitive era; therefore, it indicated that knowledge is no less necessary than other vital assets. Knowledge gain varies benefits such as learning and development. However, it provides a great resource to individuals and organizations (Al-Busaidi et al., 2010). KS is an

essential factor that affects learning and creates a positive attitude among staff (Karem et al., 2022). Moreover, KS enables organizations to avoid mistakes and reduces the cost of production and services, which will lead to the organization's successful (Lee and Han, 2024). Universities should promote positive attitudes toward academic staff, encourage them to share their knowledge, not let them fear losing knowledge, and make strong predictors of behaviour (Al-Kurdi et al., 2018). universities' duties are to create, develop, and spread Knowledge among academic staff as well as society (Fand and Beh, 2024). However, higher education often considers KS as an essential criterion when evaluating students or rewarding individuals (Li et al., Xi, 2014). To enhance knowledge sharing among academic staff, the universities should provide a suitable environment that plays an important role in KS (Sadiq Sohail and Daud, 2009). The higher education sector suffers from limited contributions and understanding of knowledge sharing if compared with other sectors (Al-Kurdi et al., 2018).

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The knowledge in Arabic countries faces many challenges in the context of promoting (Al-Busaidi et al., 2010).

Iqbal et al., (2011) Suggest research related to KS can be conducted in developing countries. According to Asrar-ul-Haq and Anwar, (2016); Fullwood et al., (2013). Most previous studies were conducted in developed countries, and limited studies in KS were conducted in higher education. Previous literature reported that there needs to be more studies on KS in developing countries, particularly in the higher education sector, and most of the previous studies were conducted in developed countries. This study's contribution is to fill this gap in the context of Iraqi higher education; the higher education system in Iraq faces several challenges, such as the need to update teaching materials, teaching methods, lab equipment, and teaching skills. However, academic staff in Iraq need more access to online libraries and research resources. Moreover, academic staff in Iraq need to enhance the publication output (Mahmud, 2013), (Mako and Denis, 2014). Iraqi universities suffer low ranking among regional and world universities (Webometrics, 2024). Moreover, by implementing KS, universities will be able to enhance their teaching methods, increase staff output, and increase the number of publications that will positively reflect and enhance the universities' ranking. The extensive review of previous studies, the framework was developed to examine (Organizational culture, Rewards, Trust, and ICT) these factors will examine the influence on KS among academic staff at Cihan University, one of the private universities in Iraq, established in 2006 and located in Erbil-Kurdistan region, Iraq.

The main objective of this study is to identify and examine the factors influencing knowledge sharing among academic staff at Cihan University-Erbil, Iraq. Therefore, this paper is interesting in answering the question of what factors enhance knowledge sharing among academic staff at the named university.

2. Literature Review and Hypotheses Development:

2.1 Knowledge Sharing

Wu and Zhu (2012) defined the KS as the degree of knowledge

shared with other workers in the organization. KS links the teams with each other to find the solutions to the problems and improve the team member's knowledge (Lee and Han, 2024), (Wickramasinghe and Widyaratne, 2012). KS plays a crucial role in competitive advantage in organizations, However, the KS in any organization could improve and enhance performance when the organization has a good environment, which will lead to generating new knowledge (Fand and Beh, 2024). Organizations to meet the objectives and goals should encourage KS among employees to reach this purpose (Akosile and Olatokun, 2019). KS has a significant effect on both employees and organizations. Moreover, KS will improve the performance and career of employees and help the organization achieve success (Ahmad et al., 2021). Knowledge sharing enables organizations to gain several advantages, such as reducing turnover among employees, growing productivity, improving human capital, and competitive advantage (Razak et al., 2016). According to Karem et al. (2022) to various problems cause the organization's failure; knowledge sharing is considered one of these problems if it needs to be successfully implemented. To succeed, an organization should depend on good knowledge sharing that will improve and develop the organization's performance. KS became one of the organization's assets, and it is essential to know how to enhance the KS due to be essential for individuals within the organization (Lefika and Mearns, 2015). Through KS managers can keep the peers learning and integrate for practical application. Tong et al. (2015) consider KS under knowledge management, and to ensure maximization of resources in organizations, human resource professionals should strategize and provide a learning program of KS; however, to ensure individuals are participatory in Knowledge-sharing activities, the leader should encourage them to get involved with peers to share their knowledge. KS could be divided into implicit knowledge, which refers to existing knowledge that is easier to share with others, and explicit knowledge, which refers to having high-value and more complicated methods (Zhang et al., 2018). Irain et al. (2022) mention several challenges and barriers that may face the KS with others, such as lack of time and social network, low awareness, poor written communication, age, gender, and education level differences, and lack of trust in individuals. In

education, field universities should stimulate and sensitize the academic staff on how it is essential to share their knowledge to achieve the university goals, especially increasing the number of publications, which will benefit both the university and academic staff. KS will help staff gather and arrange their ideas to solve the problems in the community and university; in developing countries, the universities should create sensitization and a culture of knowledge sharing among academic staff through more KS activities such as seminars and workshops. However, universities can provide awards to encourage staff to share their knowledge.

2.2 Knowledge Sharing and Higher Education Institutions (HEI)

HEI creates, disseminates, and exchanges knowledge among individuals. Moreover, KS enhances the services and outcomes in the academic field by enabling the academic staff to develop and share what they know inside the institute (Annansingh et al., 2018). knowledge sharing is the most critical factor in enhancing communication among academic staff (Karem et al., 2022). Knowledge transfer essential to spread knowledge and technology create at universities (Subramonian and Rasiah, 2016). According to Sadiq and Daud (2009) KS can improve and develop if universities motivate and stimulate teaching staff to share knowledge by providing staff seminars, discussions, and other academic activities; however, if teaching staff at universities find a good infrastructure, easy access to databases, and suitable systems, could improve and encourage their Knowledge sharing. Universities, like any other organization, gain competitive advantage and should be able to create, spread, and share the knowledge to survive in the marketplace and not lose knowledge across other organizations' boundaries (Annansingh et al., 2018). All Organizations, including higher education, to be successful in the field should adopt KS, which is considered an essential factor in the workplace, where the employees and academic staff share their knowledge and vision (Fullwood et al., 2013), (Jolaee et al., 2014).

2.3 Organizational Culture

Organizational culture is an essential factor in ensuring smooth Knowledge sharing (Al-Alawi et al., 2007).

Organization culture effect on individuals behaviour to sharing their knowledge by set of values and beliefs (Chang et al., 2017). To enhance the research collaboration at universities should promote KS culture among academics that the best way to enhance the quality of teaching sharing (Fullwood and Rowley, 2017). Culture could lead to the success or failure of Knowledge in organizations (Durmusoglu et al., 2014). (Ma et al., 2014). According to organizational culture it is considered the main factor that leads to the success of KS. Institutions are likely to succeed at KS when they encourage culture, trust, and communication among peers (Akosile and Olatokun, 2019). Ahmad et al., (2021) indicated that organizational culture conspicuously leads to enhancing KS. Bousari and Hassanzadeh (2012) mentioned culture as a key to the success of KS, and organizations should pay more attention to establishing policies, rules, and regulations for KS. National culture could play an essential role in KS among the employees. Zhang et al., (2014) mention that the national culture may influence knowledge-sharing behavior among individuals. Organizational culture refers to the values and systems that may encourage and enhance knowledge sharing or impede it within the organization. According to Otoo (2024) each organization has a visible and invisible culture; the visible is related to the value, philosophy, and mission of the organization, and the invisible culture is related to employees' behaviour and actions. Organizational culture plays a vital role in spreading knowledge sharing; meanwhile, organizations will increase productivity and performance and achieve goals and objectives if they deploy a knowledge-sharing culture among staff. In education, universities should create and enhance knowledge sharing among academic staff to increase their productivity, which can be related to publications and enhanced teaching. There is a contrasting finding in previous studies, and some studies reported OC has a significant effect on KS (Chang et al., 2017), (Durmusoglu et al., 2014), (Tong et al., 2015). On other hand OC has non-significant effect on KS (Akosile and Olatokun, 2019).

H1: Organizational culture has a positive and significant influence on knowledge sharing.

2.4 Rewards

Rewards are considered another essential factor in organizations which create the willingness among peers to share their knowledge or not (Noor et al., 2014). Employees in the workplace need a motivator to share their knowledge with their peers, and they should feel that the organization is rewarding their knowledge. It is not logical to consider that all individuals are willing to share their knowledge easily without assuming the benefit and loss of these actions. However, individuals need a motivator to share knowledge. according to Al-Alawi et al., (2007) the unrewarded activities could fade when there is a lack of appreciation. KS required a suitable reward system to motivate individuals from the perspective of providing benefits (Zhang et al., 2018). with a rewards system, the staff will be motivated to learn and share their knowledge (Durmusoglu et al., 2014). Based on previous results, whether the rewards significantly knowledge sharing or non-significant is inconsistent (Durmusoglu et al., 2014), (Al-Alawi et al., 2007), (Zhang et al., 2018) reported rewards have a positive effect on KS; on the other hand, rewards do not positively affect KS (Al Dari et al., 2018). The literature contrasts whether rewards have a significant or non-significant effect on KS. Reexamining rewards toward KS in the context of Iraq is essential.

H2: Rewards have a positive and significant influence on knowledge sharing.

2.5 Trust

HEI dependability might be improved by trust. (Jolae et al., 2014) defined trust 'as the degree of trusting colleagues and their knowledge. peers who trust each other are more willing to share Knowledge and Information (Pezeshki Rad et al., 2011). When trust exists in the organization, the employees will get a positive attitude toward the KS, leading to increased productivity. However, most of the academic staff will share their knowledge, but some have trust issues (Fauzi et al., 2018). trust plays a pivotal role in enhancing the peers' loyalty in the organization (Yacob et al., 2018). Due to mistrust, individuals are unwilling to share their ideas or knowledge with others, and people are concerned about the benefits and costs of sharing their ideas or knowledge. Moreover, to successfully

implement knowledge sharing, employers should trust the employee (Razak et al., 2016). (Cyril et al., 2013) propose that a high level of trust among individuals is necessary for the cultivation of effective knowledge-sharing and mention trust as a critical factor that affects knowledge sharing activities among individuals in a firm's. According to Cheng et al., 2008 Collaborative behaviours and activities should be reinforced to reach highly effective KS and enhance trust among peers. However, organizations should develop trust based on peer relationships, enhancing the benefits and reducing competition conflicts. Trust is considered one of the essential factors among humans; academics with high trust will more likely engage in KS, and according to the findings of a review number of articles, individuals share knowledge and ideas with peers and thus trust and know them. Universities should enhance the trust among academic staff at university by creating an effective environment for researchers and encouraging them to share knowledge and increase their productivity, which will reflect positively toward KS. Trust has a significant positive effect on KS among academic staff in several studies conducted in Malaysia (Fauzi et al., 2018), (Iqbal et al., 2011), (Tan and Md. Noor, 2013). The trust reported not only significant influence, but it also had a strong and positive influence on KS among academic staff at Bowen University Nigeria (Akosile and Olatokun, 2019). Trust has a positive signification relationship with KS, and individuals who trust each other will be more willing to share ideas and information (Pezeshki Rad et al., 2011). On the other hand, the finding is in contrast with previous (Jolae et al., 2014) the result showed trust has a non-significant impact on KS among academic staff in Malaysia. The result of a study conducted in Malaysia on manufacturing sector trust has a significant effect on KS (Cyril et al., 2013). According to Wickramasinghe and Widyaratne, (2012) As reported in the study conducted in Sri Lanka, high levels of trust positively affect knowledge sharing. Trust is the pivot influence on KS, a study conducted in Twine green manufacturing firms (Cheng et al., 2008). Meanwhile, trust does not positively affect KS, but it may be considered as a condition to KS, and they justify this opinion by people can share the knowledge with others who have a high level of trust rather than moderate trust (Thabit and Abdullah, 2024). The results show a contradiction regarding trust's impact on KS in

education and business. To resolve this contradiction, the current study will employ an empirical study in the context of Iraq. However, most studies take place in Malaysia, with only a limited number conducted in Arab countries and Iraq specifically.

H3 : Trust has positive and significant influence on knowledge sharing.

2.6 Information communication technology (ICT)

ICT improves knowledge sharing by accessing databases to get information and providing effective communication to exchange information and knowledge among peers; the issues that may face the ICT implementation include the suitable technology tools that should fit between individuals and organizations; however, it cannot generalize the technology tools to all the organization may technology implement successfully and be effective in some organizations but fail in others (Farooq, 2018). On the other hand, ICT may face potential issues as some staff members are not recognized or familiar with the system implemented in the organization. However, ICT can provide good benefits to an organization or institution by efficiently storing data and information and exchanging it with others. technology is an essential driver of Knowledge Sharing (Sadiq and Daud, 2009). ICT can reduce the barriers between individuals with knowledge. Moreover, by adoption, ICT can enhance and improve accessibility to information that will lead to the successful implementation of ICT toward KS; it should assess the level of ambitions and motivation of technology knowledge among staff (Hendriks, 1999). The high adoption of technology tools nowadays can promote KS and transfer among different cultures and organizations (Asrar-ul-Haq and Anwar, 2016). According to Mansour and Mohanna (2024) Adopting technology to support KS will cost the organization and should provide the necessary environment to create acceptance by staff. Nowadays, technology has become widely used and is developing rapidly. Modern technology makes it easy to access and communicate with others to share knowledge and ideas among the academic staff. However, universities should pay more attention to technology, provide a good ICT infrastructure, and provide academic staff training, workshops,

and seminars to educate them about KS using ICT tools. Moreover, ICT can increase knowledge transfer and enable individuals to access databases and share their knowledge with peers. Technology had a strong positive relationship with knowledge-sharing (Tohidinia and Mosakhani, 2010), (Wu and Zhu, 2012). Same finding with (Cyril et al., 2013) found that knowledge technology had a significant impact on KS and considered technology to be the most important factor in determining KS attitude among individuals. On the other hand, the findings from the study of (Akosile and Olatokun, 2019) showed that the availability of IT infrastructure did not affect KS among academic staff and suggested encouraging KS in institutions; it is essential to create an environment that is people-oriented rather than technology-oriented. (Pezeshki Rad et al., 2011) found the ICT did not exert influence on KS. The same result with (Cheng et al., 2009) did not find an influence of IT application on KS. Previous studies showed that ICT has a significant and positive impact on KS in some studies, and other studies showed different results that ICT does not influence KS. To solve this contradiction, we proposed to test this factor among academic staff at Cihan University Erbil, Iraq. However, ICT can help the academic staff to access large amounts of data and information and remove the barriers among the staff, especially in developing countries. Meanwhile, ICT can enhance the KS levels at universities and spread Knowledge and information between the departments at universities to get a better understanding; ICT leads to the spread of Knowledge and building capacity at universities.

H4: Information communication Technology has significant and positive influence on knowledge sharing.

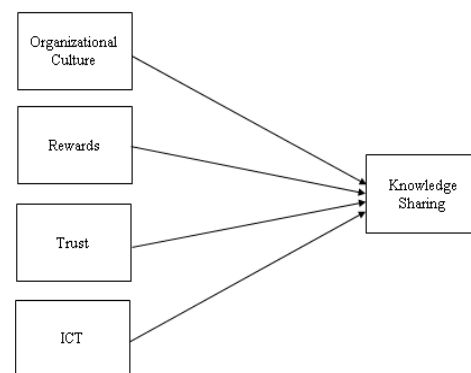


Fig. 1. Framework

3. Methodology:

This quantitative research was carried out at Cihan University-Erbil, which was founded in 2007 as the premier institution for higher education in the Kurdistan region and Iraq; aimed at producing high-quality graduated students of international calibre. Academic staff received a questionnaire intended to investigate their attitudes and assess the impact of various factors on the knowledge sharing. A questionnaire survey was identified as the most effective method for collecting the data. A survey was used due to the little prior research in the field, making it essential to provide an overview of knowledge sharing in the higher education sector.

The study's target population is academic staff from 7 colleges on the university campus. According to the university website (Cihan University-Erbil, 2024), 320 academics are university members. Thus, when the population is 320, the sample size will be 175, based on Krejcie and Morgan (1970) table. 175 questionnaires were distributed by self-administered, and only 147 were returned. The outlier and missing values were examined, and the valid responses were 135. The valid data were analysed by Smart-PLS 4.

The research instruments adapted and adopted from previous work and measured by Five-point Likert scale closed-ended has been used in questionnaire as 1 = strongly agree and 5 = strongly disagree. Table 1 illustrates the number of items and the source for each factor.

Table 1. Number of Items and Sources

Factor	No. Items	Sources
Organizational Culture	5	(Akosile and Olatokun, 2019; Tan and Noor, 2013).
Rewards	5	(Akosile and Olatokun, 2019)
Trust	5	(Akosile and Olatokun, 2019; Tan and Noor, 2013).
ICT	6	(Akosile and Olatokun, 2019).
Knowledge Sharing	6	(Durmusoglu et al., 2014; Fullwood et al., 2013).

4. Results:

4.1 Demographic Descriptive

In this section, the results will start with demographic characteristics, as represented in Table 2. The majority of the respondents are Male, with 72%, while 28 % are Female. The most significant response to this survey was from the age group of 40 to 49 (42.2 %), and close to this result was the group of 30 to 39 (38.5 %), while the young group below 30 years was 3 %, and above 60 years 1.5 %. As expected in Qualifications, most (63%) of the respondents have a Master's degree, while (37%) hold a Ph.D. degree. A large proportion (63.5 %) of the respondents were Assistant Lecturers, while (24%) had Lecturer positions, (12%) were Assistant Professors, and only (1.5 %) belonged to Professors. Most respondents (21%) are from the College of Administrative and Financial Sciences, and (18.5% 18 %) are from the College of Law and International Relations and the College of Engineering. In comparison (16%) are from the College of Science (12%) from the College of Education, (10%) are from the College of Arts and Letters, and (4%) are from the College of Health Technology.

Table 2. Distribution of Socio-Demographic Data of the Respondents

Variables	Frequency	Percentage
Gender		
Male	97	72.0
Female	38	28.0
Age		
Below 30	4	3.0
30 - 39	52	38.5
40 - 49	57	42.2
50- 59	20	14.8
60 and above	2	1.5
Position		
Assistant Lecturer	85	63.5
Lecturer	32	24.0
Assistant Professor	16	12.0
Professor	2	1.5
Qualifications		
Master	85	63.0
PhD	50	37.0

Colleges		
College Administrative and Financial sciences	29	21.5
College of Law and International Relations	25	18.5
College of Education	16	12.0
College of Engineering	24	18.0
College of Science	22	16.0
College of Arts and Letters	13	10.0
College of Health Technology	6	4.0

4.2 Measurement Model

According to Hair et.al, 2019 the first step is to assess the measurement model to examine the validity, reliability and discriminant validity. Initially, the proposed model consisted of 27 items. While running the measurement model, the items with low loading and high VIF dropped from the model and re-run until the loading of items was above 0.7 and the AVE above 0.5 as recommended by Hair et.al, 2019. The final number of items in the proposed model was 22 after removing the low loading and VIF to enhance its reliability and validity. The values of CR and AVE of all the factors are above the recommended 0.7 and 0.5, respectively as shown in Table 3 and figure 2. Thus, the validity and reliability have been achieved.

Table 3. Reliability and Validity

Variables	Items	Factor loading	Cronbach's Alpha	CR	AVE
Organizational Culture	OC1	0.872	0.922	0.929	0.761
	OC2	0.867			
	OC3	0.851			
	OC4	0.886			
	OC5	0.885			
Rewards	RD1	0.809	0.912	0.912	0.794
	RD2	0.909			
	RD3	0.932			
	RD4	0.909			
Trust	TR1	0.777	0.914	0.915	0.747
	TR2	0.869			
	TR3	0.895			
	TR4	0.879			
	TR5	0.895			
ICT	ICT2	0.931	0.939	0.941	0.803
	ICT3	0.900			
	ICT4	0.858			
	ICT5	0.903			

	ICT6	0.887			
Knowledge Sharing	KS1	0.795	0.913	0.921	0.698
	KS2	0.873			
	KS3	0.786			
	KS4	0.768			
	KS5	0.902			
	KS6	0.879			

Discriminant validity has been achieved, and there is no issue based on Tables 4 and 5 results. The HTMT values should be less than 0.90 (Hair et.al, 2019), as depicted in Table 4, with all the HTMT values less than 0.9. Thus, there is no issue.

Table 4. HTMT

	Heterotrait-Monotrait Ratio (HTMT)
KS <-> ICT	0.577
OC <-> ICT	0.399
OC <-> KS	0.525
RD <-> ICT	0.453
RD <-> KS	0.580
RD <-> OC	0.663
TR <-> ICT	0.654
TR <-> KS	0.740
TR <-> OC	0.442
TR <-> RD	0.540

Another test of Discriminant validity is the "Fornell-Larcker criterion." According to this criterion, each factor should correlate with itself higher than others in the same column and rows. The results, as shown in Table 5 in bold font, show that all the factors are correlated with themselves higher than others.

Table 5. Fornell-Larcker Criterion

	ICT	KS	OC	RD	TR
ICT	0.896				
KS	0.541	0.836			
OC	0.373	0.484	0.872		
RD	0.420	0.529	0.608	0.891	
TR	0.606	0.682	0.406	0.493	0.864

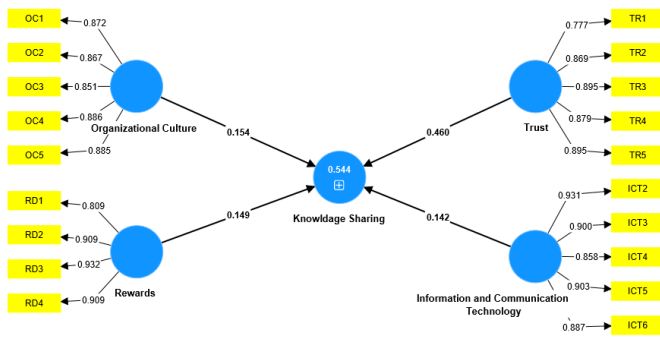


Fig. 2. Measurement Model

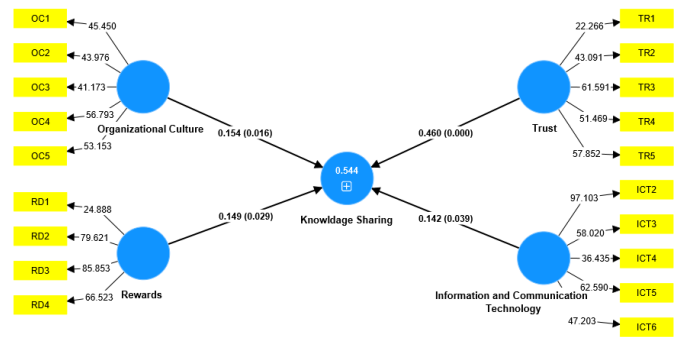


Fig. 3. Structural Model

4.3 Structural model

After achieving the first step, the second step is the Structural model assessment to examine the proposed hypotheses. This step is run with 5000 subsamples as recommended by (Hair et.al, 2019), and the results are reported in Table 6 and Figure 3.

The R2 showed a 0.544 mean as depicted in figure 3, which means the IV explained 54% of the DV, and this is a moderate effect, as recommended by Chin (2010).

The results indicated that the first proposed hypothesis, OC, has a positive and significant impact on KS due to the P-value being 0.016 <0.05 and the T-value 2.405 >1.96; thus, the first hypothesis was accepted. Similarly, the other proposed hypotheses have been accepted, as shown in Table 6 and Figure 3 Rewards, Trust, and ICT have positive and significant impacts on KS the p-values 0.029,0.00 and 0.09 <0.05 respectively, and the t-values 2.185,7.882 and 2.063 >1.96 respectively thus H2, H3 and H4 accepted.

Table 6. Hypotheses

Hypothesis path	Sample mean	Standard deviation	T Statistics	P values	Decision
Organizational Culture -> KS	0.154	0.064	2.405	0.016	Supported
Rewards -> KS	0.149	0.068	2.185	0.029	Supported
Trust -> KS	0.460	0.058	7.882	0.000	Supported
ICT -> KS	0.143	0.069	2.063	0.039	Supported

Note: KS: Knowledge sharing; ICT: Information and Communication Technology

5. Discussion:

Finding from this study provide a better understanding of the factors that affect KS among academics' staff at Cihan University in Iraq. The main result of this study summarized and discussed below.

OC has significant impact on KS among academic staff, this result in line with previous results (Chang et al., 2017; Durmusoglu et al., 2014; Tong et al., 2015)The findings revealed that faculty members possess favourable opinions of the corporate culture for knowledge sharing. They concurred that sharing expertise will enhance the relationships among the current members. They assert that disseminating knowledge would serve as a catalyst for engagement with new members. The answers indicated that the faculty members perceive the culture of the University of Education as helpful for KS. The university administration urges the faculty to introduce and share creative concepts and current knowledge.

The study's results indicated that trust, reward systems, and organizational culture significantly influence the knowledge-sharing attitude of faculty members (p < 0.01). A high degree of trust correlates positively with a KS. The majority of the results from prior research align with the results of the current investigation (Annansingh et al., 2018), (Bibi and Ali, 2017), (Yasir et al., 2017). Trust was reported as a crucial component affecting knowledge sharing in the investigations as mentioned earlier.

Rewards were found with a positive and significant influence on KS among academic staff at Cihan university Erbil, similar findings with (Durmusoglu et al., 2014; Ismail Al-Alawi et al., 2007; Zhang et al., 2018) The university should improve and

develop the rewards system as long as this factor exists among academic staff, and they consider it essential to motivate them to share their knowledge. Likewise, faculty members' expectations for rewards in relation to their knowledge-sharing positively influence their knowledge sharing. These results aligned with those of a prior study (Durmusoglu et al., 2014). This study revealed that the reward system was a significant influence in KS. The study's findings further validate that faculty members with favorable evaluations of a good OC had a markedly improved knowledge-sharing ($p < 0.001$). These results align with the findings of other investigations (Al-Alawi et al., 2007), (Zhang et al., 2018).

The study reported that trust has a significant impact on KS among academics at Cihan University concretely; under the condition of trust, academic staff seem to be willing to share their knowledge with their colleague's colleagues. Therefore, trust is essential in KS among academic staff; universities should enhance cordiality by providing plentiful interaction through events and other activities. Those results expand the previous finding (Akosile and Olatokun, 2019), (Fauzi et al., 2018), (Iqbal et al., 2011), (Tan and Noor, 2013) Which reported trust has a positive and significant effect on KS among academic staff and contrasts with the findings of (Jolae et al., 2014) as reported, trust has a non-significant effect on KS among academic staff in Malaysia. Universities should enhance the trust among academic staff. As reported in most studies, trust plays a vital role in KS. The university's task is to create a trusted environment among the university members, which will reflect positively on academics and the university. According to these results, the academic staff at Cihan considered trust essential among them. Trust predicts knowledge-sharing among individuals across various businesses, including academic institutions; moreover, cultural variations must be noticed in this context.

ICT has a positive and significant relationship among academic staff at Cihan University Erbil; most academic staff believe that ICT can be a useful platform for sharing their knowledge among academic staff and enabling them to access databases. The same findings from previous studies which reported that ICT has a positive and significant effect on KS (Cyril et al., 2013), (Tohidinia and Mosakhani, 2010), (Wu

and Zhu, 2012). on another hand, ICT found non-significant effect on KS (Akosile and Olatokun, 2019), (Cheng et al., 2009), (Pezeshki Rad et al., 2011). Universities, especially in developing countries such as Iraq, are required to develop and enhance their ICT systems to increase the benefits of ICT, which will lead to an increase in the number of publications and an enhancement in universities' rankings.

6. Conclusion:

The study conducted at Cihan University Erbil provided an empirical study on KS among academic staff; the results indicated OC was able to increase the KS among academic staff. Another factor that has been investigated is trust, which exists among academic staff and can increase knowledge among peers. Also, rewards are found to exist strongly and are considered essential to encourage academic staff to share their knowledge and let them feel rewarded when sharing the knowledge. According to academic staff, ICT is another factor necessary to ensure smooth communication and knowledge transfer with peers. KS practices should be encouraged as a culture at Cihan University, such as providing members with workshops and seminars. However, the university should create an environment to let the staff share their knowledge; it should increase rewards and enhance the rewards system to encourage the KS among staff members.

The study's findings indicate some implications for Cihan University-Erbil precisely and for other Iraqi universities broadly. Given that organizational factors such as trust, reward systems, and a positive organizational culture significantly influence the development of a knowledge-sharing culture and enhance the knowledge-sharing attitudes of knowledge workers, university management needs to create an environment that facilitates both formal and informal opportunities for faculty members to convene, engage, and foster mutual trust.

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