The Effect Of Barriers To Knowledge Sharing In Achieving Job Satisfaction:An exploratory study of the opinions of faculty members in some private universities

Firas Adnan Abbas AL-Tabtabae

Beidaa Naser Amana

Al-Qadisiyah University - College of Administration and Economics

Corresponding Author: Beidaa Naser Amana

Abstract :   The research aims to show the extent of interest in knowledge and benefit from it in its various fields, where knowledge is the most powerful strategic source as a means of distinction and modernity, and then knowledge management emerged as a strategic entrance for organizations, as it has become one of the most important modern entrances as an important asset in achieving the goals of the organization and its role in the transformation towards The knowledge economy that focuses on investing in intellectual assets more than on tangible physical assets, and the process of sharing knowledge is an important part of knowledge management operations, as it is considered the trump card for the organization to value knowledge and achieve survival and is the key to the success of management. Organizations of all fields, whether industrial, educational or health, seek to reduce the impact of barriers to knowledge sharing in educational organizations and their departments, in which a number of individuals work with each other so that they are able to find appropriate solutions through continuous learning, as they are organizations capable of changing behaviors to reflect New knowledge and ideas. A questionnaire was used as a tool for data collection, and the distribution process was limited to the method of a simple random sample, so that the number of the sample studied was (226) individuals, and they are faculty members in some private universities of the Middle Euphrates region(Diwaniyah, Babylon, Najaf, Holy Karbala, Muthanna), the research sample, and the data contained in the form were analyzed by using the statistical program (Spss) based on the arithmetic means, standard deviations and correlation coefficients, simple and multiple determinant regression analysis, and the most important recommendations represented in The results show that private universities, private universities seek interest in using modern methods and methods in education to share knowledge, which contributes to improving the compatibility of its courses with international standards and standards in a way that achieves the necessary requirements for applying global indicators to reach outstanding performance.

Keyword: Knowledge sharing barriers, job satisfaction.
.

INTRODUCTION: Knowledge sharing barriers can have a significant impact on job satisfaction. These barriers can include a lack of communication and collaboration among team members, a lack of trust or understanding among co-workers, and an unwillingness to share information or knowledge. When these barriers exist, it can lead to a lack of engagement and motivation among employees, as well as feelings of frustration and isolation. This can ultimately lead to lower job satisfaction, as employees may feel unable to contribute fully to their team or organization. On the other hand, when cognitive sharing is encouraged and facilitated, it can lead to increased job satisfaction. When employees are able to freely share information and knowledge, they feel more connected to their co-workers and are better able to collaborate on tasks and projects. This can lead to a greater sense of accomplishment and job satisfaction. In general, barriers to knowledge sharing can have a significant impact on job satisfaction, and organizations must work to address these barriers in order to create a more collaborative and engaging work environment. This can include enhancing communication and collaboration among team members, building trust and understanding among co-workers, and creating incentives for employees to share their knowledge and experience.

Research Methodology

First: The Problem of The Study

The research problem is as follows:-

What is the effect of knowledge sharing barriers on job satisfaction among faculty members in private universities? This question includes a set of sub-questions:

1. What is the degree of interest of faculty members in private universities in knowledge sharing?
2. What is the degree of interest of faculty members in private universities in job satisfaction?
3. What is the level of availability of the dimensions of barriers to knowledge sharing in relation to individual barriers, organizational barriers, technological barriers, and cultural barriers in private universities, the research sample?
4. What is the level of availability of job satisfaction dimensions in private universities, the research sample?

Second: The importance of the study

1. Describe and analyze the relationship and influence between barriers to knowledge sharing and job satisfaction.
2. Identifying barriers to knowledge sharing and its impact on raising the level of performance of faculty members in private universities by enhancing skills.
3. Take the necessary measures to reduce barriers to knowledge sharing among faculty members and improve the quality of private university education performance.
4. The results provide useful information about what the main barriers are and how they relate to each other in order to overcome barriers to knowledge sharing for academics.

Third:- The objectives of the study

1. Addressing theoretical concepts related to barriers to knowledge sharing and job satisfaction.
2. Identify the degree of interest of faculty members in private universities in knowledge sharing.
3. Identifying the barriers that prevent the sharing of knowledge and identifying its role in influencing the job satisfaction of individuals working in private university education, the study sample.
4. Clarifying the impact of knowledge sharing barriers on job satisfaction for individuals working in private university education.

Fourth:- The hypothetical scheme of the study
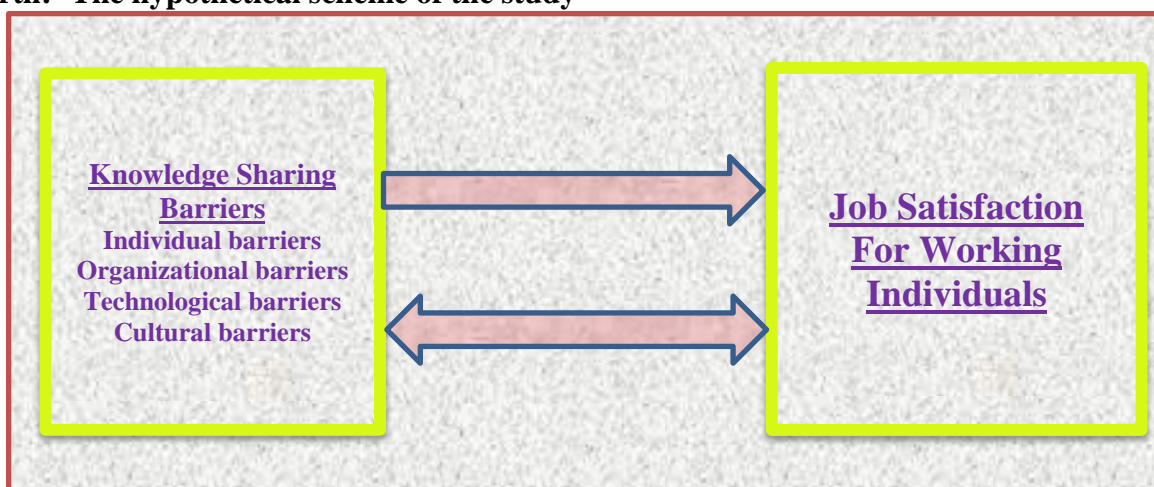
Fifth: research hypotheses

Based on the study problem, the following hypotheses can be formulated:

A- Correlation hypotheses

1 .The first main hypothesis:

There is a statistically significant correlation between the dimensions of knowledge sharing barriers (individual barriers, organizational barriers, technological barriers, and cultural barriers) and job satisfaction for working individuals, from which the following sub-hypotheses branch out:

a. The first sub-hypothesis: There is a statistically significant correlation between individual barriers and job satisfaction among individuals working in private universities.

B. The second sub-hypothesis: There is a statistically significant correlation between organizational barriers and job satisfaction among individuals working in private universities.

c. The third sub-hypothesis: There is a statistically significant correlation between technological barriers and job satisfaction among individuals working in private universities.

d . The fourth sub-hypothesis: There is a statistically significant correlation between cultural barriers and job satisfaction among individuals working in private universities.

B- Impact hypotheses

2. The second main hypothesis:

There is a statistically significant effect of the dimensions of knowledge sharing barriers (individual barriers, organizational barriers, technological barriers, and cultural barriers) on the job satisfaction of working individuals, from which the following sub-hypotheses branch out:

A . The first sub-hypothesis: There is a statistically significant effect of individual barriers and job satisfaction.

B . The second sub-hypothesis: There is a statistically significant effect of organizational barriers and job satisfaction.

C. The third sub-hypothesis: There is a statistically significant effect of technological barriers and job satisfaction.
D . The fourth sub-hypothesis: There is a statistically significant effect of cultural barriers and job satisfaction

Sixth: The study population and sample:
The random sample method was adopted in order to collect the necessary data, and the sample size was determined based on the Stephen Thompson equation, which is one of the most widely used formulas in postgraduate research (Bashmani, 2014: 90-91) shown below:-

$$n = \frac{N \times p(1-p)}{[[N-1 \times (d^2 \div z^2)] + p(1-p)]}$$

First: Concept Knowledge Sharing Barriers
Under great competitive pressures along with changing market conditions, organizations have become interested in knowledge management. Knowledge sharing, in particular, is an important part of knowledge management and an important means of increasing the competitiveness and performance of organizations (Yeşil & Hırlak, 2013:38). In response to this significant importance, researchers have begun to study barriers to knowledge sharing in various organizational and industry settings. They discussed and identified many barriers that prevent knowledge sharing activities in organizations (Yeşil & Hırlak, 2019:103). Numerous studies have shown potential barriers to knowledge sharing in different situations, including virtual teams, virtual communities of application, and universities in general. Many researchers have also explored barriers in knowledge sharing from a cross-cultural perspective (Vajjhala & Vucetic, 2013:90)&(Akdere,2006:122)

The impact of knowledge sharing barriers within organizations is very complex, and these barriers stem from a number of reasons, such as building knowledge sharing barriers, which consists of a group of factors that affect knowledge sharing as well as in influencing each other (Al Hawamdeh & Al-edenat, 2019:123). (Ipe, 2003) identified four main factors that affect the knowledge sharing of individuals within organizations, and these factors also affect each other because they are all interrelated.

(Al Hawamdeh & Al-edenat, 2019: 123-124):
1. The nature of knowledge: There are two types of knowledge: tacit knowledge and explicit knowledge. In saying this, working individuals face a number of barriers when sharing tacit or explicit knowledge. However, when tacit knowledge is shared, these barriers are more apparent due to the nature of the tacit knowledge. Further, due to this fact that when working individuals realize the value of this knowledge, they tend to hoard it, the value of knowledge is crucial to knowledge sharing.
2. Motivation to share: It is unlikely that working individuals by nature will share what they possess without a strong motivation to do so. Hence, there are two types of motivation for knowledge sharing at the individual level:
 Intrinsic motivation factors (for example, perceiving knowledge as power and reciprocity between individuals).
 External motivation factors (such as relationships with recipients and rewards for participation
3. Participation Opportunities: There are two channels for knowledge sharing: formal education and informal education. In saying this, knowledge that is shared using the formal channel is usually explicit knowledge, while tacit knowledge is usually shared through an informal channel.
4. Work environment culture: Organizational culture is considered one of the most important factors affecting barriers to knowledge sharing at the individual level. In addition, by determining the type of knowledge that should be shared and how it should be shared, organizational culture influences barriers to knowledge sharing. Organizational culture is also known to affect social interactions between individuals working within an organization.

Finally, barriers to knowledge sharing can be defined as (barriers that prevent the flow of knowledge between colleagues) (Hubert & Lopez, 2013:1). As for (Blagov et al., 2017:113), he defined it as (factors of different nature that impede the processes of knowledge sharing). The researcher defines barriers to knowledge sharing as everything that prevents knowledge sharing in private university education, which leads to barriers between knowledge sharing and the level of quality of private university education performance that is required to be achieved. Which prevents knowledge from being made available for sharing among individuals working in private universities.
Second: Removing barriers to knowledge sharing
The results of Szulanski (1996) show that the main barriers to internal knowledge sharing are knowledge-related factors such as the recipient's lack of comprehension capacity, causal ambiguity, and the difficult relationship between source and receiver (Yeşil & Hırlak, 2013:41). Therefore, understanding the barriers that make knowledge sharing difficult is the first step in identifying possible solutions to overcome them (Mercedes, 2016).

Second: Dimensions of Knowledge Sharing Barriers

Our study adopts four different types of knowledge sharing barriers: individual, organizational, technological, and cultural identified by (Ahmed,2019:22)&(Karagoz, 2017). Individual barriers are associated with a lack of time, confidence, and differences in age, education, and experience. Organizational barriers relate to lack of organizational vision, strategy, structure, hierarchy, and interdepartmental competition. Technology-related barriers include inadequate training and technical support in relation to information technology and various systems issues

1. Individuality barriers

Chilton and Bloodgood 2010 highlight that organizations with solid knowledge capital will have a better chance of achieving competitive advantage than their competitors who do not. The researchers suggested that one aspect that significantly influences the use of knowledge resources is the individuals who access those resources to fulfill organizational obligations as well as use them in decision-making and other functions (Nadason.etal.,2017:36). Individual factors include loss of cognitive ability, poor publicity of barriers to knowledge sharing, uncertainty about the value of knowledge to be shared, and lack of motivation (Igbinovia & Ikenwe, 2017:34).

  (Von Krogh et al., 2000) says that individual barriers necessitate the new relationships that a person acquires when changes occur. A person's beliefs, location and identity are reflected in the knowledge he possesses. This means that every time someone shares the knowledge they possess they are revealing a little bit of themselves and therefore it is necessary to build some kind of trust within the organization to enable knowledge sharing. In addition, Chen et al. show that trust is an important factor for knowledge sharing in the inter-organizational environment as well (Engström & Kallberg, 2019:18). In addition, the fact that the person receiving the knowledge also evaluates it depending on the knowledge giver makes this barrier even more important.

2. Organizational barriers

Needed change is regularly impeded by organizational conflicts, power dynamics, management practices, and evaluation as well as rewarding systems that inhibit the process of knowledge sharing (Nadason et al., 2017:38). The identity of the organization is reflected based on its exclusive values and culture. Organizational or institutional culture always refers to their values, beliefs, and systems that either promote or inhibit knowledge creation and sharing within organizations (Michailova & Minbaeva, 2012:59). And organizational barriers, according to Bounfour (2003), is the organizational procedures and routine standards for sharing between working individuals, which then become barriers to knowledge sharing because they are not compatible with their own process (Engström & Kallberg, 2019:66).

3. Technology barriers

Nowadays, technology has become a major tool in terms of engagement. Social media has become a platform for knowledge sharing. However, it will not be effective if the working individuals lack knowledge in the field of technology and do not know how to apply the technology in the environment of the organization. The authors also stress that it will be difficult to use systems if you do not know how to control and use them (Nadason et al., 2017:37). Bounfour (2003) states that technological infrastructure and processes within an organization can be barriers to knowledge sharing if they lack necessary parts or if they do not support certain activities or functions. The technological solutions used by the organization may also be incompatible with the dynamics of organizations. Such as effective processes for knowledge sharing, which would make technological infrastructure a barrier to knowledge sharing (Engström & Kallberg, 2019:19)&(Anwar,2019 :27).

4. Cultural barriers

Many studies have identified cultural barriers as one of the main barriers that affect the successful implementation of knowledge sharing activities in organizations (Vajjhala, 2013:92) (Vajjhala, 2003). Bounfour explains that there are cultural barriers that can negatively affect organizational processes, such as communication, Which in turn allows knowledge sharing. These cultural barriers are for example lack of confidence, different cultures, vocabularies, different ideas of what productive work is, and intolerance for making mistakes. Davenport and Prusak (1998) show that there is less opportunity for people to share knowledge if they do not understand or respect each other because working individuals judge the information obtained depending on the person presenting it, as in the case of the individual barrier. Hence, organizations should try to implement a culture that encourages knowledge sharing (Enström & Kallberg, 2019:18). The culture of knowledge sharing in the organization depends on personal trust and communication between working individuals, information systems, rewards and organizational structure. This plays a vital role in describing the relationships between working individuals as well as providing the potential to overcome barriers to knowledge sharing them (Nadason et al., 2017:37).

Third: Concept Job Satisfaction For Working Individuals

Job satisfaction is considered the most important phenomenon that has received great attention from researchers, scientists, and behaviorists, as interest in job satisfaction began since the first time in the industrial sector, and it is one of the work trends, through the fact that organizations generally depend on their success on the effectiveness of the employees in their performance For their work, which in turn depends on the degree of their satisfaction and the level

of their enthusiasm for work, which confirms the importance of the human element in the life and continuity of organizations with the need to pay attention to it. So far, there is no agreement among researchers on an agreed concept of the meaning of job satisfaction, and the reason for this is due to the different researches and studies and the multiplicity of scientific aspects that have been studied. Sultan, 2004: 194-195). The researchers cited multiple definitions of job satisfaction. Some see that job satisfaction is the degree of satisfying an individual's needs as a result of work. This satisfaction is usually achieved through wages, working conditions, the nature of supervision, the nature of the work itself, and recognition by others (Abdul-Baqi, 2001: 210)

Job satisfaction was referred to from another angle as a feeling of happiness resulting from the individual's perception of the job, as these feelings give the job an important value represented by the individual's desire to work and what surrounds it. It is important for them, so job satisfaction is the motives of working individuals with the current situation compared to the detailed value, and this means that satisfaction occurs for the working individual when he realizes that the job he performs achieves the important values for him (Abbas, 2003: 175).

There are those who believe that what is meant by the term job satisfaction with work is the attitude of the working individual towards his work. The person who feels satisfied with the work has positive attitudes towards work, while the person who is dissatisfied with his work has negative attitudes towards work. In fact, the two terms are used synonymously. (Maher, 2002: 211).

Others believe that job satisfaction is the feelings of the working individuals towards their jobs, as these feelings are generated by their awareness of what these jobs offer and what they should get from them.

 Others believe that job satisfaction is the feelings of the working individuals towards their work, and that it results from their performance of what the job or work offers them, and what they should get from their jobs or work. Therefore, the less the gap between the administrators, the greater the satisfaction of the working individuals, as it is an outcome For the special attitudes towards the various elements related to the organization, and that job satisfaction is the psychological feeling of contentment, satisfaction or happiness to satisfy the needs, desires and expectations with the work itself and the content of the work environment and with confidence, loyalty and belonging to the work (Abdul Baqi, 2003: 230).

Despite the difference of writers in defining the concept of job satisfaction precisely, it can be said that job satisfaction is seen as a level of the degree of satisfaction of individual needs. The individual is satisfied with his work and fulfills his aspirations and desires and is in line with what the individual wants from his work and what he gets in reality or exceeds his expectations (Abdul-Baqi, 2004: 173).

Fourth: Measuring job satisfaction

We mean by measuring job satisfaction to give an indication or indication of the existence of a certain acceptable level of job satisfaction, and it is useful in the policy-making process for the purpose of developing job satisfaction for working individuals (Gouache, 2008: 22).

 Measuring the psychological attitudes of working individuals towards their work: To know them, the following attitudes are used:-

Comprehensive unilateral classification: It includes giving responses to a specific question by the working individuals, and the responses range from five degrees, starting with completely satisfied to strongly dissatisfied. This important method is called the aggregate point scoring system, where the working individual is asked about his feelings towards the basic factors at work.

1-Job Description Indicator Tool

Job satisfaction is measured using this tool for Smith and his colleagues, as it consists of five sub-divisions related to job satisfaction. To measure job satisfaction.

2-Minnesota Scale:

It is a commonly used scale where the working individual expresses in this scale the extent of his satisfaction with some work-related aspects such as wages and opportunities for promotion. The satisfaction of working individuals is considered one of the most important descriptive measures because it measures the benefits or harms directly related to the human resources program, which were not It is converted into monetary values.

 3-The method of significant events: This method is attributed to Frederick Hertzberg and others. Job satisfaction with work is measured by asking working individuals about significant work-related events that created a sense of satisfaction or dissatisfaction with work (Suad, Al-Aidi, 2013: 53).

4-Trends survey data:

The job satisfaction of individuals for employees is related to absenteeism and turnover rate, which are related to some human resources programs.

5-The method of measuring organizational commitment:

 It is one of the important methods that helps to understand the motivation of working individuals. High levels of organizational commitment are often associated with high levels of productivity and performance. By organizational

commitment, we mean the extent of loyalty towards the organization as a whole and the respect of the working individual for his belonging to the organization and his pride in working in it.

6- Climate survey data:

It is more general and focuses on a group of issues related to the workplace and the environmental factors that drive and hinder.

7-Follow the interview method:

by asking the working individuals directly about the extent of their satisfaction or lack of it, as well as using direct observation of the behavior of the working individuals, but this method does not perform its work in the required manner, as it is possible for the working individual to hide his true feelings towards his job, especially if it becomes clear to him that It will hurt, and it is more effective in knowing job satisfaction with work, if the size of the organization is small.

8-Completion of sentences:

where an incomplete sentence is presented to the working individual and he is asked to complete it, and in such a case it is assumed that the nature of the content with which the sentence is completed will reflect his satisfaction with his work, such as that my work (...) may write that the work is boring or entertaining.

9-Using the list of questions:

as this list contains questions about factors such as the nature or type of work, working hours, working conditions, promotion, management trends, freedom of expression, wages, supervision, co-workers, and others.

In general, the measures of job satisfaction aim to know how the indicators and determinants of job satisfaction differ between different work teams or departments in the organization, and then reach a general average of job satisfaction between groups at the level of organizations and aim to try to link the level of job satisfaction with some behaviors and behavioral phenomena in the organization such as absenteeism The aforementioned methods are a means or a tool between the management to measure and know the effects of the factors and elements of job satisfaction appropriate to the working individuals in an attempt to improve their job satisfaction, by choosing the appropriate method for the nature of the organization, taking into account the advantages and disadvantages of each method.

Statistical Method

First: coding

The current study used the questionnaire as a main tool in order to collect data and information about the faculty members in some private universities. Accordingly, the study sample consisted of the total number of employees in the concerned universities, with (250) questionnaires distributed to the staff, and (231) questionnaires were retrieved from them, by (15).) questionnaire is damaged, and (216) questionnaire is valid for analysis, and accordingly a set of illustrative symbols that express the variables and dimensions of the study were used, and this is what was presented in the table (1).

Table (1) coding of the study variables

Variables	Dimensions	paras	Symbol
Knowledge Sharing Barriers	Individuality barriers	**10**	KIN
	organizational barriers	**11**	KOR
	Technological barriers	7	KTE
	Cultural barriers	6	KCU
Job Satisfaction	Unidimensional	7	SGJP

Second: The normal distribution test for the study

The results of the table (2) indicate that the acceptance of the normal distribution test for testing the withdrawn data, as it is noted that the moral value of the two tests is higher than (0.05), and therefore it can be said that the studied data are subject to the conditions of normal distribution, and therefore the results of the study can be generalized to the community.

Table (2) The results of the normal distribution test for endogenous variables

Dimensions	Kolmogorov-Smirnov Z	Sig.
Individuality barriers	1.032	0.200[*]
Organizational barriers	1.147	0.200[*]
Technological barriers	1.147	0.200[*]
Cultural barriers	1.430	0.200[*]
Knowledge Sharing Barriers	0.714	0.200[*]
Job satisfaction of working individuals	1.343	0.200[*]

Third: Testing the stability and credibility of the measurement tool

The reliability of the measurement tool is one of the common tests, and its purpose is to measure the stability and degree of homogeneity of the extracted data, while the validity is to measure the respondents' credibility to answer the research item. Perhaps the most famous measure that was used in these tests is the Cronbach alpha coefficient, which requires that the extracted values be higher than (0.70) in order for the data to be called stable and reliable. Table (3) shows the Cronbach alpha coefficients for the variables included in the study.

Table (3) alpha Cronbach coefficients for the input variables

Variables	Cronbach's Alpha	
Individuality barriers	.883	0.915
Organizational barriers	.895	
Technological barriers	.795	
Cultural barriers	.855	
Job satisfaction of working individuals	0.855	

It is noted from the results of the table (4) the stability of the measurement tool, and this means that the questionnaire tool according to academic and administrative research is suitable for workers in the studied universities, and this is due to the stability of knowledge sharing barriers by (0.915) and the job satisfaction of working individuals by) (0,855)

Fourth: - Descriptive statistics of data

It is noted from the results of the table () the interest of the teaching staff members in some private universities in addressing the barriers to knowledge sharing, and this achieved an arithmetic mean of (2.46) and a standard deviation equal to (0.23), to indicate the interest of universities in addressing their interests by using appropriate mechanisms to address individual sharing barriers through Encouraging workers to share knowledge, what came at the forefront of the dimensions of knowledge sharing barriers is the individual dimension, with an arithmetic mean of (2.59) and a standard deviation of (0.35). (0.32).

The results of the table () also indicate the interest of faculty members in some private universities in improving job satisfaction for working individuals, and this is between an arithmetic mean (2.36) and a standard deviation equal to (0.40), to indicate the interest of universities in improving their interest in improving job satisfaction for working individuals through investment Creativity and ideas of employees by developing new ideas and methods to increase their productivity. This variable was measured through seven paragraphs, and this came at the forefront of the third paragraph with an arithmetic mean of (2.47) and a standard deviation of (1.04). It reached (2.19) and a standard deviation of) (0,98).

Table (4) Descriptive analysis

S.D	Mean	NO.	S.D	Mean	NO.	S.D	Mean	NO.
0.85	2.31	KCU4	0.86	2.34	KOR7	1.33	3.03	**KIN1**
0.87	2.41	KCU5	0.91	2.44	KOR8	0.95	2.49	**KIN2**
0.92	2.51	KCU6	0.92	2.51	KOR9	1.00	2.62	**KIN3**
0.37	2.37	Cultural	0.86	2.47	KOR10	0.99	2.65	**KIN4**
0.23	2.46	Knowledge Sharing Barriers	1.03	2.43	KOR11	1.17	2.67	**KIN5**
0.94	2.35	SGJP1	0.32	2.43	organizational	0.94	2.27	**KIN6**
0.93	2.30	SGJP2	0.94	2.35	KTE1	1.04	2.59	**KIN7**
1.04	2.47	SGJP3	0.93	2.30	KTE2	1.02	2.52	**KIN8**
0.98	2.19	SGJP4	1.04	2.47	KTE3	1.05	2.60	**KIN9**
1.02	2.43	SGJP5	0.98	2.19	KTE4	1.03	2.41	**KIN10**
0.87	2.39	SGJP6	1.02	2.43	KTE5	0.35	2.59	**Individuality**
0.91	2.31	SGJP7	0.87	2.39	KTE6	1.14	2.49	**KOR1**
0.40	2.36	Job satisfaction of working individuals	0.91	2.31	KTE7	1.16	2.40	**KOR2**
			0.72	42.4	Technological	1.16	2.30	**KOR3**
			0.80	2.07	KCU1	1.09	2.75	**KOR4**
			0.89	2.48	KCU2	1.12	2.36	**KOR5**
			0.95	2.43	KCU3	0.94	2.27	**KOR6**

Fifth: Hypothesis testing
The first main hypothesis:

There is a statistically significant correlation between knowledge sharing barriers and job satisfaction for working individuals. It is noted from the results of the table (5) that there is a strong correlation between knowledge sharing barriers and job satisfaction for working individuals, amounting to) (0,850).

Table (5) Correlation Matrix

	Individuality	Organizational	Technological	Cultural	Knowledge Sharing Barriers	Job satisfaction of working individuals
Individuality	1					
Organizational	.930**	1				
Technological	.309**	.875**	1			
Cultural	.501**	.212**	.797**	1		
Knowledge Sharing Barriers	.493**	.818**	.818**	.592**	1	
Job satisfaction of working individuals	.640**	.835**	.839**	.793**	.850**	1

The second main hypothesis:

There is a statistically significant effect of knowledge sharing barriers on the job satisfaction of working individuals. To test this hypothesis, a structural model was built that illustrates the nature and type of relationship between barriers to knowledge sharing and job satisfaction for working individuals. In other words, increasing the knowledge sharing barriers by one unit leads to an improvement in job satisfaction for working individuals by one standard weight of (0.832), with a critical value (36.174) and a standard error (0.023), This means that universities realize the importance of addressing barriers to knowledge sharing in order to ensure gaining the satisfaction and trust of their employees. The results of the table (6) also show that the barriers to knowledge sharing contribute to explaining the amount of (0.692) of the variation in the job satisfaction of working individuals, while the remaining value is due to factors not included in the study
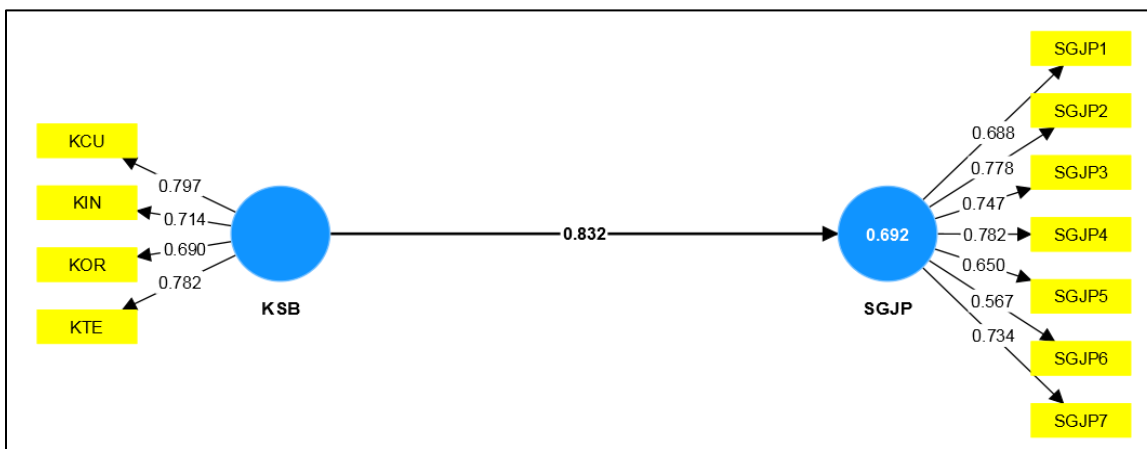

Figure (2) Structural model of cognitive sharing barriers in job satisfaction for employed individuals

Table (6) The final results of the effect of barriers to knowledge sharing on job satisfaction of working individuals

P	(R²)	C.R.	S.E.	Estimate	Path		
0.001	0.692	36.174	0.023	0.832	Job satisfaction of working individuals	<---	Knowledge Sharing Barriers

Conclusions and Recommendations
Conclusions
1. The results show that private universities, private universities seek interest in using modern methods and methods in education to share knowledge, which contributes to improving the compatibility of its courses

with international standards in a way that achieves the necessary requirements for applying global indicators to reach outstanding performance.

2. .It was noted that the studied universities were interested in achieving a balance in the number of faculty members with the numbers of students in a way that achieves the required competence for the university under study.

3. There is a clear interest on the part of the surveyed universities in allocating a number of financial grants to students and teachers in order to motivate them to develop the performance of the quality of education, which led to addressing mechanisms to support research and production projects with sufficient budget and resources.

4. .The results showed that private universities are interested in providing a system of clear incentives for teachers in return for community participation, which leads to improving the efficiency of using their infrastructure and available facilities.

5. It was noted through the results that there is a focus on the existence of acceptable systems for appointment, promotion and motivation in a way that improves the expertise and skills of teachers necessary to perform their duties.

Recommendations

1. The need to focus the attention of the universities under study in addressing weaknesses in the teachers' confidence in the information they share, which requires encouraging them to share their knowledge and experiences in order to increase the psychological and environmental stability of the teachers.

2. The necessity of addressing the causes of reluctance, the surveyed universities suffer from weaknesses in the transparency and systems of awarding fair rewards, and the methods of recognizing the efforts of the teachers provided, which discourages their knowledge sharing processes, which requires improving the procedures for documenting tacit knowledge, which makes these universities improve knowledge and reduce barriers to knowledge sharing

3. The need to pay attention to the researched universities in addressing the lack of integration of information technology systems and processes in a way that limits the methods they adopt by addressing weaknesses and encouraging teachers to develop their expertise in the use of new technologies.

4. .It is important for private universities to pay attention to building strength and appropriate social relations, to improve their knowledge sharing, which requires eliminating job alienation from which new faculty members suffer.

5. The universities surveyed must suffer from a weakness in the motivation of teachers to carry out innovative scientific research in their field of specialization in order to improve the requirements of scientific research, which requires improving their ability to participate in conferences, seminars and training courses, which contributes to the development of the educational capabilities of teachers.

References

1. Abbas, Suhaila Muhammad, Human Resources Management - A Strategic Approach, Dar Wael for Publishing and Distribution, Amman, 2003.

2. Anwar, R., Rehman, M., Wang, K. S., & Hashmani, M. A. (2019). Systematic literature review of knowledge sharing barriers and facilitators in global software development organizations using concept maps. IEEE Access, 7, 24231-24247.

3. Ahmed, Y. A., Ahmad, M. N., Ahmad, N., & Zakaria, N. H. (2019). Social media for knowledge-sharing: A systematic literature review. Telematics and informatics, 37, 72-112.

4. Abdel-Baqi, Salah El-Din Mohamed, Effective Behavior in Organizations, University House Press, Alexandria, 2004.

5. Akdere, M. (2006, March). Leadership Development in Graduate School: Implications for Quality and Performance in Education. In Society for Information Technology & Teacher Education International Conference (pp. 2103-2104). Association for the Advancement of Computing in Education (AACE..(

6. Abdel-Baqi, Salah El-Din Mohamed, Human Resources Management, University House, Alexandria, 2001.

7. Al Hawamdeh, Nayel & Al-edenat, Malek (2019) Determinants of Barriers to Knowledge Sharing in the Jordanian Hospitality Industry. International Business Research; Vol. 12, No. 7. URL: https://doi.org/10.5539/ibr.v12n7p121

8. Blagov, Evgeny, Pleshkova, Anastasiia, Soldatkin, Emil and Koritckiy, Nikita (2017) "Knowledge Sharing Barriers in the Educational Program Management Administrative Processes: A Case of a Bachelor Program in a Russian University" The Electronic Journal of Knowledge Management Volume 15 Issue 2 2017, (pp113-125).

9. Engström, Annie & Kallberg, Vendela (2019) Sharing is Caring When Done Properly: A study on customer knowledge transfer between dealers and distributors and the impact of GDPR. Linköping University | Department of Management and Engineering, Master Thesis in Business Administration.
10. Guach, Heba Salem, job satisfaction among employees of different departments according to the Porter Roller model, a case study on banks operating in the Gaza Strip, Gaza, Palestine, the Islamic University - Gaza, 2008.
11. Hubert, Cindy and Lopez, Brittany (2013) Breaking the Barriers to Knowledge Sharing.
12. Iftikhar, Rehab & Lions, Catherine (2022) Interorganizational knowledge sharing barriers and enablers: the case of Peshawar Bus Rapid Transit project. International Journal of Managing Projects in Business. DOI 10.1108/IJMPB-11-2021-0313.
13. Jeenger, P., & Kant, R. (2013). Understanding the knowledge sharing barriers in organisation: a fuzzy AHP approach. Journal of Information & Knowledge Management, 12(1), 1350003.
14. Magnus O. Igbinovia& Iguehi J. Ikenwe (2017) Knowledge Management: Processes and Systems. Information Impact: Journal of Information and Knowledge Management, Vol. 8 (3) Pg 26 – 38.
15. Maher, Ahmed, Organizational Behavior - Introduction to Building Skills, University House, Alexandria, 2002.
16. Mercedes, Martínez Sanz (2016). Overcoming Knowledge-Sharing Barriers. Paper presented at PMI® Global Congress 2016—EMEA, Barcelona, Spain. Newtown Square, PA: Project Management Institute.
17. Michailova, S., & Minbaeva, D.B. (2012). Organizational values and knowledge sharing in multinational corporations: the Danisco case. International Business Review, 21(1), 59-79.
18. Nadason, Saravanan, Saad, Ram Al-Jaffri and Ahmi, Aidi (2017) Knowledge Sharing and Barriers in Organizations: A Conceptual Paper on Knowledge-Management Strategy. Indian-Pacific Journal of Accounting and Finance (IPJAF), Vol. 1 No. 4, pp. 32-41.
19. Olaniran, O. J. (2017). Barriers to tacit knowledge sharing in geographically dispersed project teams in oil and gas projects. Project Management Journal, 48(3), 41–57.
20. Salih Yeşil& Bengü Hırlak (2013) An Empirical Investigation into the Influence of Knowledge Sharing Barriers on Knowledge Sharing and Individual Innovation Behaviour. International Journal of Knowledge Management, 9(2), 38-61.
21. Salih Yeşil& Bengü Hırlak (2019) Exploring Knowledge-Sharing Barriers and Their Implications. A volume in the Advances in Knowledge Acquisition, Transfer, and Management (AKATM) Book Series.
22. Shawish, Mustafa, Human Resources Management, Amman, Dar Al-Shorouk, 1996.
23. Souad, Dassi, Laaidi, Dhaif, Internal Communication and its Impact on Job Satisfaction, Case Study of the Algerian Water Corporation, Bouira Unit Bouira, Algeria: University of Akli Mohand Oulhaj Bouira, 2013.
24. Sultan, Mohamed Saad, Human Behavior in Organizations, New University House, Alexandria, 2004.
25. Vajjhala, Narasimha Rao & Vucetic, Jelena (2013) Key Barriers to Knowledge Sharing in Medium-Sized Enterprises in Transition Economies. International Journal of Business and Social Science Vol. 4 No. 13.