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Working Across Cultures: Knowledge Sharing in Higher Education Institutions. A Perspective from Qatar

Fatma Mohd S M Al-Hemaidi

PhD in Management, specialization in Human Resources and Organizational Behavior

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Resumo

O Estado do Qatar tem assistido recentemente a um crescimento económico e humano substancial. Como resultado do rápido crescimento da atividade empresarial, o governo e o sector privado têm tentado colmatar o fosso entre a escassez de trabalhadores locais qualificados e a elevada procura, através de um aumento de trabalhadores expatriados. A integração bem sucedida destes trabalhadores nas organizações existentes requer um certo nível de partilha de conhecimentos entre os trabalhadores.

Esta tese procura estudar o comportamento de partilha de conhecimentos do pessoal docente académico nas universidades públicas, privadas e da Fundação do Qatar, utilizando uma abordagem de método misto de recolha de dados tanto quantitativos como qualitativos. A tese contém três estudos empíricos; os estudos 1 e 2 são quantitativos, e o estudo 3 é qualitativo. O estudo 1 examinou o efeito da curiosidade e da apreensão da comunicação intercultural sobre o comportamento de partilha de conhecimentos. É único na medida em que investigou o efeito mediador da inteligência cultural sobre o comportamento de partilha de conhecimento do pessoal docente universitário. O estudo 2 avaliou o impacto do comportamento de partilha de conhecimentos sobre a satisfação no trabalho e a intenção de abandono voluntário da empresa. Além disso, o estudo investigou o efeito moderador do apoio organizacional percebido. O estudo 3 explorou qualitativamente os fatores que influenciam o comportamento de partilha de conhecimentos nas instituições de ensino superior no Qatar.

Foram utilizados questionários para recolher um perfil do comportamento de partilha de conhecimentos do pessoal docente universitário do Qatar. Foram recebidas respostas de 330 docentes universitários de 8 universidades do Qatar. Os resultados do estudo 1 mostram que (i) a curiosidade afeta positivamente o comportamento de partilha de conhecimento, (ii) a apreensão da comunicação intercultural afeta negativamente o comportamento de partilha de conhecimento, (iii) os resultados confirmaram o papel mediador da inteligência cultural na relação entre curiosidade e partilha de conhecimento; e apreensão da comunicação intercultural e partilha de conhecimento. Os resultados do estudo 2 mostram que (i) a partilha de conhecimentos afeta positivamente a satisfação no trabalho, (ii) a partilha de conhecimentos não foi considerada significativa com intenção de rotação, (iii) os resultados confirmaram o papel moderador do suporte organizacional percecionado na relação entre a partilha de conhecimentos e a satisfação no trabalho. Contudo, as perceções de suporte organizacional não foram consideradas significativas na moderação da relação entre a partilha de conhecimentos e a intenção de abandono voluntário da empresa. Além disso, no estudo 3 entrevistou-se 17 docentes universitários. Os resultados apoiaram as hipóteses dos modelos conceptuais e introduziram novos fatores para estudos futuros. Os resultados desta investigação fornecem provas empíricas para orientar os decisores políticos e líderes no sentido de uma cultura organizacional colaborativa e benéfica, melhoria das práticas de partilha de conhecimento e estratégias sustentáveis de recursos humanos.

Palavras-chave: Gestão do conhecimento, Instituições de ensino superior, Partilha de conhecimento, Docentes universitários.

Abstract

The State of Qatar has recently witnessed substantial economic and human growth. As a result of the rapidly increasing business activity, the government and the private sector have been trying to bridge the gap between the shortage of skilled local workers and the high demand through an upsurge of expatriate workers. Successful integration of these workers into existing organizations requires a certain level of knowledge sharing between employees.

This thesis examines academic teaching staffs' knowledge sharing behavior in Qatari public, private and Qatar Foundation universities, using a mixed method approach of both quantitative and qualitative data collection. The thesis contains three empirical studies; study 1 and 2 are quantitative, and study 3 is qualitative. Study 1 examined the effect of curiosity and intercultural communication apprehension on knowledge sharing behavior. It is unique in that it investigated the mediating effect of cultural intelligence on knowledge sharing behavior of academic teaching staff. Study 2 assessed the impact of knowledge sharing behavior on job satisfaction and turnover intention. Moreover, the study examined the moderating effect of perceived organizational support. Study 3 qualitatively explored the factors that influence knowledge sharing behavior in higher education institutions.

A questionnaire-based survey was used to gather a profile of Qatar academic teaching staff's knowledge sharing behavior. Responses were received from 330 academic teaching staff in 8 universities in Qatar. The findings of study 1 show that (i) curiosity positively affects knowledge sharing behavior, (ii) intercultural communication apprehension negatively affects knowledge sharing behavior, (iii) results confirmed the mediating role of cultural intelligence in the relationship between curiosity and knowledge sharing; and ICA and knowledge sharing. The findings of study 2 show that (i) knowledge sharing positively affects job satisfaction, (ii) knowledge sharing was found not significant with turnover intention, (iii) results confirmed the moderating role of POS in the relationship between knowledge sharing and job satisfaction. However, POS was found not significant in moderating the relationship between knowledge sharing and turnover intention. Moreover, study 3 interviewed 17 academic teaching staff. The results supported the hypotheses of the conceptual models and introduced new factors for future study. The findings of this research provide empirical evidence to guide policy makers and leaders towards a collaborative and beneficial organizational culture, enhancement of knowledge sharing practices, and sustainable human resource strategies.

Keywords: Knowledge management, Higher education institutions, Knowledge sharing, Academics.

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Glossary of Abbreviations

C– Curiosity

CQ– Cultural Intelligence

CITI – Collaborative Institutional Training Initiative

HEIs – Higher Education Institutions

ICA – Intercultural Communication Apprehension

ICT – Information and Communications Technology

IT – Information Technology

KM – Knowledge Management

KMO – Kaiser-Meyer-Olkin

KS – Knowledge Sharing

KSB – Knowledge Sharing Behavior

MADSLA – Ministry of Administrative Development, Labor and Social Affairs

MDPS – Ministry of Development Planning and Statistics

MOEHE – Ministry of Education and Higher Education

MOPH – Ministry of Public Health

OECD – Organization for Economic Co-operation and Development

PCA – Principal Component Analysis

POS – Perceived Organizational Support

QF – Qatar Foundation

QNRF – Qatar National Research Fund to support research and development

QNV – Qatar National Vision

QSTP – Qatar Science and Technology Park

SPSS – Statistical Package for the Social Science

JS – Job Satisfaction

TI – Turnover Intention

UNESCO – United Nations Education, Scientific and Cultural Organization

WB – World Bank

Chapter 1

Introduction

1.1 Introduction and thesis topic

Successful organizations recognize that "in an economy where the only certainty is uncertainty, the one sure source of lasting competitive advantage is knowledge" (Nonaka 2007, p.162). In today's vibrant and highly competitive environment, knowledge has been recognized as a vital organizational resource for the growth of organizations (Wang et al., 2014). Due to the rapidly changing business environment, any successful organization must embark and invest in knowledge management practices. Knowledge, according to Senge et al. (2014), is "the ability to turn meaning into effective action in varied and uncertain situations" (p. 440).

Knowledge management is an attempt to expand the valuable knowledge in the organization, foster a culture of communication between personnel, provide opportunities for learning, and encourage one another to share the knowledge (McInerney & Koenig, 2011). The individual's ability to share their knowledge is identified as one of the most critical contributing factors for creating organizational competitiveness (Malik & Malik, 2008). Hooff and Weenen (2004) described knowledge sharing as a two-dimensional process where members share and exchange both tacit and explicit knowledge. They identify two dimensions of knowledge sharing: knowledge donating and knowledge collecting. Knowledge donating can be described as communicating personal intellectual capital to others; whereas knowledge collecting entails consulting with other colleagues in order to share their intellectual capital (Hooff & Weenen, 2004). Therefore, it is evident that knowledge sharing is a key critical enabler of knowledge management (Alavi & Leidner, 2001).

Nonaka (1994) generated a model of knowledge creation that explains how tacit and explicit knowledge are converted into organizational knowledge. This model distinguishes four knowledge dimensions – socialization, externalization, combination, and internalization – which together form the acronym "SECI" (Nonaka, 1994; 2007). Making personal knowledge available to others is the central activity of the knowledge-creating company, using process of supporting individuals and providing a context for creation of knowledge through contact with other individuals and the outside world (Nonaka 1994; 2007).

At present, the literature indicates there has been a limited contribution in understanding knowledge sharing in higher education institutions (HEIs) when compared to other sectors (Al-Kurdi et al., 2018, Fullwood & Rowley 2017, Haq & Anwar 2016; Saide et al., 2017). Available studies about knowledge sharing in HEIs were mostly conducted in Western and Asian

Countries (Al-Kurdi et al., 2018; Cabrera et al., 2006; Van den Hoof & Van Weenen, 2004), except for one technology-related factors study conducted in Saudi Arabia (Alotaibi et al., 2014). There is still a scarcity of research on knowledge sharing in Arab countries such as Qatar and the Arab Gulf Countries. The knowledge sharing literature has focused on business sectors (Al-Adaileh & Al-Atawi, 2011; Haq & Anwar, 2016; Wang & Noe, 2010; Witherspoon et al., 2013). Further research on knowledge sharing in higher education institutions in general, and in Qatar in particular, is needed (Alammari & Chandran, 2016; Alotaibi et al., 2014). The purpose of this research is to explore knowledge sharing between academic teaching staff in knowledge-intensive institutions in Qatar and examine how these staff understand and enact knowledge sharing within their institution.

The significance of this research stems from the apparent necessity to further investigate knowledge sharing in HEIs (Eiriemiokhale & Idiedo, 2020; Gebreyohans, 2022). It is an under-researched area especially that the researcher is studying an under-studied population: Qatar. It is intended to extend and complement existing literature via the proposed studies as will be explained below.

As of April 2019, Qatar has an estimated population of 2.77 million ("Planning and Statistics Authority," 2019). According to the Ministry of Development Planning and Statistics (MDPS), Q2 2018, the economic participation rate of Qataris reached 51.8% of the total Qatari population, which is 11.6% Qatari nationals and 88.4% expatriates. Qatar attracts a variety of skills and expertise due to extensive hiring of expatriates.

"Qatar has a unique culture in that all its individuals believe in the value of diversity and multiculturalism, pointing out that there are more than 150 nationalities in Qatar, which reflects the culture of coexistence among nations" (H E Salah bin Ghanem Al Ali at the 7th St Petersburg International Cultural Forum in Russia as quoted in "Embracing Cultural Diversity", 2018). This can be viewed as a golden opportunity for the country to benefit from such rich individual knowledge within its organizations. How can national academic teaching staff best benefit from this pool of knowledge? How can intercultural communication experienced by knowledge workers affect knowledge sharing, and can we identify any relation to job satisfaction and turnover intention?

Such a multicultural environment assumes that there are several languages spoken, even though Arabic is the official language. In reality, the "socio- political, cultural, and economic structures make English the de facto second official language and the most prestigious lingua franca for day-to-day social interactions and business transactions among both non-Arabic and Arabic speakers" (Hillman & Elbenschutz, 2018, p. 232). English in Qatar performs many important functions (Hillman & Elbenschutz, 2018).

Qatar's recent progress has depended primarily on the exploitation of its oil and gas resources. But these resources will eventually run out. "Future economic success will increasingly depend on the ability of the Qatari people to deal with a new international order that is knowledge-based and extremely competitive." ("General Secretariat for Development Planning", 2008). Qatar is determined to enhance the diversification of its economy by fostering the path towards a knowledge-based economy, as highlighted in Qatar National Vision 2030.

Human, Social, Economic, and Environmental Development are the four pillars of Qatar's National Vision 2030 ("General Secretariat for Development Planning", 2008). In this thesis, the researcher is primarily concerned with the first pillar: Human development. One of the anticipated outcomes of that pillar, is an educated population. One result of education is to create knowledge-intensive organizations which can compete globally. To gain from their intellectual capital, organizations will need their employees to share their knowledge with each other (Swart & Kinnie, 2003). Knowledge sharing among diverse academic teaching staff and employees can enhance Qatar's ultimate goal of creating a diversified and knowledge-based economy.

In Qatar, the system of higher education is currently undergoing reform toward the anticipated knowledge-based economy. It is felt that significant progress is being made on the assumption that diversity in the workforce can serve as a key success factor to increase knowledge assets in a dynamic environment. Globalization has equally influenced higher education institutions. However, cultural differences among diverse workforce can hinder knowledge sharing due to various aspects such as language and cultural principles. The researcher will examine knowledge sharing behavior in a diverse workforce environment. This is emerging research in the field of knowledge management and cultural literature (Ali et al., 2018).

In a systematic review of knowledge management and knowledge sharing by Haq and Anwar (2016), the authors have indicated that culture has been identified as a critical success factor that enables or hinders knowledge sharing. For instance, in an environment with different cultures, diversity can play a vital role. However, openness to diversity is not always guaranteed to motivate knowledge sharing. It is critical to highlight that the concept of knowledge management is an emerging idea, and further studies are needed, especially in developing countries such as the Middle East Region (Haq & Anwar, 2016; Phung, 2018; Shamsudin et al., 2016).

Drawing on social categorization theory (Tajfel & Turner, 1979), workers are more likely to share knowledge with in-group colleagues compared to foreign colleagues due to cultural and language differences. Neuliep & Ryan (1998) describe intercultural communication as a

process, which happens between people with different cultures where communication is marked with high uncertainty. Wang and Noe (2010) explain that individuals high in openness to experience are more likely to seek other's ideas and experiences due to curiosity. As a result, curiosity often serves as a motivator for people to seek knowledge about others. Individuals with high levels of cultural intelligence are believed to be more capable of adjusting and meeting the demands of a new cultural setting. On the contrary, high levels of intercultural communication apprehension (ICA) widen the gap between people from different cultures and foster a climate of poor communication among them. As a result, there are more organizational and personal conflicts, as well as fewer opportunities for effective conflict resolution (Trisasanti et al., 2021).

The present research further draws on organizational support theory, to investigate the moderating effect of perceived organizational support (POS). Employees who believe their organizations support them feel more responsible for the well-being and goals of the organization. (Rhoades & Eisenberger, 2002). Perceived organizational support benefits both employees and organizations (Yu & Frenkel, 2013). Workers with high perceived organizational support show reduced turnover intention (Park et al., 2016). In addition, Ayuningtias et al (2019) confirmed that POS has a significant impact on job satisfaction.

This research contributes to knowledge sharing literature by introducing unique conceptual models that integrate emerging constructs to explain how knowledge sharing behavior among academic teaching staff can potentially improve in a diverse context. This research identifies a knowledge gap in the literature concerning knowledge sharing practices in the Middle Eastern Region, and it is clear that knowledge management and knowledge sharing are critical for future studies.

1.2 Research Problem

The purpose of this research is to investigate knowledge sharing among diverse academic teaching staff in higher education institutions in Qatar. The problem addressed is the limited understanding of knowledge sharing in higher education institutions (Al-Kurdi et al., 2018, Fullwood & Rowley 2017; Haq & Anwar 2016; Quarchioni et al., 2020; Saide et al., 2017). The research will address the following:

- What are the effects of curiosity and intercultural communication apprehension on knowledge sharing among academic teaching staff in higher education institutions? How can the mediation role of cultural intelligence affect these relationships?

- What is the effect of knowledge sharing on job satisfaction and turnover intention? How can the moderating role of perceived organizational support affect academic teaching staff in higher education institutions?
- Exploring the factors that influence knowledge sharing among academic teaching staff in higher education institutions in Qatar.

1.3 Relevance and significance

Knowledge sharing is a critical component for HEIs survival and success. Exploring the factors influencing academic teaching staff to share knowledge is important in moving HEIs in Qatar towards the intended knowledge-based economy, utilizing the resources of knowledge sharing institutions.

This research contributes significantly to both theory and practice. First, there has been no study comprehensively examining the relationships of individual factors on knowledge sharing behavior that sheds light on the mediating role of cultural intelligence and the moderating role of perceived organizational support at the tertiary level in a less studied country such as Qatar. The outcomes of this research, when integrated with those of other studies conducted around the world, will lead to a better understanding of knowledge sharing behavior. Second, the shortage of studies in the higher education field necessitates more knowledge sharing studies. As a result, further studies are needed to address this gap. To the best of the researcher's knowledge, there has been no study examining the practices of knowledge sharing in a culturally diverse workforce among academic teaching staff in Qatar. In addition, this research adds to the small number of studies that examine individuals' actual knowledge sharing behavior, rather than their intention or attitudes to share knowledge (Bock & Kim, 2002; Bock et al., 2005; Henttonen et al., 2016). Third, many stakeholders, including policymakers, university officials, lecturers, and scholars, would find this study useful. This research aims to raise attention in Qatar and other countries with alike characteristics that individual factors are important determinants of effective knowledge sharing initiatives. This study offers empirical data to help establish policies and strategies for incorporating knowledge sharing into teaching, learning, and science.

This research is significant because it aims to:

- Validate two research models of knowledge sharing in Qatari universities;
- Explore the factors that influence knowledge sharing behavior in Qatari universities;

- Validate the research models further with a qualitative study that utilized semi-structured interviews;
- Add to the body of literature, a research study that focuses on factors that influence knowledge sharing in HEIs in a Qatari context;
- Assist management in higher education institutions in Qatar to plan and promote knowledge sharing; and
- Suggest recommendations and identify future research opportunities for other researchers and practitioners who are interested in investigating the concept of knowledge sharing in HEIs in Qatar and other countries.

1.4 The structure of this thesis

This thesis consists of three related studies. The researcher applied a sequential-explanatory mixed methods research design to investigate the above research problem and questions (Creswell & Plano-Clark, 2011). In the first step, quantitative method addressed the relationships between curiosity and KS; intercultural communication apprehension and KS; the mediating effect of cultural intelligence on the relationship between curiosity, intercultural communication apprehension and knowledge sharing; KS and job satisfaction; KS and turnover intention; the moderating effect of perceived organizational support on the relationship between knowledge sharing, job satisfaction and turnover intention at public, private, and Qatar Foundation (QF) universities in Qatar.

This is a novel research, and little has been done with a sample drawn from higher education institutions in the Gulf Region. As a result, the findings from the quantitative phase were explored further in the qualitative phase to better understand knowledge sharing behavior among academic teaching staff. The justification for using qualitative interviews in this study was to further explain and interpret the quantitative findings, and explore the missing gaps found in the quantitative studies. According to Creswell (2009), conducting qualitative research can assist the researcher to grasp the central phenomena of the study. Table 1.1 presents a summary of the research studies, research questions, and methodologies.

Table 1. 1 Studies, research questions and methods

	Study 1 – Quantitative research
Chapter 3	1. What is the effect of curiosity on knowledge sharing among academic teaching staff in higher education institutions? 2. How can the mediation role of cultural intelligence affect the relationship between curiosity and knowledge sharing? 3. Is there a relationship between intercultural communication apprehension and knowledge sharing? 4. Can the mediation role of cultural intelligence affect the relationship between intercultural communication apprehension and knowledge sharing?
	Study 2 – Quantitative research
Chapter 4	1. What is the effect of knowledge sharing on job satisfaction? 2. Can the moderating role of perceived organizational support affect the relationship between knowledge sharing and job satisfaction? 3. Is there a relationship between knowledge sharing and turnover intention? 4. How can the moderating role of perceived organizational support affect the relationship between knowledge sharing and turnover intention?
	Study 3 – Qualitative research
Chapter 5	1. What are the relevant factors that influence knowledge sharing behavior in Qatari universities? a) How to share knowledge in universities? b) What are the benefits of promoting knowledge sharing practices in universities? c) What is a critical success factor to promote knowledge sharing? d) What could lead to failure in facilitating knowledge sharing practices in universities?

1.5 Ethics considerations

There are primary mandates, regulations, and procedures underpinning IRB operations in Qatar. The regulations dictate that the IRB should: include individuals with experience in the areas of research being reviewed; diversity of backgrounds, including racial and cultural diversity; sensitivity to community attitudes, culture, religion; and knowledge of organizational commitments and regulations, applicable laws, and standards of professional conduct and practice. The boards in Qatar operates under these caveats. Therefore, the researcher was requested to clear the research regulation as per the law in Qatar. In order to comply with the

ethical regulations of research involving human subjects in Qatar, the researcher had to engage with the Ministry of Public Health (MOPH). It is important to highlight that research studies that involve human subjects in the culturally diverse country require further training and a CITI certificate (See Appendix A).

1.6 Chapter summary

This chapter presented an overview of the research project. The research problem highlighted the lack of information about knowledge sharing in higher education institutions in Qatari context. Background information about the research context was discussed. The purpose of this research was to explore the factors affecting academic teaching staff knowledge sharing behavior and identify factors that may influence their behavior.

Chapter 2

Review of relevant literature

2.1 Introduction

This chapter examines the key literature on the research problem of this study, starting with an overview of knowledge management (KM), knowledge sharing (KS), and the importance of KS in HEIs. In addition, a detailed discussion about previous studies related to this research will be presented, the gaps that led to the identification of individual components as essential determinants influencing KS behavior.

2.2 Overview of knowledge management

As we emerge to a knowledge-based economy, knowledge is the most valued commodity (Amayah, 2013; Fullwood, et al., 2013; Kukko, 2013; Nonaka & Takeuchi, 1998). KM research over the past few decades has provided empirical proof that knowledge is the ultimate foundation of competitive advantage (Al-Kurdi et al., 2018; Haq & Anwar, 2016; Hislop, 2013; Norulkamar & Hatamleh, 2014). In theory, KM provides a means to align organizational goals with knowledge, leading to growth and further competitive advantage (Al-Kurdi et al., 2018; Amayah, 2013). This advantage is gained by systematically managing, storing, and disseminating organizational knowledge, using available tools and strategies (Al-Kurdi et al., 2018). Organizations that have used KM have seen a number of advantages, including the ability to make better judgments/decisions, raise profits, boost productivity and improve innovation capability (Nieves & Haller, 2014; Villar et al, 2014).

According to Lloria (2008), KM is a series of policies and guidelines to facilitate and enable creation, sharing and institutionalization of knowledge to achieve the organization's objectives. The complex nature of knowledge suggests a mixture of many elements. Smith and McKeen (2011) suggest that a true knowledge sharing environment is one in which ideas can be freely challenged and knowledge learned and applied. A willingness to share knowledge and teach others should be the norm, especially in a university setting (Al-Kurdi et al., 2018).

Despite the fact that there is a substantial amount of literature on knowledge, few scholars have provided a coherent definition of knowledge. Kostova et al (2004) note that knowledge is difficult to define and explain. However, in their study they have provided a general interpretation that "knowledge includes data, and information but goes beyond them because it also consists of ideas, rules, procedures, intuition, experiences, and models that have been developed over time and that guide action and decisions" (p.278).

According to Davenport and Prusak (1998), knowledge is defined as "a fluid mix of framed experience, values, contextual information and expert insight that provides a framework for evaluating and incorporating new experiences and information. It organizes and is applied in the minds of knowers. In originations, it often becomes embedded not only in documents or repositories but also in organizational routines, processes, practices and norms" (p.5).

2.2.1 Types of knowledge

There are two types of knowledge: tacit knowledge and explicit knowledge. Nonaka (1994) describes tacit knowledge as knowledge that has become a habit, is highly context-specific and has a personal element. In contrast, explicit knowledge is codified and transferable in formal, systematic methods, as an example, in rules and procedures (Nonaka & Takeuchi, 1995). Because competitors have difficulty replicating tacit information, it is often this element that provides a long-term competitive advantage.

In the field of knowledge management, one of the most prominent and widely acknowledged knowledge creation and classification models is the SECI model by Nonaka (Von Krogh et al., 2012). Nonaka (1994) suggests that knowledge is frequently created as a result of conversion and dissemination. According to the SECI model, tacit to tacit knowledge conversion is defined by socialization, which involves sharing experiences and behaviors through social and informal interactions. Externalization is the process of converting implicit knowledge into a coded form (explicit) using technology such as computers. Combination is the transformation process that occurs when several sources of coded knowledge are combined to generate systematic knowledge. Internalization is the final stage of knowledge translation; it occurs when an individual applies codified data (explicit) to a work activity to develop know-how (tacit). However, sharing and transfer of knowledge can be a challenge because of the unstructured nature of tacit knowledge (Haq & Anwar, 2014).

2.2.2 Knowledge sharing

According to Salem (2014), "knowledge is the foundation of the renaissance of all countries" (p. 1047). By this, he apparently means that knowledge is the source of economic growth through value-added activities, most of which rely on knowledge. Since it has been studied from many viewpoints, knowledge sharing is a complex term to define. According to Van den Hooff and De Ridder (2004), knowledge sharing is "the process where individuals mutually exchange their (implicit and explicit) knowledge and jointly create new knowledge" (p.118). Yi (2009) described KS in the context of work as a "set of behaviors that involves the sharing of one employee's work-related knowledge with another employee with the aim of achieving

organizational goals" (Al-Kurdi et al., 2018, p. 228). Amayah (2013) added that KS focuses on the know-how type of knowledge to help others and solve problems within the organization (Al-Kurdi et al., 2018). Some definitions are specific as to involvement of two parties; i.e., a knowledge contributor and a knowledge searcher; however, the actual knowledge transfer refers only the movement of knowledge across the organization and does not reference specific individuals (Al-Kurdi et al., 2018). The primary goal of KS within the organization is either to create new knowledge or better exploit existing knowledge (Norulkamar & Hatamieh, 2014) The process of knowledge sharing can be divided into two types: donating and collecting knowledge (Van den Hooff & De Ridder, 2004; Van den Hooff & Van Weenen, 2004).

This research is investigating the phenomenon of knowledge sharing behavior at the individual level due to the fact that knowledge essentially rests with the individual and collective knowledge influences team and organizational effectiveness (Cabrera & Cabrera, 2005; Wang & Noe, 2010).

2.2.3 Knowledge sharing enablers

Researchers from various disciplines have given knowledge substantial thought across numerous fields. A meta-review of 64 articles was conducted by Haq and Anwar (2016). Quantitative and qualitative research findings on knowledge sharing and knowledge transfer highlighted the issues, including barriers concerning knowledge sharing and knowledge transfer through numerous industries and countries. The results indicated that some of the most important knowledge sharing enablers are cultural characteristics which have been examined in the Chinese and the American cultural contexts. Further study of cultural factors in different cultural environments may shed additional light on these phenomena.

Within the Middle Eastern region, a study by Al-Adaileh and Al-Atawi (2011), conducted in Saudi Arabia, showed that from the perspective of Saudi Telecom Context (STC) employees, some organizational culture factors such as confidence, creativity, information flow, supervision, reward, teamwork, and customer orientation have a significant positive effect on knowledge sharing. This study emphasized that looking into these factors, as well as other cultural characteristics, could yield useful and interesting results.

2.2.4 Knowledge sharing determinants

Knowledge sharing determinants are classified into four main domains: individual, organizational, cultural and technological. While this research will focus on the individual level, in an effort to furnish empirical evidence that may contribute to the analysis of the organizational and technological levels, all three determinants are considered important.

Individual level determinants

Knowledge sharing presumes a relationship between the person who has knowledge and the person who is obtaining it. The two mechanisms of knowledge sharing are identified as follows: (1) "Knowledge donating, communicating to others what one's personal intellectual capital is; and (2) knowledge collecting, consulting colleagues in order to get them to share their intellectual capital" (Van den Hooff & De Ridder, 2004, p.118). The emphasis of knowledge sharing is on human resources and individual engagement. At the individual level, lack of communication skills and social networks, differences in national culture, differences in position status, and lack of time and trust are factors identified as inhibiting knowledge sharing practices (Cleveland & Ellis, 2015).

Since knowledge sharing is so personal, behavioral issues play a major role in the decision of individuals to participate in knowledge sharing activities. According to Al-Kurdi et al (2018), important factors include "trust, personal attitude, motivation, affective commitment, subjective norms, personal expectation, and the relationship between knowledge and power" (P.237). Knowledge is seen as a source of power among academics; giving up this power could affect their opportunities for promotion (Norulkamar & Hatamleh, 2014; Al-Kurdi et al., 2018). This is due to the fact that individuals develop a psychological ownership of their accumulated knowledge. Sharing with others equates to losing ownership of the knowledge (Srivastava & Pradhan, 2019).

Here, it is critical to note that individual factors play a significant role in defining the knowledge sharing behavior. Sharing knowledge, either explicit or tacit, necessitates effort on the part of the person undertaking the sharing (Srivastava et al., 2006). Based on the assumptions stated above, this research will attempt to test the relationship between different factors influencing academic teaching staffs' knowledge sharing behavior such as curiosity and intercultural communication apprehension, mediated by cultural intelligence. In addition, this research will examine the impact of knowledge sharing on academic teaching staffs' job satisfaction and turnover intention, moderated by perceived organizational support. Chapter 3 and 4 will provide a foundation for the development of two conceptual models and hypotheses for understanding knowledge sharing among diverse academics teaching staff in higher education institutions in Qatar.

Organizational level determinants

Many authors identified organizational culture as a primary influence in promoting KS within organizations (Aquilani et al., 2017; Durmusoglu et al., 2014). Outside the control of individuals, external factors can play a significant role in how, when and why individuals

choose to share information. Many factors are heavily involved in successful organizational KS. Trust is frequently identified, but also national culture, team climate, subcultures, reward systems, management support, leadership, organization structure, and organizational learning (Al-Kurdi et al, 2018; Haq & Anwar, 2014). It is suggested that reward systems were preferred among employees for enhancing knowledge sharing (Jahani et al., 2011; Haq & Anwar, 2014). When individuals are not motivated to share knowledge, they tend to hide the knowledge they possess.

The strong relationship between leadership and organizational culture should encourage a reconsideration regarding how academic departments are led. Currently, the encouragement of autonomy seems to be more important than supporting good management practices and creating an efficient organizational structure. Other methods of KS; i.e., conferences, departmental briefings, research seminars and social media should be encouraged to supplement the available technology. Incentives could be offered to encourage upload of research output, although it should be noted that intrinsic rewards seem more important than financial ones (Fullwood & Rowley, 2017) although that could vary, depending on the situation.

Top management support has frequently been recognized as an important facilitator of KS (Lin & Lee, 2004; Bock et al., 2005). Leadership also plays a significant role in promoting KS and transfer within organizations (Jahani et al., 2011). Poor leadership acts as a barrier to KS. Good leadership encourages employees to express their ideas and suggestions. A participative leader serves as a coach, encouraging all employees to openly express their ideas and using this valuable information in decision-making (Misbah et al., 2019).

A significant number of the available studies emphasize Chinese culture and indicate that culture at the corporate, group and individual levels has a major influence on KS behaviors (Al-Kurdi et al, 2018). In Brazil, Russia and the US, KM programs are influenced by the values and cultural preferences of workers (Al-Kurdi et al., 2018; Lam et al., 2021). At the organizational level, lack of infrastructure and resources, accessibility of formal and informal meeting spaces and the physical environment are potential impediments to KS (Norulkamar & Hatamleh, 2014; Stoermer et al., 2021).

Cultural level determinants

Culture refers to a system of beliefs embedded in the society and expressed through the behavior of individuals and organizations. It has been identified as an important factor that enables or impedes KS. Creating a knowledge sharing culture is an important precursor to establishment of a creative organization which enhances member's creativity (Adamseged & Hong, 2021).

An innovative culture is believed to enhance creativity, thereby enabling members to generate solutions and share knowledge with others (Haq & Anwar, 2014; Işık et al., 2021).

KS has to deal with institutional or organizational culture, national culture, and KS culture itself (Al-Kurdi et al., 2018). It should be obvious that the culture of an institution is informed by the surrounding regional or national culture and that this will influence how knowledge is regarded and transferred (Al-Kurdi et al., 2018). Additionally, it must be understood that in an atmosphere of information sharing, receivers of knowledge may understand it differently (because of culture) or choose to emphasize different aspects compared to the sender (Al-Kurdi et al., 2018). In the published research on the topic of KS among academics it is clear that while national culture plays a role, it is not at all clear what that role is even though there are a substantial number of studies in this area, including comparisons between the public and private sector's KS practices.

Technological level determinants

Information Technology (IT) plays a major role in facilitation knowledge sharing for organizations (Widodo et al., 2022; Diab, 2021). The positive role of technology in enabling knowledge sharing among employees was highlighted by numerous authors (Kanaan & Gharibeh, 2013; Kwayu et al., 2021). As a result, it is apparent that as IT becomes more common and more effective, its use in KS has become more and more significant. These advancements include the use of social media and Web 2.0 technologies for information sharing. The Internet, emails, database, websites, bulletin boards, and electronic forums that effectively facilitate sharing and transfer of knowledge in and outside the organization have exploded the use of IT in KS (Salloum et al., 2018). Social Media is also a highly effective source of KS. Failure to use technology is a barrier to KS.

At the technological level, unwillingness to use a specific application, unrealistic expectations of IS/IT systems, lack of training on the system, and difficulties in building, integrating and modifying technology-based systems resulting in poor design can cause technology to have to have a detrimental effect on knowledge sharing (Riege, 2005; Al-Kurdi et al, 2018). Hesitancy to use IT tools due to IT literacy issues was specifically identified as a barrier to KS among academics although it was felt that research on this question in HEIs was limited and required more exploration (Al-Kurdi et al., 2018; Su, 2021).

2.3 Knowledge sharing in higher education institutions

In order to ensure a fruitful implementation of knowledge management in HEIs, it is important to emphasize the role of knowledge sharing practices among academics. Faculty members in

HEIs play key roles in producing and reusing knowledge and intellectual property through research, teaching and publication (Fullwood & Rowley, 2017). As we emerge to a knowledge-based economy, knowledge is a highly valued commodity (Amayah, 2013; Fullwood, et al., 2013; Kukko, 2013; Nonaka & Takeuchi, 1998).

The majority of research regarding KS has taken place in corporate and industrial settings. Few studies have looked into knowledge sharing in higher education institutions (Abdullah & Sulaiman, 2016; Al-Kurdi et al., 2018). Freely sharing knowledge, expertise and resources among and between academics has been vital to the success of academic research and universities in general, in fact, one could expect HEIs to have exploited KM and KS strategies applied in other sectors and have led the transition to technological improvements in KS. Higher education institutions are knowledge intensive organizations; thus, transmission of knowledge plays a vital role in these institutions and they should benefit from established KM procedures through an overall improvement in performance (Al-Kurdi et al., 2018). Nevertheless, the literature suggests that in spite of the growing recognition of the role that KM can play in public sector organizations, research into knowledge management in HEIs is actually very limited with scarcity of broader theoretical constructs (Quarchioni et al., 2020)

Knowledge is created and disseminated through HEI's facilities and is a respected tool to meet organizational objectives, including attraction of high-quality students and qualification for public and private research grants. While one might well assume that KS would be fundamental in such organizations, this apparently is not necessarily the case as the results of research may be proprietary and something that the researcher is not allowed to share publicly. Additionally, there are times when possession of unshared knowledge may give the possessor power within the organization until shared (Haq & Anwar, 2014). Tippins (2003) argues that the reluctance to share knowledge can be a significant factor in academia because publishing research is an individualist task even though it results in organizational status and power (Fullwood & Rowley, 2017). This occurs because employees regard knowledge as personal property (Nonaka, 1994).

2.4 Barriers of promoting knowledge sharing in HEIs

Organizations are investing in knowledge management because of increasing competitive pressures; unfortunately, there are also barriers to knowledge sharing which prevent full capitalization on organizational knowledge assets and skills. The literature on knowledge management identifies barriers in three areas of knowledge sharing: individual, organization and technology (Karim & Majid, 2018; Kasapoglu et al, 2021; Yesil & Hirlak, (2019).

More specifically, individual barriers include "lack of time, trust, and social network as well as difference in age, education and expertise." Organizational barriers would include "lack of organizational vision, strategy and structure along with hierarchy and competition between divisions." Technology barriers could be "inadequate training and technical support regarding IT and various system related issues" (Yesil & Hirlak, 2019, p. 100). Similar barriers were identified by Adamseged et al (2018) with slightly different wording. These barriers may decrease knowledge sharing behaviors by crippling implementation of management initiatives. In addition, they can limit the innovative capacity of individuals.

People-related barriers seemed to be the primary causes identified. Karim and Majid (2018) suggest that individual employees often have well-justified reasons for not sharing knowledge in an institutional setting. Their research indicates that lack of trust is the most common reason given for failure to share knowledge, but other identified barriers include "organizational culture, lack of time, workload, lack of technology, and lack of organizational commitment." (p. 93).

Faradillah et al (2019) are concerned that technology is increasing the amount of knowledge available and possibly decreasing relevance, accuracy and security, among other concerns. HEIs serve as a reservoir of knowledge and do more than transmit this knowledge to students; they should manage and share knowledge between faculty and staff. This is challenging, but especially important in HEIs because it is part of their job to produce and manage knowledge. For these reasons, KM is especially important in a university setting. Use of technology can enhance the process or serve as a barrier if it is not done properly.

2.5 The impact of culture and national culture on knowledge sharing

The majority of corporate cultures are thought to be impediments to knowledge sharing. Employee behavior is influenced by the institution's culture, which is a powerful force. Beliefs and behaviors that promote or hinder the achievement of specific corporate goals can be influenced by culture (Smith et al., 2011). Due to the growing importance of intellectual capital in organizations and the necessity for effective knowledge management processes, the culture of knowledge sharing is regarded to be valuable (Gupta & Govindarajan, 2000).

In an organization, culture is the underlying mechanism that constrains all other aspects and can limit what is suitable and possible to undertake. As a result, an organization's culture will influence its knowledge management initiatives and allow employees to certain types of knowledge sharing behavior. It's difficult to create a culture of knowledge sharing because such a culture goes deeper than superficial individual behaviors. Creating a culture that values and encourages knowledge sharing takes time and attention to the social, organizational,

managerial, and technical aspects of this activity. Organizations must design a framework to encourage individuals' interactions (Smith et al., 2011).

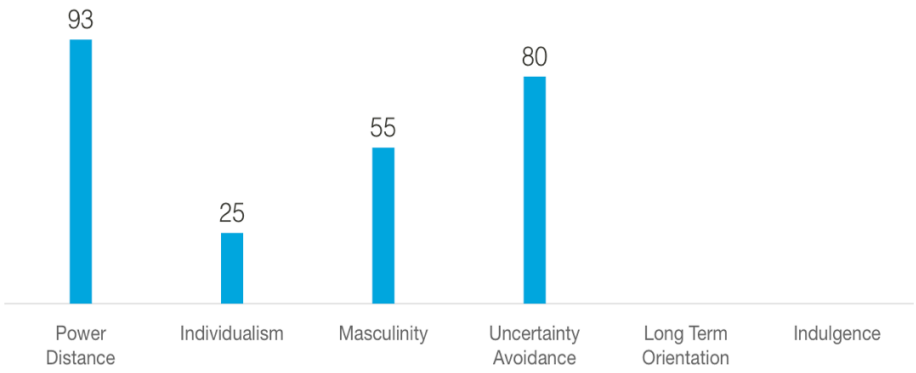
Hofstede (1980) defined culture as "a collective programming of the mind which distinguishes one group from another." (p. 25). In the global economy, knowledge sharing is fundamentally a sort of cross-cultural management that involves acts of cross-cultural exchange (Holden, 2001). As culture has long been acknowledged as an important factor in international commerce (Hofstede, 2001), knowledge sharing in a culturally diverse workforce is not an exception. When it comes to knowledge sharing, managing cultural diversity within an organization is very important. Communication issues may arise as a result of cultural differences across countries.

The cultural dimensions of Hofstede (1980, 2001) represent traits of cultures and the method in which people receive information, they are the most commonly employed in studies of cultural variations in knowledge transfer (Bhagat et al., 2002). These dimensions include individualism versus collectivism, uncertainty avoidance, power distance, and masculinity versus femininity, and long-term versus short-term orientation.

Individualism vs. collectivism is a dimension that examines how a culture encourages individual or collective accomplishments and interpersonal interactions. Collectivism, on the other hand, refers to civilizations in which people are integrated into strong, coherent groups. This dimension is the most commonly employed in research of cultural variations in knowledge sharing because it represents a defining aspect of societies and the way people process information (Bhagat et al., 2002). People from collectivist societies are less likely to share knowledge with out-group participants due to strong connection with the in-group (Hofstede, 2001). The power distance dimension looks at how equal or unequal people are in a society, specifically power discrepancies between superiors and subordinates. The uncertainty avoidance component is concerned with individuals of a society's tolerance for uncertainty and ambiguity. Individuals with a high ambiguity tolerance are better suited to transmitting and receiving tacit knowledge (Bhagat et al., 2002). Masculinity stands for a society with firmly defined social gender roles There is very little study on how masculinity and femininity influence knowledge sharing. In this research, the qualitative phase will shed further light in this aspect by interviewing male and female academics. Long term orientation refers to the development of virtues that are geared toward future benefits, such as perseverance and thrift. Short term orientation, on the other hand, promotes virtues associated to the past and present, such as respect for tradition, maintaining one's 'face,' and performing social obligations (Hofstede, 2001).

On the national culture level, Qatar has seen a great deal of change in terms of numerous ecological elements, as well as continued demographic diversification (Aldulaimi & Sailan, 2011). Arab countries, according to Hofstede's research, have a high-power distance, a high level of uncertainty avoidance, a low level of individualism, a high level of masculinity, and the dimension of long-term orientation is not reported. It is critical to investigate empirically the complexities of the Qatari culture, with a focus on how employees (both nationals and expatriates) define themselves. This can broaden research by acquiring new cultural data about Qatar. Figure 2.1 presents Hofstede index for Qatar.

Figure 2. 1 Hofstede - Qatar



Source: Hofstede-insights

2.6 Higher education institutions in Qatar

In recent years, Qatar has transformed into a knowledge society and a global education hub. The permanent constitution of Qatar National Vision 2030 (QNV) explicitly mentions the government's role in promoting education and transforming it into a driver of human, social, and economic development (Ahmed, 2019). One of the critical needs identified by QNV 2030 is the need for a highly educated Qatari national workforce to meet the high demand for skilled labor across sectors. The total population of Qatar was approximately 2.7 million in 2019, according to the Planning Statistics Authority (2020), with Qatari being less than 15% of the overall population. In order to meet labor market demands, Qatar has proceeded with hiring a large number of expatriate professionals (Ibnouf & Knight, 2014; Aref, 2021).

The Organization for Economic Co-operation and Development (OECD) defines a country with a knowledge-based economy as one in which "the production, diffusion and use of technology and information are keys to economic activity and sustainable growth" (OECD, 1996, in Salem, 2014). A knowledge-based economy therefore uses the adaptive and creative

thinking skills of its citizens (fueled by knowledge) as a source of solutions for the problems of the society. Such knowledge is enabled by the existing technology to create a better future for society wherever possible (Salem, 2014).

Qatar's move toward an economy that is based on knowledge is apparent. For instance, Lusail University has been launched in 2020 to be the first homegrown, private national university in Qatar. Due to the fact that Fall 2020 was the first semester for the university, higher management are extremely occupied with business essential commitments. The final staff for the institution is still being interviewed and recruited. Therefore, it was unfeasible to include it in the study. It is worth mentioning that the majority of the staff are being recruited from overseas to fill the gap and shortage in resources. This is a golden opportunity to share knowledge, experiences and expertise by the staff in the new institution, which further confirms the importance of the research being conducted.

On a global scale, Her Highness Sheikha Moza bint Nasser, Chairperson of the Qatar Foundation, believes that education and research advancement are the most effective means to promote cross-cultural tolerance and understanding among people (Ibnouf & Knight, 2014). Qatar Foundation is a private non-profit organization with Education City being its flagship project, which serves as a hub of academic excellence ("Qatar Foundation", 2019). In addition, The Qatar Foundation has established the Qatar Science and Technology Park (QSTP) and the Qatar National Research Fund to support research and development (QNRF). According to World Bank, Qatar's government expenditure on education is about 2.6% of its GDP in 2019. In Qatar, there are 10 public institutions, 5 military institutions, and 8 Qatar Foundation-affiliated institutions. Furthermore, there are 9 private institutions (Ministry of education and higher education, n.d.). Table 2.1 presents a list of higher education institutions in Qatar.

Table 2. 1 Higher Education Institutions in Qatar

Public Higher Education Institutions	1. Qatar University 2. Community College of Qatar 3. Qatar Aeronautical Academy 4. The University of Calgary Qatar 5. University of Doha for Science & Technology 6. Qatar Finance and Business Academy in partnered with Northumbria University 7. Ras Laffan College for Emergence & Safety in Corporation with Central Lancashire University (UCLAN) 8. Qatar Olympic Academy in partnered with LIeida University-Spain 9. Rule of Law and Anti-Corruption Centre (RoLACC) in partnered with the University of Sussex

Military Higher Education Institutions	1. Ahmed Bin Mohammed Military College 2. Al Zaeem Mohammed Bin Abdullah Al Attiya Air College with Aix-Marseille University -France 3. Joan Bin Jassim for defense studies Academy 4. Police College 5. Mohammed bin Ghanem Al-Ghanim Naval Academy in cooperation with Piri Reis University Turkey 6. Police Institute
Qatar Foundation Institutions	1. Hamad Bin Khalifa University 2. Georgetown University - Qatar 3. Northwestern University in Qatar 4. Virginia Commonwealth University in Qatar (VCU) 5. Texas A & M University in Qatar 6. Carnegie Mellon University in Qatar 7. HEC Paris in Qatar 8. Weil Cornell Medical School in Qatar 9. Education Development Institute in Partnership with UCL
Private Higher Education Institutions	1. Al Rayyan International University College previously (Stenden -Qatar University) 2. Doha Institute for Graduate Studies 3. AFG College with the University of Aberdeen 4. University Foundation College 5. City University College in with the University of Ulster 6. Oryx Universal College with the University of Liverpool John Moores 7. Lusail University 8. Global Studies Institute GSI 9. MIE-SPPU Higher Education Institute

Source: Ministry of Education and Higher Education, n.d.

2.7 Chapter summary

Chapter 2 set the stage for the current research by venturing into the literature on knowledge, knowledge categorization, knowledge management, and critical aspects in knowledge sharing. Knowledge has evolved into a competitive advantage. This chapter highlighted the previous empirical studies on knowledge sharing behavior. Therefore, a mixed method research was selected to address study 1, 2 and 3. The relationship between the constructs used in the conceptual model of study 1: curiosity (C), intercultural communication apprehension (ICA), and knowledge sharing behavior (KS) mediated by cultural intelligence (CQ) and study 2: knowledge sharing behavior (KS), job satisfaction (JS) and turnover intention (TI) moderated by perceived organizational support (POS).

Chapter 3

Culturally Diverse Workforce: The effects of curiosity and intercultural communication apprehension on knowledge sharing behavior. The mediation role of cultural intelligence in HEIs

3.1 Introduction

In chapter 2, the review of relevant literature discussed the issues related to knowledge, knowledge management and knowledge sharing in a higher education context. Given the limitations of prior studies in examining knowledge sharing determinants in HEIs, it is clear that there is a need to extend the literature with more in-depth studies.

Higher education has been identified as a critical driver in the creation and dissemination of knowledge through research (Khorasgani, 2008). The higher education sector in Qatar has grown very significantly in terms of research, teaching and learning. Teachers of various nationalities and cultures bring a variety of perspectives and challenges to the universities (Abu-Shawish, 2016). Such diversity adds value to the university setting.

The research for this thesis was conducted in the context of Qatar, which is renowned for a high proportion of corporations employing highly skilled expatriate workers to capture their knowledge and expertise. Expatriates are temporary workers who work in a foreign country under short-term contracts (Thiollet, 2011). According to World Population Review (2021), the percentage of expatriates in Qatar as of 2021 is 89 percent of the total population, reflecting the country's continuous growth. This percentage illustrates the amount of knowledge resources expatriates contribute to the knowledge-based economy.

The activities involved in disseminating or transferring knowledge among individuals, groups, or organizations are referred to as knowledge sharing (KS), where individuals exchange their tacit and explicit knowledge and create new knowledge (Van den Hooff & De Ridder, 2004). Amayah (2013) added that KS focuses on the know-how type of knowledge to help others and solve problems within the organization (Al-Kurdi et al., 2018). Individual knowledge is the foundation for all knowledge levels, and it can be seen at the individual, group, and organizational levels (Davenport & Prusak, 1998). As a result, this thesis has focused on the factors that affect knowledge sharing behavior at the individual level.

Holden (2001) considers KS part of the efforts to create a global economy. It embraces a type of cross-cultural management that includes acts of cross-cultural exchange. Creating a

knowledge sharing culture is a difficult process because it is influenced by so many potential factors related to the organization's individual, social, organizational, and technological characteristics (Kim & Ju, 2008; Riege, 2005; Cabrera & Cabrera, 2005). One of the consequences (or benefits) of globalization is the increased interaction between cultures (Bücker et al., 2014). As a result, proper communication skills require additional cultural adaptation (Yamazaki & Kayes, 2004).

Knowledge resources are more likely to be a strategic factor in dynamic organizations with workforce diversity (Ali et al., 2019). However, different national cultures have been acknowledged as a barrier that could negatively affect knowledge sharing behavior (Al-Kurdi, et al., 2019). Sharing knowledge and expertise among faculty and staff has long been vital to the success of higher education institutions (Ramayah et al., 2013). However, few studies on knowledge sharing in the education sector have been done, especially those that reflect cultural aspects of knowledge sharing in developing nations (Al-Kurdi et., 2018).

According to social categorization theory (Tajfel & Turner, 1979), employees have a higher tendency to share knowledge with in-group colleagues compared to foreign colleagues due to cultural differences. This study not only uses social categorization theory to explain KS among diverse academic teaching staff, it also probes deeper in the process of social categorization by examining the impact of intercultural communication apprehension and curiosity on cultural intelligence in a highly diverse cultural, yet intellectual environment. This is a new research area in the literature on KS and culture (Ali et al., 2019).

This study contributes to filling a gap in the literature by presenting a conceptual model that describes the effects of curiosity and intercultural communication apprehension on academic teaching staffs' KS behavior among and between members of a diverse workforce. It also examines the mediating effect of cultural intelligence on the relationship between curiosity and KS, and intercultural communication apprehension and KS in the education context. In the following section, a model for the study is developed and hypotheses are formulated and presented.

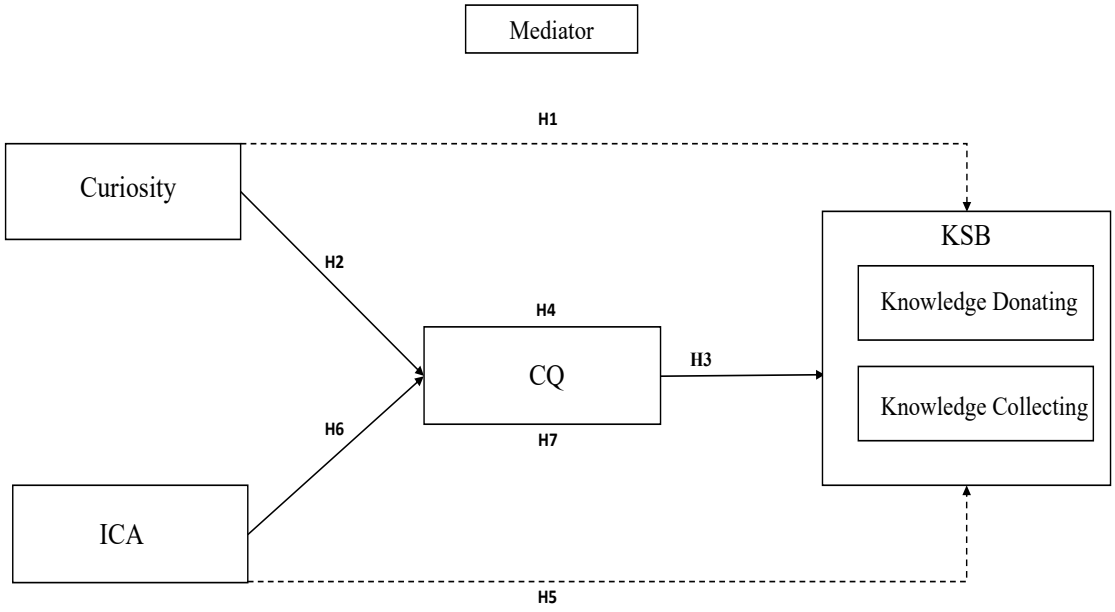


Figure 3. 1 Conceptual model

Note: Dashed lines reflect direct effects.

3.1.1 Curiosity and cultural intelligence on KSB

Sohail and Daud (2009) define knowledge sharing as "exchanging experience, events, thought or understanding on anything (in general) with an expectation to gain more insights and understanding about something for temporary curiosity" (p. 129). According to Porfeli and Savickas (2012), curiosity refers to individual's willingness to explore circumstances and opportunities while seeking information. This implies that curiosity is a factor which encourages KS because at least two people each have curiosity about something known by the other and a desire to share and understand that something.

Kim and Ju (2008) note that the faculty in academic institutions are important in the KS process because of their knowledge production and reuse, requiring faculty to be creative and think critically; however, they generally maintain an objective distance from the work of peers (unless involved in a cooperative research project), being independent, individualistic and autonomous, since they are focused on individual academic goals. They generally share knowledge through the Internet or personal contacts rather than with colleagues at work. Faculty may have curiosity regarding their individual interests, but lack curiosity regarding others' knowledge unless there is a direct relationship to their own knowledge. It is suggested that a high level of openness to experience tends to have a high level of curiosity resulting in greater efforts to obtain information (Wang & Noe, 2010).

The desire for knowledge begins with curiosity, which has been viewed as the source for innovation. In the workplace, curiosity plays an active role. Given the expansion of information in the Internet era, it may seem that curiosity can be more easily satisfied than in past generations; nevertheless, it is important to cultivate and maintain employees' curiosity (Huang, 2021). Grigorescu (2020) stated that the "employee's well-being, transposed economically through increased performance and performance at the workplace, depends on the level of curiosity satisfied about the others, tested and proven by working in teams of autonomous people, who learn from each other in order to fulfill common tasks" (p. 18).

Curiosity can enhance employees' performance (Reio & Callahan, 2004). The concept of "work curiosity" (Mussel 2013) highlighted the positive motivational, cognitive and behavioral contributions brought by curiosity to the employees. Curiosity-induced information-seeking behaviors tend to promote employees' learning in the workplace, assists employees to adapt, improves job performance and allows employees to experience more psychological well-being and less emotional exhaustion. (Harrison et al., 2011; Reio & Callahan, 2004; Huang, 2021). Curiosity is a human instinctive behavior encouraged by individuals' desire to learn and develop information. To accomplish this, individuals are constantly seeking knowledge from various sources (Suma & Budi, 2021). According to Thomas and Wiswell (2000), "curiosity-induced behaviors such as information seeking play a meaningful role in workplace learning as well as in job performance." (p.5). This suggests that curiosity motivates individuals to seek information to satiate their curiosity. However, little attention has been given to whether curiosity might motivate academics to share knowledge in HEIs. Therefore, the first hypothesis was developed:

H1: There is a positive direct effect of curiosity on knowledge sharing

Presbitero and Quita (2017) define cultural intelligence as "the capability of an individual to function effectively in situations characterized by cultural diversity." (p. 120). Wang and Noe (2010) explain that a mixture of national cultures and languages present challenges for KS. Some cultures encourage KS for the benefit of organizations and others do not. Minority status and diversity of a group also had an impact on KS. However, those who perceived themselves as in the minority because of gender, marital status or education were less likely to share knowledge (Wang & Noe, 2010).

In developing economies such as the Middle East, research contributions on knowledge sharing in HEIs was found to be limited (Al-Kurdi et al., 2018). Few studies have focused on the role of cultural intelligence in determining employees' knowledge sharing intentions (Michailova & Hutchings, 2006, Ali et al., 2019). With regard to the relationship between

curiosity and cultural intelligence, curiosity is considered to be a central concept of intrinsic motivation (Grigorescu, 2020). Acquiring new information is rewarding due to the fact that it decreases negative feelings related to uncertainty (Litman, 2007). Curious employees seek information outside of their job scope. Their awareness of a lack of knowledge or ability to deal with complex problems can motivate them to explore. This will make them open to other people's ideas, and deal with the anxiety of new things, unfamiliarity and uncertainty. Furthermore, curiosity can expand their thinking, as well as the sharing and integration of knowledge and information (Huang, 2021).

The positive relationship between curiosity and KS among academic teaching staff can be explained by the levels of cultural intelligence. The role of cultural intelligence is to enable individuals to learn and adapt to the changing demands and requirements of their environment (Presbitero & Quita, 2017). When a faculty staff member has high levels of cultural intelligence, he or she is likely to be aware and knowledgeable in a diverse cultural atmosphere. In other words, the positive effects between curiosity and cultural intelligence can enhance knowledge sharing behavior in higher education institutions, such that the higher cultural intelligence, the higher is the likelihood that a faculty member would indicate a greater effort to share knowledge with a fellow colleague. Therefore, investigating the potential role of cultural intelligence is very meaningful in increasing the understanding on the relationships between curiosity and knowledge sharing. Based on the above, the researcher proposes the following hypotheses:

H2: There is a positive direct effect of curiosity on cultural intelligence
H3: There is a positive direct effect of cultural intelligence on knowledge sharing
H4: Cultural intelligence mediates the relationship between curiosity and knowledge sharing

3.1.2 Intercultural communication apprehension and cultural intelligence on KSB

In order to study intercultural communication apprehension (ICA), it is important to understand communication apprehension (CA) of which ICA is a subfield. Communication apprehension is defined as "a broadly-based anxiety related to oral communication" (McCroskey, 1970, in McCroskey and Beatty, 1986, p.279). This fear or anxiety may be connected to either real or anticipated communications with individuals or groups. A review of intercultural literature showed little attention given to the relationship between knowledge sharing behavior and intercultural communication apprehension among academic teaching staff in HEIs.

Intercultural Communication Apprehension is often experienced by people when confronted with communication from people who are members of a different ethnic or cultural background than their own, especially if there are language barriers. Neuliep and McCroskey (1977) reinforce that ICA is the fear or anxiety associated with interaction between people from different cultural or ethnic groups. Those who experience this fear try to avoid communicating with others. CA can create serious personal and professional problems.

Intercultural communication presents a significant number of issues based on the differences among the cultural origins of the interactants. A great lack of awareness or unfamiliarity can be introduced by cultural differences. Wood (2004) stated that uncertainty reduction theorists believe that similarities between individuals reduce uncertainty; dissimilarities result in greater uncertainty. However, as individuals learn more about the normative behaviors in the culture in which they are being introduced to, they become more confident in their ability to explain and predict other's actions (Kassa Tsegaye & Su, 2017).

Working abroad can provide opportunities for expatriates to view the world from a different perspective and to enrich their knowledge through interaction with people from different cultural backgrounds (Guo et al., 2021). However, some expatriates prefer to communicate with each other in their mother tongue and sequester themselves within their small, collegial foreign community overseas. In order for expatriates to explore other societies and acquire socialization, intercultural communication apprehension will be examined (Trisasanti et al., 2021).

Expatriates have played a significant role in building the economy in Qatar while creating a variety of diverse cultures in the workforce. In addition, the strength of the booming Qatari economy has dramatically increased the numbers of expatriates. Due to this wave of migration, there are potential opportunities everywhere and multiple resulting concerns. The following hypothesis is therefore proposed to examine intercultural communication apprehension's impacts on knowledge sharing behavior:

H5: There is a negative direct effect of ICA on knowledge sharing

Globalization has presented many challenges to individuals and organizations through the management of cultural diversity. An instrument such as cultural intelligence can increase an individual's ability to interact with people from different cultures (Jyoti et al., 2019). KS between expatriates and nationals can be hindered due to communication apprehension and cultural differences. Workforce diversity increases the challenges that employees face in sharing knowledge resources with national employees because of cultural differences. As a

result, the role of cultural intelligence is critical for increasing knowledge sharing between expatriate and national employees (Bogilovic et al., 2017).

Today, the number of foreign workers in Qatar is in the rise. The movement to a new country, where one is expected to adapt to the prevailing culture, may be a shocking experience to some. According to Ismail (2015), knowledge sharing behavior is common when expatriate employees interact with other expatriate employees within the same organization. Therefore, it is important to consider to what extent intercultural communication apprehension affects the daily interaction among academic teaching staff in HEIs in Qatar? The relationship between expatriates and nationals is an emerging research area in the knowledge sharing and culture literature (Ali et al., 2019).

According to social categorization theory (Tajfel & Turner, 1979), employees tend to share more knowledge with employees from the same culture than with employees from different cultures. They are more likely to share knowledge with in-group colleagues than other colleagues in order to reduce uncertainty (Tajfel & Turner, 1986; Van Knippenberg, De Dreu, & Homan, 2004). As a result, when expatriate employees interact with national colleagues, cultural differences affect their ability to share knowledge (Ali et al., 2019).

The negative association between ICA and KS behavior between academic faculty staff can be positively enhanced by their level of cultural intelligence. Poortvliet and Giebels (2012) report that cultural intelligence of expatriate employees can improve communications with national employees, which can increase expatriate employees' ability to share knowledge. Individuals who have high cultural intelligence are more likely to have significant interactions that facilitate KS with people from culturally diverse backgrounds; therefore, reducing the impact of intercultural communication apprehension experienced by the academic faculty staff (Ismail, 2015). As a result, investigating the potential mediating role of cultural intelligence is very meaningful in increasing the understanding on the relationship between ICA and knowledge sharing. Based on the above, the researcher proposes the following hypotheses:

H6: Negative direct effect of ICA on cultural intelligence

H7: Mediation effect of cultural intelligence on the relationship between ICA and knowledge sharing

The conceptual model in Figure 3.1 highlights important emerging topics related to knowledge sharing, culture, and diversity management. The goal of this model is to evaluates knowledge sharing behavior within a diverse workforce of academic staff.

3.2 Methodology

3.2.1 Measures

Developing an original survey would require piloting the questionnaire on a larger scale. This would be difficult due to Covid-19 pandemic and access restriction from the institutions. As a result, the researcher is utilizing literature-based survey items to measure the constructs. A cover letter introducing the study (see Appendix B) was attached with the questionnaire survey. A full list of items for measuring the constructs was designed on Qualtrics (see Appendix C).

In order to measure curiosity, the researcher used a sub-scale from the Career Adapt-Abilities scale (Savickas & Porfeli, 2012). Curiosity is measured with 6 items. A sample item is: "Exploring my surroundings". The 6 items questionnaire can be answered on a 5-point Likert scale (1 = not strong, 5= strongest). Cronbach's alpha value of reliability for this study is .86.

Intercultural communication apprehension scale was assessed using Personal Report of Intercultural Communication Apprehension (PRICA) Scale (Neuliep & McCroskey, 1997) 14 items. An example of the items is "I dislike interacting with people from different cultures". The 14 items questionnaire were measured on a 5-point Likert scale (1 = strongly disagree, 5= strongly agree). Cronbach's alpha value of reliability for this study is .92.

Cultural intelligence scale was assessed using the short form measure of cultural intelligence (SFCQ). Cultural intelligence is measured using 10 items from Thomas et al., (2015). Participants will answer the ten items questionnaire about their ability to interact effectively across cultural contexts and with culturally different individuals. An example of the items is "I know the ways which cultures around the world are different". All items were measured on a 5-point Likert scale (1=not at all, 5= extremely well). Cronbach's alpha value of reliability for this study is .84.

The knowledge sharing behavior was assessed based on the Van den Hooff and Hendrix (2004) scale. A sample item is: "When I've learned something new, I tell my colleagues about it" and "When I need certain knowledge, I ask my colleagues about it". The eight items questionnaire (α= .85) can be answered on a 5-point Likert type scale (1 = strongly disagree, 5= strongly agree).

3.2.2 Data collection

3.2.2.1 Population and Sample

The survey sample consisted of academic teaching staff from various academic positions such as full professors, assistant professors, associate professors, lecturers, and researchers who are

currently working full and part-time in higher education institutions in Qatar. A total of 330 completed surveys were received.

3.2.2.2 Survey procedure

The process to receive IRB approvals to collect data for this research is complex. The researcher has been requested to provide detailed information about the study. The process included numerous revisions to the applications. In addition, the researcher met with key research directors, administrative staff, and coordinators during the approval stage. Additional hardships experienced by the researcher was the availability of committee members. For instance, in order to receive an IRB approval to collect data for a given institution, a representative from the Ministry of Education and Higher Education (MEHE) had to approve the study.

Preparing IRB applications in order to get the approvals necessary to start collecting data is a lengthy process in the country. This may explain the reason behind the chosen population being under-studied in literature. The time and cost can hinder researchers and scholars from moving forward with the initiative. The researcher received permission to collect data from 8 public, private, and Qatar Foundation higher institutions in Qatar**.**

Due to Covid-19 pandemic, the researcher contacted the assigned coordinators to address any possible entrance restriction related to social distance measures. The researcher conducted personal visits to the universities to explain the motivation of the work and request for their kind participation in the surveys. Moreover, the researcher assured the participants that their information would be kept confidential. Faculty participation will assist researchers to learn more about which factors would or would not influence teaching staff to share or not to share their knowledge. Follow up telephone calls were made two weeks later. The universities agreed to distribute the questionnaire to the academic teaching staff in their database.

The assigned coordinators assist in distributing the electronic link and paper questionnaire requesting the faculty to participate in the survey. The questionnaire contained a cover letter and instructions to complete the survey. Weekly follow-up reminders were made by the assigned coordinators to maximize the response rate.

3.2.2.3 Pilot questionnaire

A pilot test was undertaken to ensure that the respondents could understand the survey and that they interpreted the questions in the manner in which the researcher intended. The advantages of using a robust tested instrument of reliability outweighed the advantages of developing an original survey.

A total of 12 academic staff, 10 males and 2 females from a public higher education institution in Qatar have participated in the pilot study to ensure clarity and understanding of the instrument. The average age was 46 years old. The responses were examined to ensure the survey was measuring the constructs of interest. These 12 academic staff are from various disciplines and backgrounds.

3.3 Results

3.3.1 Data collection and sample

Data were collected via online and paper questionnaire from 8 public, private and QF universities in Qatar. The sample included academic teaching staff from various academic positions such as full professors, assistant professors, associate professors, lecturers, and researchers who are currently working full and part-time in higher education institutions in Qatar. The data was collected during Covid-19 pandemic and spanned four months from November 08, 2020, to February 28, 2021. Of the 437 questionnaires collected, 107 were eliminated because they were not completed. A total of 330 questionnaires were considered for this study.

The sample included academic teaching staff from various discipline. The vast majority are male (70.3%), belonging to the age group of 41 to 50 years old (37.3%), followed by the group of 31 to 40 years old (27.6%), 51 to 60 years old (21.2%), above 60 years old (7.3%), and 21 to 30 years old (6.7%). Regarding their education level, the vast majority have a PhD (71.2%), followed by the ones with a master's degree (23.9%), a bachelor's degree (4.2%) and other levels of education (.6%). The years of experience in the higher education is divided between the groups of 6 to 10 years (23.3%), 16 to 20 years (22.7%), 0 to 5 years (19.4%), 11 to 15 years (18.2%) and above 20 years (16.4%). Concerning the academic position, most respondents are assistant professors (30.6%), followed by associated professors (15.8%), lecturers (14.5%), instructors (13.0%), full professors (10.0%), researchers (8.2%), senior lecturers (2.1%) and other academic positions (5.8%). As for the employment status, the majority have a full-time position (87.9%). In regards to their nationality, most of respondents are from abroad (88.2%); the years in Qatar as an expatriate range from the groups of 0 to 5 years (41.8%), 6 to 10 years (29.7%) and above 10 years (16.7%); the majority are not assigned expatriates (47.0%) but self-initiated expatriates (67.3%); have already worked in different countries (67.9%). Finally, most respondents have family in Qatar (66.1%). The respondents covered a wide range of disciplines, including Social Science, Economic and Public Policy, Medicine and Pharmacy, Science, ICT, Engineering, Mathematics, Law and Linguistics.

3.3.2 Principal Component Analysis

In order to confirm the structure of the measurement scales used in the theoretical model, the Principal Component Analysis (PCA) technique was applied with a varimax rotation. Two PCA were applied: one for the items of the independent and mediator variables (curiosity, ICA and cultural intelligence); another for the items of the dependent variable (knowledge sharing). Factor loadings bellow .5 were deleted. Reverse coded items are denoted with an (R). The Kaiser-Meyer-Oklin Measure of sample Adequacy and Bartlett's test of sphericity, indicated that the sample size and the data, were adequate for conducting all PCAs (see Tables 3.1 and 3.2).

With respect to the items of the independent and mediator variables, three components (labelled as "Components in Table 3.1) explaining the 50% of the total variance were retain. One can observe each component corresponding to a construction of the conceptual model, which are: curiosity with 6 items retained, intercultural communication apprehension (ICA) with 14 items retained and cultural intelligence with 9 items retained. The item "I accept delays without becoming upset when in different cultural situations and with culturally different people" was excluded from component II – cultural intelligence - due to the weak loading score (less than .5).

As for the items of the dependent variable (see Table 3.2), the PCA has retained two components with four items for each component, that explains 63% of the total variance. It is observed that these two components correspond to the two dimensions - knowledge collecting and knowledge donating – that pertains to the knowledge sharing scale, as presented in the literature (Vries et al., 2006). Nevertheless, following the research frameworks of the present research, the two factors were aggregated forming a single variable with eight items in total.

Table 3. 1 Principal Components Analysis - Varimax Rotation of ICA, CQ, and Curiosity

	Components		
	I ICA	II CQ	III C
My thoughts become confused and jumbled when interacting with people from different cultures.	.778		
While participating in a conversation with a person from different cultures, I get nervous.	.777		
Communicating with people from different cultures makes me feel uncomfortable.	.762		
I'm afraid to speak up in a conversation with people from different cultures.	.736		
Engaging in a group discussion with people from different cultures makes me nervous.	.730		
I'm tense and nervous when interacting with people from different cultures.	.724		
I'm calm and relaxed when interacting with people who are from different cultures. (R)	.723		
Ordinarily, I'm calm and relaxed in conversations with a person from different culture. (R)	.688		

	I ICA	II CQ	III C
Ordinarily, I'm very tense and nervous in a conversation with a person from different cultures.	.641		
I have no fear of speaking up in a conversation with people from different cultures. (R)	.628		
While conversing with a person from a different culture I feel very relaxed. (R)	.608		
Generally, I am comfortable interacting with a group of people from different cultures. (R)	.579		
I face the prospect of interacting with people from different cultures with confidence (R).	.565		
I like to get involved with a group discussion with people from different cultures. (R)	.538		
I'm aware of the cultural knowledge when interacting with someone from another culture.		.727	
I think a lot about the influence that culture has on my behavior and of others who are culturally different.		.681	
I can change my behavior to suit different cultural situations and people.		.625	
I have the ability to accurately understand the feelings of people from other cultures.		.610	
I sometimes try to understand people from another culture…		.606	
I am aware that I need to plan my course of action when in different culture…		.597	
I can give examples of cultural differences from personal experience, reading…		.578	
I know the ways in which cultures around the world are different.		.567	
I enjoy talking with people from different cultures.		.517	
Looking for opportunities to grow as a person.			.780
Probing deeply into questions I have.			.757
Exploring my surroundings.			.743
Observing different ways of doings things.			.735
Investigating options before making a choice.			.733
Becoming curios about new opportunities.			.729
Eigenvalue	9.447	3.407	2.215
Cumulative Explained Variance	31.49%	42.85%	50.23%

KMO = .889; Bartlett's test of sphericity: $\chi^2_{(406)} = 4758.426$; p =0.000

ICA: Intercultural Communication Apprehension; CQ: Cultural Intelligence; C: Curiosity; R: Reverse coded

Table 3. 2 Principal Components Analysis - Varimax Rotation of KSB

	Knowledge Sharing Behavior	
	Component I	Component II
	Knowledge Collecting	Knowledge Donating
I ask my colleagues about their abilities when I need to learn something.	.836	
When I need certain knowledge, I ask my colleagues about it.	.738	
I like to be informed of what my colleagues know.	.737	
When a colleague is good at something, I ask them to teach me.	.608	
I share information I have with my colleagues.		.872
When I learn something new, I tell my colleagues about it.		.854
I think it is important that my colleagues know what I'm doing.		.660
I regularly tell my colleagues what I'm doing.		.621
Eigenvalue	3.920	1.146
Cumulative Explained Variance	49.00%	63.32%

KMO = .822; Bartlett's test of sphericity: $\chi^2_{(28)} = 1098.881$; p =0.000

3.3.3 Descriptive statistics of the indexes

In order to assess the internal consistency of each component, the researcher created indexes based on the research design frameworks, and their internal consistency reliability was evaluated by Cronbach's alpha. It can be seen in Tables 3.3-3.7, that the indexes have a high internal consistency reliability with a Cronbach's alpha range from .863 to .921 (Malhotra, 2004). Nevertheless, cultural intelligence and knowledge sharing (see Tables 3.6 and 3.7) present values of univariate skewness and univariate kurtosis less than |.5|, thus, one can consider that these indexes have a normal distribution. Concerning the other indexes – curiosity, and ICA - by evaluating the data of the Tables 3.3, 3.4, and based on the criteria of values less than two for univariate skewness and seven for univariate kurtosis, one can conclude that all variables do not present deviations that can seriously create problems of normality (Curran et al., 1996). In addition, based on the sample size (n>30), and appealing to the Central Limit Theorem, we can assume that all variables asymptotically follow a normal distribution (Malhotra, 2004).

As for the means and standard deviations, Table 3.3 shows the parameters values of the curiosity index and its items. This index presents a mean above the midpoint of the scale (M = 3.84; SD = .68), indicating that the respondents express a lot of curiosity about activities related to their teaching profession. From this scale, the items with the highest means are "looking for opportunities to grow as a person" (M=3.98; SD=.89) and observing different ways of doing things" (M=3.92; SD=.83). The item "exploring my surroundings" (M=3,58; SD=.96) presented the lowest mean.

Table 3. 3 Descriptive Statistics of the Curiosity Index

	M	SD	Ske	Kur
Curiosity; Cronbach's alpha = .863	**3,84**	**.68**	**-.702**	**.856**
Exploring my surroundings.	3.58	.96	-.355	.135
Looking for opportunities to grow as a person.	3.98	.89	-.687	.272
Investigating options before making a choice.	3.88	.86	-.417	-.317
Observing different ways of doings things.	3.92	.83	-.570	.120
Probing deeply into questions I have.	3.80	.89	-.650	.345
Becoming curios about new opportunities.	3.88	.92	-.756	.374

M: Mean; SD: standard deviation; Ske: skewness; Ku: kurtosis.

Table 3.4 presents the mean and standard deviations of the ICA index and its items. It can be observed that this index has a very low mean (M=1.90; SD=.56) indicating that respondents do not consider having constrains in communicating with people from other cultures. The reverse code item "I face the prospect of interacting with people from different cultures with confidence" has the highest mean (M=3.85; SD=.80) and the item "communicating with people from different cultures makes me feel uncomfortable" (M=1.66; SD=.74) the lowest one.

Table 3. 4 Descriptive Statistics of ICA Index

	M	SD	Ske	Kur
Intercultural Communication Apprehension Index; Cronbach's alpha =.921	**1.89**	**.56**	**.663**	**.722**
Generally, I'm comfortable interacting with a group of people from different cultures. (R)	1.77	.71	.967	1.882
I'm tense and nervous while interacting with people from different cultures.	1.88	.84	1.102	1.539
I like to get involved with a group discussion with people from different cultures. (R)	2.00	.75	.627	.688
Engaging in a group with people from different cultures makes me nervous.	1.89	.82	1.007	1.294
I'm calm and relaxed with interacting with people from different cultures. (R)	1.94	.76	.872	1.304
While participating in a conversation with a person from a different culture I get nervous.	1.82	.83	1.157	1.576
I have no fear of speaking up in a conversation with a person from different cultures. (R)	2.00	.84	.961	1.330
Ordinarily, I'm very tense in a conversation with person from different cultures.	1.76	.91	1.594	2.771
Ordinarily, I'm very calm and relaxed in conversations with person from different cultures. (R)	1.89	.68	.667	1.360
While conversing with a person from a different culture I feel very relaxed. (R)	2.15	.78	.436	.175
I'm afraid to speak up in a conversation with a person from a different culture.	1.79	.76	.998	1.371
I face the prospect of interacting with people from different cultures with confidence. (R)	3.85	.80	-.815	1.418
My thoughts become confused and jumbled when interacting with people from different cultures.	1.75	.78	1.199	1.982
Communicating with people from different cultures makes me feel uncomfortable.	1.66	.74	1.172	1.504

M: Mean; SD: standard deviation; Ske: skewness; Ku: kurtosis; R: reverse coded.

In order to assess the level of intercultural communication apprehension according to Neuliep and McCroskey (1997) instrument, a total score of ICA was computed in 3 steps. In a first step the items 1, 3, 5, 7, 9, 10 and 12 without reverse coding were summed up. In a second step the scores 2, 4, 6, 8, 11 and 13 were also summed up. In the third step the final score was calculated as follow: (42 – the result from first step) + the result from second step. Table 3.5 presents the results.

According to Neuliep and McCroskey (1997), the total score can range from 14 to 70. A total score less than 32 indicates a low intercultural communication anxiety, a score between 33 and 52 indicates a moderate level and a score above 53 indicates a high level. The respondents of the present study show a low mean of ICA score (M=26,38; DP=7,62).

Table 3. 5 Descriptive Statistics of ICA Score (Neuliep and McCroskey, 1997)

	M	SD	Ske	Kur
ICA Score	26,38	7.62	.688	.892

The cultural intelligence index (see Table 3.6) also presents a mean above the midpoint of the scale (M = 3.81; SD = .51), revealing the positive perception that respondents have about their ability to relate in different cultural contexts, and with people from other cultures. The items "I can give examples of cultural differences from personal experience, reading, and so

on" (M=4.97; SD=.72) and "I enjoy talking with people from different cultures" (M=4.26; SD =.74) stand out with the highest means. The item "I think a lot about the influence that culture has on my behavior, and of others who are culturally different" has the lowest mean. (M=3.74; SD=.81).

Table 3. 6 Descriptive Statistics of Cultural Intelligence Index

	M	SD	Ske	Kur
Cultural Intelligence; Cronbach's alpha = .840	**3.81**	**.51**	**-.006**	**.137**
I know the ways in which cultures around the world are different.	3.97	.76	-.485	.277
I can give examples of cultural differences from personal experience, reading…	4.97	.72	-.643	.899
I enjoy talking with people from different cultures.	4.26	.74	-.774	.475
I have the ability to accurately understand the feelings of people from other cultures.	3.84	.82	-.280	-.281
I sometimes try to understand people from another culture…	3.89	.72	-.128	-.415
I can change my behavior to suit different cultural situations and people.	3.48	.89	-.268	.023
I'm aware of the cultural knowledge when interacting with someone from another culture.	3.79	.72	-.272	-.059
I think a lot about the influence that culture has on my behavior and of others who are culturally different.	3.74	.81	-.494	.601
I am aware that I need to plan my course of action when in different culture situations and with different culturally people.	3.90	.77	-.561	.498

M: Mean; SD: standard deviation; Ske: skewness; Ku: kurtosis.

Regarding to the index of knowledge sharing (see Table 3.7) it presents a high mean (M=3.84; SD=.56), revealing that respondents have a positive perception of knowledge sharing and acquisition. By analyzing the results, individuals tend to adopt more knowledge collecting behaviors than knowledge sharing, since the means of the items of the first type of behavior are globally higher, varying between 3.64 and 4.20, and those of the second type are between 3.38 and 4.09. Therefore, the highest mean in the index, the item referring to the knowledge collecting "when a colleague is good at something, I ask them to teach me" (M=4.20; SD=.75). On the other hand, the item with the lowest mean in the index is "I regularly tell my colleagues what I'm doing" (M=3.38; SD=.95) which belongs to the dimension of knowledge sharing.

Table 3. 7 Descriptive Statistics of KSB Index

	M	SD	Ske	Kur
Knowledge Sharing Behavior; Cronbach's alpha =.851	**3.84**	**.56**	**-.277**	**.311**
When I learn something new, I tell my colleagues about it.	3.91	.76	-.718	1.091
I share information I have with my colleagues.	4.09	.72	-.813	1.555
I think it is important that my colleagues know what I'm doing.	3,57	.90	-.243	-.370
I regularly tell my colleagues what I'm doing.	3.38	.95	-.137	-.514
When I need certain knowledge, I ask my colleagues about it.	4.05	.73	-.805	1.414
I like to be informed of what my colleagues know.	3.64	.86	-.485	.275
I ask my colleagues about their abilities when I need to learn something.	3.86	.78	-.766	.935
When a colleague is good at something, I ask them to teach me.	4.20	.75	-1.047	1.935

M: Mean; SD: standard deviation; Ske: skewness; Ku: kurtosis;

3.3.4 Correlations between variables

In order to assess the linear correlations between the variables, Pearson correlations tests were performed (see Table 3.8). As to research framework of study 1, it is possible to observe that curiosity presents a moderate positive relationship with cultural intelligence (r=.422; p<.01) and weak positive relationship with knowledge sharing (r=.249; p<.01); thus, the higher level of curiosity is associated to higher levels of cultural intelligence and knowledge sharing. As for ICA, it shows a moderate negative relationship with cultural intelligence (r=-.498; p<.01) and a weak negative relationship with knowledge sharing (r=-.293; p<.01); in other words, the higher the ICA is, the lower cultural intelligence and knowledge sharing will be. Finally, cultural intelligence presents a weak positive relationship with knowledge sharing (r=.309; p<.01); thus, higher level of cultural intelligence is associated with higher level of knowledge sharing.

Table 3. 8 Simple Linear Correlations (Pearson's r)

	Mean	Std. dev	C	CQ	ICA
C	3.84	0.68			
CQ	3.80	0.50	**.422****		
ICA	1.89	0.56	-.317**	**-.498****	
KSB	3.84	0.56	**.249****	**.309****	**-.293****

C: Curiosity; CQ: Cultural Intelligence; ICA: Intercultural Communication Apprehension; KSB: Knowledge Sharing Behavior; ** p<.01; *p<.05

3.3.5 Multiple linear regressions

3.3.5.1 Effects of curiosity and cultural intelligence on KSB (Mediation Model 1)

In order to assess the hypotheses H1 to H4, multiple linear regressions were conducted using PROCESS Macro (Hayes, 2017), to model the relationship between knowledge sharing (dependent variable), curiosity (independent variable), and cultural intelligence (mediator variable). Preliminary analyses were performed to ensure there was no violation of the assumptions. With regard to the normality, observing the histogram (see Figure 3.2) and appealing to the Central Limit Theorem, the researcher can assume the residual are not far from normality.

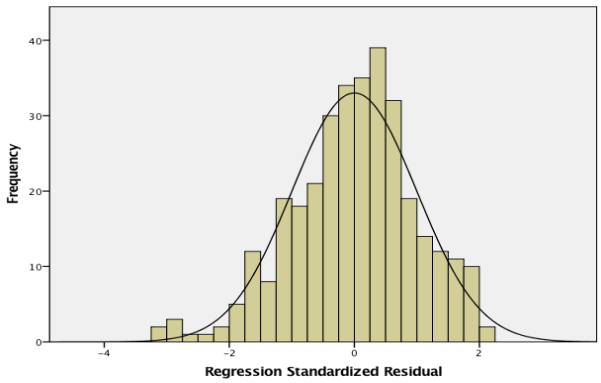


Figure 3. 2 Standardized Residual Histogram – Mediation Model 1

With regard to the residual homoscedasticity, the scatterplot doesn't show clear violation (Figure 3.3). Finally, tests of tolerance and VIF show that multicollinearity is not a problem (Table 3.9).

Figure 3. 3 Standardized Residuals Homoscedasticity Scatterplot – Mediation Model 1

Table 3. 9 Multicollinearity – Mediation Model 1

Variable	Tolerance	VIF
Mediation Model 1		
Curiosity	.822	1.217
Cultural Intelligence	.822	1.217

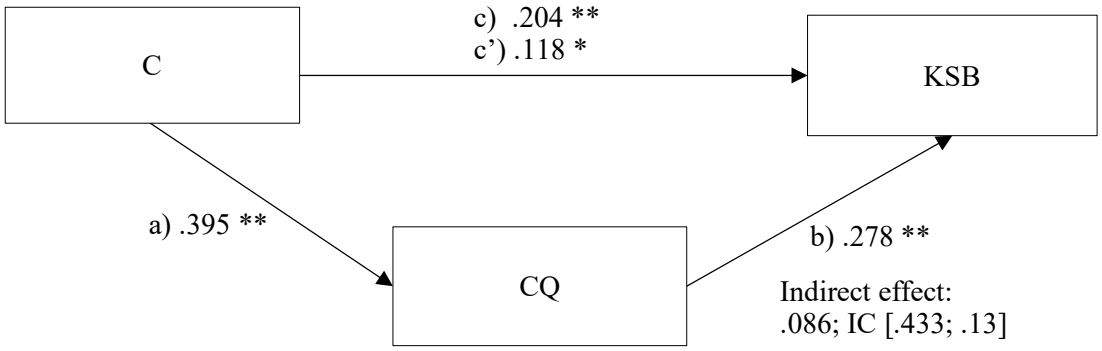
Results are presented on Table 3.10. A significant regression model was found (F=20.698, p<0.01). Through the adjusted R^2 analysis it was concluded that 11,2% of the total variability of knowledge sharing is explained by the two predictors of curiosity and cultural intelligence. In fact, both curiosity (β=.204; t=4.652; p<.01) and cultural intelligence (β=.278; t=4.313; p<.01) have a direct positive effect on knowledge sharing. In addition, the analysis revealed that curiosity has a direct positive effect on cultural intelligence (β=.395; t=8.433; p<.01). Because the a-path

and *b*-path were significant, mediation analyses were tested using the bootstrapping method with bias-correct confidence estimates. In the present study, the 95% confidence interval of the indirect effects was obtained with 5000 bootstrap resamples (Hayes, 2017). Results confirmed the mediating role of cultural intelligence in the relationship between curiosity and knowledge sharing (*ß*=.086; CQ=.433 to CQ=.135). In fact, results indicated that the direct effect of curiosity on knowledge sharing is lower (*ß*=.118; t=2.508; *p*<.05) when controlling for cultural intelligence, suggesting a partial mediation. Figure 3.4 represents the mediation model. Thus, according to the above the hypotheses H1 to H4 are supported.

Table 3. 10 Effects of Curiosity and Cultural Intelligence on KSB

Steps	*ß*	SE	*t*	*p*
Effect of C on KSB (*c* path)	.204	.044	4.652	.000
Effect of C on CQ (*a* path)	.395	.037	.433	.000
Effect of CQ on KSB (*b* path)	.278	.064	4.313	.000
Effect of C on KSB controlled by CQ (c' path)	.118	.047	2.508	.012
			LL95%CQ	UL95%CQ
Bootstrap results of the indirect effect	.086	.023	.433	.135
Direct and total effect: Adjusted R^2 =0.112, F (20.698), p=.000				

C: Curiosity; KSB: Knowledge Sharing Behavior, CQ: Cultural Intelligence.



C: Curiosity; KSB: Knowledge Sharing Behavior, CQ: Cultural Intelligence; **p<.01; *p<.05.

Figure 3. 4 Mediation Model 1 – Independent Variable: Curiosity

3.3.5.2 Effects of ICA and cultural intelligence on KSB (Mediation Model 2)

In order to assess the hypotheses H5 to H7, multiple linear regressions were conducted using PROCESS Macro (Hayes, 2017), to model the relationship between knowledge sharing (dependent variable), ICA (independent variable), and cultural intelligence (mediator variable). Preliminary analyses were performed to ensure there was no violation of the assumptions. With

regard to the normality, observing the histogram (Figure 3.5) and appealing to the Central Limit Theorem, the researcher can assume the residual are not far from normality.

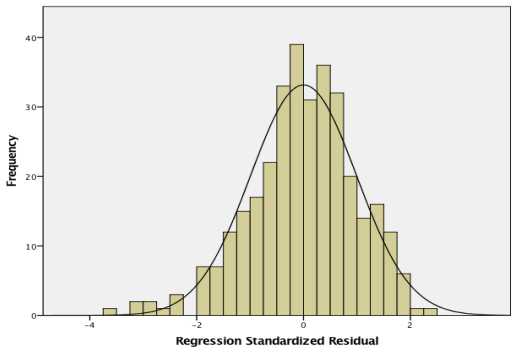


Figure 3. 5 Standardized Residual Histogram – Mediation Model 2

With regard to the residual homoscedasticity, the scatterplot doesn't show clear violation (Figure 3.6). Finally, test of tolerance and VIF shows that multicollinearity is not a problem (Table 3.11).

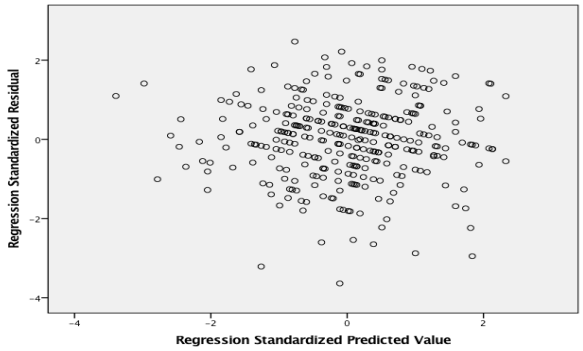


Figure 3. 6 Standardized Residuals Homoscedasticity Scatterplot – Mediation Model 2

Table 3. 11 Multicollinearity – Mediation Model 2

Variable	Tolerance	VIF
Mediation Model 2		
ICA	.752	1.329
Cultural Intelligence	.752	1.329

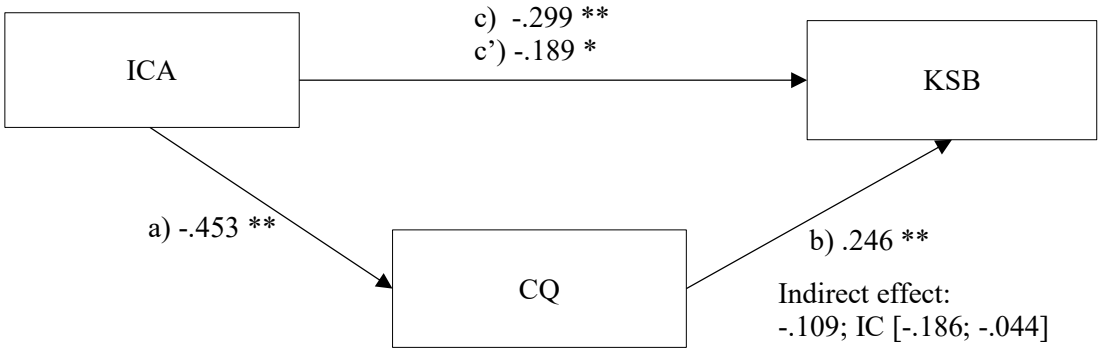
Results are presented on Table 3.12. A significant regression model was found (F=22.529, p<0.01). Through the adjusted R^2 analysis it was concluded that 12,1% of the total variability of knowledge sharing is explained by the two predictors of ICA and cultural intelligence. In fact, ICA (β=-.299; t=-5.549; p<.01) has a direct negative effect on knowledge sharing, and cultural intelligence (β=.246; t=3.623; p<.01) has a direct positive effect. Moreover, the analysis

revealed that ICA has a direct negative effect on cultural intelligence (*ß*=-.453; t=-10.391; *p*<.01). Because the a-path and b-path were significant, mediation analyses were tested using the bootstrapping method with bias-correct confidence estimates. In the present study the 95% confidence interval of the indirect effects was obtained with 5000 bootstrap resamples (Hayes, 2017). Results confirmed the mediating role of cultural intelligence in the relationship between ICA and knowledge sharing (*ß*=-.109; CQ=-.186 to CQ=-.044). In fact, results indicated that the direct negative effect of ICA on knowledge sharing is lower (*ß*=.189; t=-3.099; *p*<.05) when in the presence of the variable cultural intelligence, suggesting a partial mediation. Figure 3.7 represents the mediation model. According to the above, hypotheses H5 to H7 are supported.

Table 3. 12 Effects of ICA and Cultural Intelligence on KSB

Steps	*ß*	SE	*t*	*p*
Effect of ICA on KS (c path)	-.299	.053	-5.549	.000
Effect of ICA on CQ (a path)	-.453	.044	-10.392	.000
Effect of CQ on KS (b path)	.246	.067	3.623	.000
Effect of ICA on KS controlled by CQ (c' path)	-.189	.061	-3.099	.002
			LL95%CQ	UL95%CQ
Bootstrap results of the indirect effect	-.109	.036	-.186	-.044
Direct and total effect: Adjusted R^2 =0.121, F (22.529), p=.000				

ICA: Intercultural Communication Apprehension; KSB: Knowledge Sharing Behavior; CQ: Cultural Intelligence.



ICA: Intercultural Communication Apprehension; KSB: Knowledge Sharing Behavior; CQ: Cultural Intelligence; **p<.01; *p<.05.

Figure 3. 7 Mediation Model 2 – Independent Variable: ICA

3.3.6 Summary of hypotheses

Table 3.13 summaries the results of hypotheses in this study.

Table 3. 13 Study 1 – Hypotheses testing

H#	Hypothesis Testing	Result
H1	Positive direct effect of curiosity on knowledge sharing.	Supported
H2	Positive direct effect of curiosity on cultural intelligence.	Supported
H3	Positive direct effect of cultural intelligence on knowledge sharing.	Supported
H4	Mediation effect of cultural intelligence on the relationship between curiosity and knowledge sharing.	Supported
H5	Negative direct effect of ICA on knowledge sharing.	Supported
H6	Negative direct effect of ICA on cultural intelligence.	Supported
H7	Mediation effect of cultural intelligence on the relationship between ICA and knowledge sharing.	Supported

3.4 Discussion

The findings of this study contribute to the literature by confirming and extending prior results in several way. First, the effect of curiosity on knowledge sharing experience has deserved attention in prior research (Porfeli & Savickas, 2012; Wang & Noe, 2010). The results of the survey indicated that curiosity has a positive direct effect on knowledge sharing behavior, which supported hypothesis H1. This result suggests that the more curios a staff is, the more this can lead to knowledge sharing opportunities. Safa and Solms (2016) revealed in their research that curiosity satisfaction has a significant effect on attitude towards information security knowledge sharing. Therefore, it is important to address the role of curiosity in the learning process, as it has been proposed that "curiosity-driven individual learning, mediated by mindfulness (i.e. ability to focus on one's curiosity), can lead to the creation of different types of knowledge" (Leonard & Harvey, 2007, p. 295). People who are curious have a strong desire to learn (Mussel, 2010). This reveal that curiosity could prompt knowledge sharing behavior; thus, organizations need to make an effort to maximize academic staffs' curiosity.

Furthermore, the present study indicated that curiosity has a positive direct effect on cultural intelligence, which supported hypothesis H2. Curiosity is a strong predictor of cultural intelligence, and motivational cultural intelligence assists in developing curiosity in an individual, which is a strong desire to know or learn something (Saini, 2018). Many professors face significant social, professional, and academic challenges in the Gulf countries, where

faculty and members are in high demand, particularly those who have chosen to work outside of their home countries. Nurturing curiosity in a diverse workforce can lead to better communication and collaboration among academic teaching staff. The number of expatriate teaching and researching in the Gulf countries has increased at an unprecedented rate (Romanowski & Nasser, 2014). According to Lee and Kartika (2014), when expatriates adjust to their surrounding environment, this has a positive impact on expatriate knowledge sharing. Previous studies revealed that cultural intelligence is a critical factor in establishing an environment for knowledge sharing initiatives (Michailova & Hutchings, 2006, Ali et al., 2019). This study revealed that cultural intelligence has a direct effect on knowledge sharing behavior, which confirmed H3.

Moreover, this study is one of the first to examine the mediation role of cultural intelligence and the impact of curiosity, and intercultural communication apprehension on knowledge sharing behavior. Therefore, this study advances the understanding of the underlying mechanisms between cultural intelligence and its antecedents. Prior research by Ali et al. (2018) has explored the direct effect of cultural intelligence on knowledge sharing. However, little attention has been devoted to understanding the mediating role of cultural intelligence. The results in this study indicated that cultural intelligence has a mediating role in the relationship between curiosity and knowledge sharing, which support H4. This mediation shows the importance of cultural intelligence to work effectively in culturally diverse work environments (Ang & Van Dyne, 2008).

Second, the present study indicated that ICA has a direct negative effect on cultural intelligence and knowledge sharing, which support H5 and H6. This result suggests that the more ICA are available, the less likely the employees will engage in knowledge sharing activities. Moreover, prior research by Presbitero and Quita (2017) has investigated the moderating role of CQ to decrease the negative effect of anxiety and uncertainty on intercultural communication effectiveness and knowledge sharing behavior. This study differs contextually by examining the mediating effect of CQ on the relationship between ICA and knowledge sharing. The results indicated that cultural intelligence has a mediating effect on the relationship between ICA and knowledge sharing, which support H7. The results obtained from the quantitative phase provided a broad picture of the research problem; additional analysis, specifically qualitative data is required to refine and explain the findings from the quantitative phase (Creswell & Plano-Clark 2011).

Although this study has many strengths, an important limitation of this study was the Qatar-based context. Future studies may want to investigate the model in other countries with similar characteristics, in order to understand the impact of different national cultures. In addition, the

selection of academic teaching staff is a unique sample. The process of collecting data from higher education institutions is extremely time-consuming in Qatar. This may explain the reason behind the chosen population being under-studied. Future research should be conducted in other sectors to increase generalizability of the findings. Moreover, this study is based on the individual level analysis. Future research focus on the multi-level analysis to give a broaden horizon of this underlying phenomenon.

Organizations strive to have a satisfied workforce. Creating a positive environment can induce curiosity and minimize ICA. This act as a great formula to stimulate knowledge sharing behavior among academic teaching staff. However, in the Gulf context, where policies to localize the labor workforce exist, this add unique opportunities and challenges. Therefore, in the next chapter, the researcher will investigate the impact of KS on job satisfaction and turnover intention and the moderating role of perceived organizational support.

3.5 Chapter summary

This chapter has discussed the results obtained from the quantitative phase in response to the research hypotheses of this research. In order to confirm the structure of the measurement scales used in the conceptual model, the Principal Component Analysis (PCA) technique was applied with a varimax rotation for the items of the independent and mediator variables (curiosity, ICA and cultural intelligence); and dependent variable (knowledge sharing). The analysis supports the mediating effect of cultural intelligence on the link between curiosity and ICA on knowledge sharing behavior of academic teaching staff. The quantitative analysis will be validated in the qualitative phase of this research.

Chapter 4

To Share or Not to Share: The impact of knowledge sharing behavior on job satisfaction and turnover intention: The moderating role of perceived organizational support in HEIs

4.1 Introduction

Knowledge sharing is considered one of the most complex disciplines in knowledge management (Bock & Kim, 2002). According to Van Den Hooff and Ridder (2004), two processes are involved in knowledge sharing: (1) knowledge donating, which refers to a person's willingness to share knowledge with their peers, and (2) knowledge collecting, which refers to a person's willingness to discuss, adopt, and accept new knowledge from his colleagues.

Social exchange theory, developed by Blau (1964), explains social and behavioral changes in societies. It further explains the contributions of workers made to their organizations and their prospects as a result of their engagements (Akgunduz et al., 2018). Perceived organizational support is the general belief that the organization values the contributions and well-being of its employees (Eisenberger et al., 1986). In other words, employees feel secure in their organizations and use the support they have. Numerous studies have shown that high perceived organizational support enhances employee job satisfaction (Erdogan & Enders, 2007; Filipova, 2011). Employees feel more obligated to contribute to the organization's prosperity and help it achieve its goals as their perceived organizational support grows (Akgunduz et al., 2018).

According to organizational support theory, when workers believe that their organizations support them, they feel more responsible for the organization's well-being and goals (Rhoades & Eisenberger, 2002). Yu and Frenkel (2013) suggested that perceived organizational support benefits both employees (e.g., increased job satisfaction) and organizations (e.g. reduced unwanted behavior). Workers with high perceived organizational support show reduced turnover intention (Park et al., 2016). It is vital for the organization to facilitate and support this type of behavior especially among a diverse faculty staff. As a result, perceived organizational support has been introduced in this study as a moderator variable.

Appreciating culture as a powerful organizational resource can contribute to organizational success (Holden, 2002). Qatar, with such diverse labor force, can utilize this quality to further

benefit the education sector. Sustainable human resource practices are critical in Qatar, because further loss in national staff (given their small percentage in the higher education sector) might hinder Qatar's Human Development vision of 2030. It is critical to assess the effects of the increased demographic diversity on job satisfaction and turnover intention. This study differs contextually from previous studies by assessing knowledge sharing in a diverse workforce environment, which is a new concept in the field of knowledge management.

This study contributes to filling the gap by presenting a conceptual model that describes the effect of knowledge sharing on academic teaching staffs' job satisfaction and turnover intention in higher education institutions. It also examines the moderating effect of POS on the relationship between KS and JS, and KS and TI in higher education institutions. In the following section, a model for the study is developed, and hypotheses are formulated and presented.

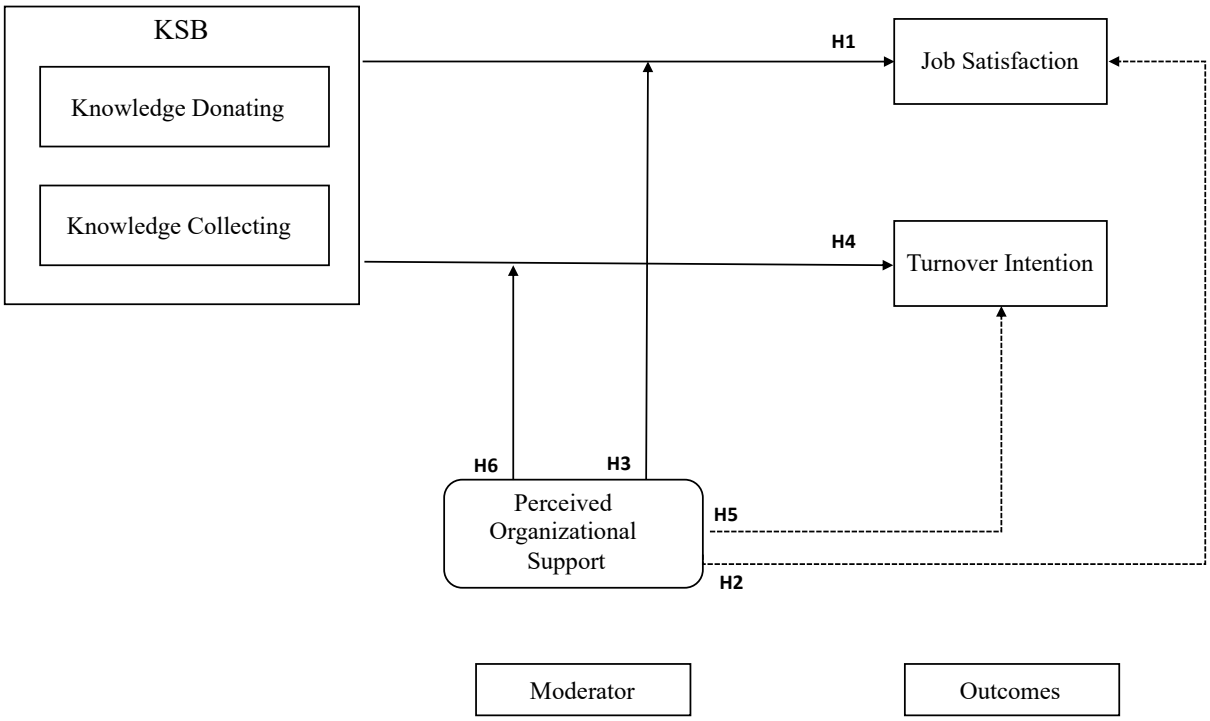


Figure 4. 1 Conceptual model

Note: Dashed lines reflect direct effects.

4.1.1 KSB and perceived organizational support on job satisfaction

Hoppock (1935) provided the first definition of job satisfaction over 75 years ago. Since then, the literature on the subject has grown substantially. Aziri (2011) defined job satisfaction as "the collection of feeling and beliefs that people have about their current job" (p.78). According

to the literature, job satisfaction affects employee turnover and productivity in organizations (Saeed, 2016). Lack of job satisfaction may prompt employees to leave the workplace (Trivellas et al., 2015).

Over the years, researchers and practitioners have become interested in topics such as job satisfaction and knowledge sharing. These two areas are important to an organization's overall well-being (Rehman et al., 2014). The relationship between knowledge sharing and job satisfaction is critical for employees who contribute to the overall organizational objectives (Rafique & Mahmood, 2018). According to Park and Kim (2006), when employees are involved in decision making, behavior that demonstrates a high spirit in sharing knowledge will increase job satisfaction. Knowledge sharing has a positive and significant effect on employee satisfaction, as well as a significant positive effect on workplace conditions (Raisi & Forutan, 2017).

Several researchers have proposed theories about the relationship between job satisfaction and knowledge management. For instance, Teh and Sun (2012) have proposed that job satisfaction and knowledge sharing are positively related. Further investigation to the relationship between knowledge sharing and job satisfaction was assessed in Taiwanese firms (Liao et al. 2007). The study discovered that working relationships between subordinates and supervisors play a critical role in organizational KSB. Overall, it suggests that the relationship between KS practices and job satisfaction is ambiguous and should be investigated further from a different context, in this case, the HEI sector in Qatar. The following hypothesis is posed:

H1: There is a positive direct effect of knowledge sharing on job satisfaction.

According to Eisenberger et al. (1986), when employees perceive that they are appreciated by their organization, they will believe in organization values and try their best to achieve organization's success. Choi et al. (2016) claimed that if employees perceived that they were treated fairly, they would reciprocate with high job performance and positive attitudes. Based on this argument, the researcher defines POS as reflecting the employee's best efforts in performing personal responsibilities and organizational goals as a positive response that stems from their belief of being valued and having significant support within the organization.

When academic teaching staff are encouraged to share their knowledge with their colleagues, they open the door for more opportunities to develop new thoughts and be proactive in achieving the institutions' goals. Job satisfaction can have profound effects in the analyzed phenomena. High job satisfaction is related with low TI; low job satisfaction leads toward high turnover intention.

Job satisfaction is one of the outcomes of perceived organizational support (Maan et al., 2020). When employees receive great support from their organization, they feel valuable, satisfied and attached. Several studies suggest that employees are satisfied with their jobs when they receive support from their organizations (Colakoglu et al., 2010). Previous studies have suggested a positive relationship between knowledge sharing and job satisfaction (Raisi & Forutan, 2017; Teh & Sun, 2012; Trivellas et al., 2015). Based on the above discussion, the following hypothesis is therefore proposed:

> H2: There is a positive direct effect of perceived organizational support on job satisfaction

Perceived organizational support is viewed as a critical factor in creating a positive environment for KS activities to take place (Raab et al., 2014). Many studies have been conducted to investigate the impact of knowledge management on satisfaction (Islamy, et al., 2020). Although knowledge sharing is positively related to job satisfaction (Dalati & Alchach, 2018), workplace politics can be critical in the Gulf context. It is plausible that employees deliberately share information that is not beneficial. There are advantages to hoarding personal knowledge for professional gain while pretending to be active in sharing knowledge (Ahmed & Karim, 2019). Job security, benefits, and incentives are some of the reasons why some employees do not want to share their knowledge (Batrol et al., 2009).

In high power-distance cultures, power dynamics come into act (Ahmed & Karim, 2019). Employees who receive high organizational support may bypass knowledge sharing, especially in the Gulf context where policies to reduce dependency on expatriates exists. Possession of unshared knowledge may give the possessor power within the organization (Haq & Anwar, 2014). This is because knowledge is seen as a source of power among academics; giving up this power could affect their opportunities for promotion (Norulkamar & Hatamleh, 2014; Al-Kurdi et al., 2018). Mustika et al (2020) found that job satisfaction doesn't successfully mediate the relationship between perceived organizational support and knowledge sharing.

The moderating effect of POS can reveal a new path to better understand the relationship between KS and JS among academic teaching staff. Mustika et al (2020) did not find a significant relationship between POS and KS. However, previous studies have shown that there is a direct positive relationship between POS and KSB (Castaneda et al., 2016). This inconsistent result implies that the role of perceived organizational support for knowledge sharing may be constrained by boundary conditions (Yang et al., 2018). POS is expected to have a positive relationship with knowledge sharing. Nevertheless, empirical findings do not fully support this sound assumption (Yang et al., 2018), particularly in the Gulf context given

its dynamic workforce. It is highly possible that the moderating role of POS in the relationship between KS and JS holds true only in certain circumstances and for certain type of employees. The results appear to be largely contextual and, in many cases, country specific. To supplement the literature in the Qatari context, the researcher will investigate the moderating role of POS in the relationship between KS and JS. The following hypothesis is proposed:

H3: The perceived organizational support moderates the relationship between knowledge sharing and job satisfaction

4.1.2 KSB and perceived organizational support on turnover intention

According to Hislop (2003), "retention of workers with valuable knowledge may be just as key an element of an organization's KM strategy as its attempts to induce its workers to share their knowledge" (p.185). Thus, turnover intention is a crucial variable to examine due to the fact that it can negatively influence and raise the expenditure for institutions. Turnover intention is defined as individual's preference to leave the organization at some point in the near future (Lacity et al., 2008).

Previous research has found that employees are frequently harmed by a lack of sharing, which leads to a higher intention to leave (Connelly & Zweig, 2015; Djurkovic et al., 2008; Berthelsen et al., 2011). Jacobs and Roodt (2007) found that there was a significant negative relationship between KS and TI. Moreover, Srivastava and Pradhan (2019) examined KS and turnover intention of the faculties in management teaching institutes in India. The results indicated that KS lowered the faculty's turnover intention.

According to Nguyen et al. (2019), at the individual level of analysis, most KS studies focused on its drivers and determinants rather than outcomes. In the context of turnover intention, there are no studies to examine the role of behavioral (i.e. knowledge sharing) and human capital as explanatory factors in examining turnover intentions as an outcome (Lakshman et al. 2021). Based on the above discussion, the following hypothesis is therefore proposed:

H4: There is a negative direct effect of knowledge sharing on turnover intention

Social exchange theory (Blau, 1964) presents a theoretical explanation for the relationship between perceived organizational support and KS (Bartol et al., 2009; Swift & Virick, 2013; Wang & Noe, 2010). When knowledge is hidden within an organization, employees may have plans to leave (Černe et al. 2014). Numerous studies found a negative relationship between perceived organizational support and turnover intention (Rhoades & Eisenberger, 2002; Allen

et al., 2003). When an organization is perceived to have provided the support needed, employees are more likely to be satisfied and have a lower intention to leave (Foong-Ming, 2008). This study shall contribute to the social exchange theory by investigating and explaining the impact of knowledge sharing on academic teaching staff as opposed to other populations commonly studied in business (non-academic) settings.

The relationships between POS, knowledge sharing, and turnover intention were based on prior research on related concepts such as knowledge hiding and job security. Wijk (2017) found that knowledge hiding partially mediates the relationship between POS and turnover intention. It is apparent that perceived organizational support is an important construct, it can stimulate academic teaching staff to share their knowledge resulting in less knowledge hiding. As a result, there will be less intention to turnover. Bartol et al. (2009) have revealed a positive association between POS and employee's knowledge sharing held only for staff who, for instance, perceived higher job security from their organization. This is especially true in Qatar, where many expatriate workers are expected to leave in a short period of time as a result of the Qatari government's labor market localization policies.

Moreover, the relationship between knowledge sharing and turnover intention has been proven (Srivastava & Pradhan, 2019). However, there is a scarcity of research on the moderating effect of POS. Investigating the potential moderating role of POS is important in increasing the understanding of the relationship between TI and KSB. In addition, the researcher focused on a variable, turnover intention, which is particularly important in the Gulf context where policies to reduce dependency on expatriates may develop the literature further. According to the Planning and Statistics Authority "Education in Qatar Statistical Profile", 2019), non-Qataris achieved the highest percentage of faculty, with 87 percent in 2017/2018. The percentage of Qataris reached 13% of the total faculty staff in universities in the same year. Based on these theoretical arguments, the researcher proposes the following hypotheses:

H5: There is a negative direct effect of perceived organizational support on turnover intention

H6*:* The perceived organizational support moderates the relationship between knowledge sharing behavior and turnover intention

The conceptual model in Figure 4. 1 presents emerging topics related to knowledge sharing and organizational culture management. The goal of this model is to evaluates the impact of knowledge sharing behavior and the moderating role of perceived organizational support on academic teaching staff' job satisfaction and their intention to leave the education sector.

4.2 Methodology

4.2.1 Measures

Knowledge sharing behavior was assessed based on the Van den Hooff and Hendrix (2004) scale. A sample item is: "When I've learned something new, I tell my colleagues about it" and "When I need certain knowledge, I ask my colleagues about it". The 8 items questionnaire can be answered on a 5-point Likert type scale (1 = strongly disagree, 5= strongly agree). Cronbach's alpha value of reliability for this study α= .85.

To measure perceived organizational support, the researcher used 8 items developed by Eisenberger et al. (1986). A sample item is: "The organization really cares about my well-being". Items 9, 10, 17, 21, 23, and 25 were selected to assess perceived organizational support due to its high loadings. These items were adopted in the research of Akgunduz et al. (2018). The 8 items questionnaire can be answered on a 5-point Likert type scale (1 = strongly disagree, 5= strongly agree). Cronbach's alpha value of reliability for this study α= .91.

Turnover intention was assessed with 3 items scale developed by Mobley et al., (1978). A sample item is: "I often think about quitting my present job". The 3 items questionnaire can be answered on a 5-point Likert type scale (1 = strongly disagree, 5= strongly agree). Mobley et al., (1978) reported Cronbach's alpha value of 0.9. This study reported α= .91.

Overall job satisfaction was assessed using Michigan Organizational Assessment Questionnaire, MOAQ-JSS scale (Cammann et al., 1979). A sample item is: "All in all, I am satisfied with my job". The 3 items questionnaire can be answered on a 5-point Likert type scale (1 = strongly disagree, 5= strongly agree). Cronbach's alpha value of reliability for this study α= .85.

4.2.2 Data collection and sample

Data were collected via an online questionnaire and paper from 8 public, private, and QF universities in Qatar. The survey was sent to the targeted population who works in Qatari HEIs. The data was collected during Covid-19 pandemic and spanned four months from November 08, 2020, to February 28, 2021. The researcher received 437 questionnaires, 107 were eliminated because they were not completed. As a result, 330 questionnaires were considered for the analysis.

The sample is composed of academic teaching staff from various discipline. The vast majority are male (70.3%), belonging to the age group of 41 to 50 years old (37.3%), followed by the group of 31 to 40 years old (27.6%), 51 to 60 years old (21.2%), above 60 years old (7.3%), and 21 to 30 years old (6.7%). Regarding their education level, the vast majority have

a PhD (71.2%), followed by the ones with a master's degree (23.9%), a bachelor's degree (4.2%) and other levels of education (.6%). The years of experience in the higher education is divided between the groups of 6 to 10 years (23.3%), 16 to 20 years (22.7%), 0 to 5 years (19.4%), 11 to 15 years (18.2%) and above 20 years (16.4%). Concerning the academic position, most respondents are assistant professors (30.6%), followed by associated professors (15.8%), lecturers (14.5%), instructors (13.0%), full professors (10.0%), researchers (8.2%), senior lecturers (2.1%) and other academic positions (5.8%). As for the employment status, the majority have a full-time position (87.9%). In regards to their nationality, most of respondents are from abroad (88.2%); the years in Qatar as an expatriate range from the groups of 0 to 5 years (41.8%), 6 to 10 years (29.7%) and above 10 years (16.7%); the majority are not assigned expatriates (47.0%) but self-initiated expatriates (67.3%); have already worked in different countries (67.9%). Finally, most respondents have family in Qatar (66.1%). The respondents covered a wide range of disciplines, including Social Science, Economic and Public Policy, Medicine and Pharmacy, Science, ICT, Engineering, Mathematics, Law and Linguistics.

4.3 Results

4.3.1 Principal Component Analysis

In order to confirm the structure of the measurement scales used in the conceptual model, the Principal Component Analysis (PCA) technique was applied with a varimax rotation. Two PCA were applied: one for the items of the moderator and dependent variables (perceived organizational support, job satisfaction and turnover intention); and another one for the items of the independent variable (knowledge sharing). Factor loadings bellow .5 were deleted. Reverse coded items are denoted with an (R). The Kaiser-Meyer-Oklin Measure of sample Adequacy and Bartlett's test of sphericity, indicated that the sample size and the data, were adequate for conducting all PCAs (see Tables 4.1 and 4.2).

As for the items of the independent variable (knowledge sharing) in Table 4.1, the PCA has retained two components with four items each component, that explains 63% of the total variance. These two components correspond to the two dimensions - knowledge collecting and knowledge donating – that pertains to the knowledge sharing scale, as presented in the literature (Vries et al., 2006). Nevertheless, following the research frameworks of the present research, the two factors were aggregated forming a single variable with eight items in total (see Table 4.1).

With respect to the items of the moderator and dependent variables, three components were retained (see Table 4.2) - perceived organizational support with eight items, turnover intention with three items, and job satisfaction with three items - that explains 71% of the total variance.

In general, it can be concluded that the PCA confirms the structure of the conceptual model's measurement scales of the current research.

Table 4. 1 Principal Components Analysis - Varimax Rotation of KSB

	Knowledge Sharing	
	Component I	Component II
	Knowledge Collecting	Knowledge Donating
I ask my colleagues about their abilities when I need to learn something.	.836	
When I need certain knowledge, I ask my colleagues about it.	.738	
I like to be informed of what my colleagues know.	.737	
When a colleague is good at something, I ask them to teach me.	.608	
I share information I have with my colleagues.		.872
When I learn something new, I tell my colleagues about it.		.854
I think it is important that my colleagues know what I'm doing.		.660
I regularly tell my colleagues what I'm doing.		.621
Eigenvalue	3.920	1.146
Cumulative Explained Variance	49.00%	63.32%

KMO = .822; Bartlett's test of sphericity: $\chi^2_{(28)} = 1098.881$; p =0.000

Table 4. 2 Principal Components Analysis - Varimax Rotation of POS, Turnover Intention and Job Satisfaction

	Components		
	I	II	III
	POS	TI	JS
Even if I did the best job possible, the organization would fail to notice. (R)	.815		
The organization would ignore any complaint from me. (R)	.802		
The organization shows very little concern for me. (R)	.781		
The organization fails to appreciate any extra effort from me. (R)	.746		
The organization really cares about my well-being.	.737		
The organization cares about my general satisfaction at work.	.680		
The organization values my contribution to its well-being.	.663		
The organization takes pride in my accomplishments at work.	.662		
I will probably look for a new job in the next year.		.889	
I often think about quitting my present job.		.817	
As soon as it is possible, I will leave the organization.		.810	
In general, I don't like my job. (R)			.794
In general, I like working here.			.782
All in all, I am satisfied with my job.			.768
Eigenvalue	7.384	1.699	.839
Cumulative Explained Variance	52.49%	64.62%	70.62%

KMO = .926; Bartlett's test of sphericity: $\chi^2_{(91)} = 3073.611$; p =0.000.
POS: Perceived Organizational Support; TI: Turnover Intention; JS: Job Satisfaction; R: Reverse coded.

4.3.2 Descriptive statistics of the indexes

In order to assess the internal consistency of each component, indexes were created based on the research design frameworks, and their internal consistency reliability was evaluated by Cronbach's alpha. It can be seen in Tables 4.3-4.6, that the indexes have a high internal consistency reliability with a Cronbach's alpha range from .851 to .913 (Malhotra, 2004).

Concerning the indexes –perceived organizational support, job satisfaction, and turnover intention - by evaluating the data in 4.3-4.6 and based on the criteria of values less than two for univariate skewness and seven for univariate kurtosis, one can conclude that all variables do not present deviations that can seriously create problems of normality (Curran et al., 1996). In addition, based on the sample size (n>30), and appealing to the Central Limit Theorem, the researcher can assume that all variables asymptotically follow a normal distribution (Malhotra, 2004).

Regarding the index of knowledge sharing (see Table 4.3) it presents a high mean (M=3.84; SD=.56), revealing that the respondents have a positive perception regarding the sharing and acquisition of knowledge. By analyzing the results, individuals tend to adopt more knowledge collecting behaviors than knowledge sharing, since the means of the items of the first type of behavior are globally higher, varying between 3.64 and 4.20, and those of the second type are between 3.38 and 4.09. Therefore, the highest mean in the index, the item referring to the knowledge collecting "when a colleague is good at something, I ask them to teach me" (M=4.20; SD=.75). On the other hand, the item with the lowest mean in the index is "I regularly tell my colleagues what I'm doing" (M=3.38; SD=.95) which belongs to the dimension of knowledge sharing.

Table 4. 3 Descriptive Statistics of KSB Index

	M	SD	Ske	Kur
Knowledge Sharing Behavior; Cronbach's alpha =.851	**3.84**	**.56**	**-.277**	**.311**
When I learn something new, I tell my colleagues about it.	3.91	.76	-.718	1.091
I share information I have with my colleagues.	4.09	.72	-.813	1.555
I think it is important that my colleagues know what I'm doing.	3,57	.90	-.243	-.370
I regularly tell my colleagues what I'm doing.	3.38	.95	-.137	-.514
When I need certain knowledge, I ask my colleagues about it.	4.05	.73	-.805	1.414
I like to be informed of what my colleagues know.	3.64	.86	-.485	.275
I ask my colleagues about their abilities when I need to learn something.	3.86	.78	-.766	.935
When a colleague is good at something, I ask them to teach me.	4.20	.75	-1.047	1.935

M: Mean; SD: standard deviation; Ske: skewness; Ku: kurtosis;

As for the index perceived organizational support (see Table 4.4), it is the positive perception with the lowest mean, but still above the midpoint of the scale (M=3.47; SD=.77). This suggests that respondents have a moderate perception of the organization's support for its employees. There is not a great variation of means between the items in this index. As a result, the item with the highest mean is "the organization values my contribution to its well-being" (M=3.57; SD=.86), and the item with the lowest mean is "the organization fails to appreciate any extra effort from me" (reverse coded, M=3.33; SD= 1.09).

Table 4. 4 Descriptive Statistics – POS Index

	M	SD	Ske	Kur
Perceived Organizational Support; Cronbach's alpha =.911	**3.47**	**.77**	**-.630**	**.194**
The organization values my contribution to its well-being.	3.57	.86	-.942	.767
The organization fails to appreciate any extra effort from me. (R)	3.33	1.09	-.312	-.690
The organization would ignore any complaint from me. (R)	3.52	.99	-.610	-.100
The organization really cares about my well-being.	3,41	.91	-.494	-.191
Even if I did the best job possible, the organization would fail to notice. (R)	3.53	1.06	-.406	-.570
The organization cares about my general satisfaction at work.	3.43	.97	-.744	.248
The organization shows very little concern for me. (R)	3.42	1.07	-.474	-.413
The organization takes pride in my accomplishments at work.	3.55	.82	-.749	.956

M: Mean; SD: standard deviation; Ske: skewness; Ku: kurtosis; R: reverse coded.

The index job satisfaction (see Table 4.5) has a very high mean (M=4.10; SD=.76), as well as in all three items, revealing that respondents are globally satisfied with their work. In fact, the item "In general I don't like my job" (reverse coded, M=4.25; SD=.83) has the highest mean, as opposed to the item "all in all, I'm satisfied with my job (M=4.00; SD=.86).

Table 4. 5 Descriptive Statistics – Job Satisfaction Index

	M	SD	Ske	Kur
Job Satisfaction; Cronbach's alpha =.851	**4.10**	**.76**	**-1.475**	**3.500**
All in all, I am satisfied with my job.	4.00	.86	-1.306	2.591
In general, I don't like my job. (R)	4.25	.83	-1.579	3.576
In general, I like working here.	4.07	.883	-1.330	2.384

M: Mean; SD: standard deviation; Ske: skewness; Ku: kurtosis; R: Reverse coded.

Finally, the index turnover intention (see Table 4.6) measures the negative attitude that the respondents have towards their work. It presents a very low mean (M=2.12; SD=1.06), in line with the satisfaction they show in relation to their work. In fact, individuals do not intend to change jobs, and the item that explicitly measures this intention "as soon as it is possible, I will leave the organization" has the lowest mean of all items (M=1.98; SD=1.11).

Table 4. 6 Descriptive Statistics of Turnover Intention Index

	M	SD	Ske	Kur
Turnover Intention; Cronbach's alpha =.913	**2.12**	**1.06**	**.953**	**.278**
I often think about quitting my present job.	2.18	1.15	.777	-.267
I will probably look for a new job in the next year.	2.20	1.17	.890	-.097
As soon as it is possible, I will leave the organization.	1.98	1.11	1.239	.950

M: Mean; SD: standard deviation; Ske: skewness; Ku: kurtosis

4.3.3 Correlations between variables

In order to assess the linear correlations between the variables, Pearson correlations tests were performed (see Table 4.7). It is possible to observe that knowledge sharing presents a weak positive relationship with the perceived organizational support (r=.120; p<.05) and the job

satisfaction (r=.201; p<.01); and a weak negative relationship with turnover intention (r=-.143; p<.01); thus, the higher level of knowledge sharing is associated with the higher levels of perceived organizational support and job satisfaction, and lower level of turnover intention. Finally, perceived organization support presents a strong positive relationship with job satisfaction (r=.602; p<.01) and moderate negative relationship with turnover intention (r=-537; p<.01); in other words, the higher the perceived organizational support, the higher the job satisfaction and the lower turnover intention will be.

Table 4. 7 Simple Linear Correlations (Pearson's r)

	Mean	Std. dev	KS	POS	JS
KS	3.83	0.56			
POS	3.47	0.77	**.120***		
JS	4.10	0.76	**.201****	**.602****	
TI	2.12	1.05	**-.143****	**-.537****	-.653**

KSB: Knowledge Sharing Behavior; POS: Perceived Organizational Support; JS: Job Satisfaction; TI: Turnover Intention; ** p<.01; *p<.05

4.3.4 Multiple linear regressions

4.3.4.1 Effects of KSB and POS on job satisfaction (Moderation Model 1)

In order to assess the hypotheses H1 and H3 a multiple linear regression was performed using PROCESS Macro (Hayes, 2017), to model the relationship between job satisfaction (dependent variable), knowledge sharing (independent variable) and perceived organizational support (moderator variable). Knowledge sharing and perceived organizational support were computed into an interaction predictor variable. Next, the mentioned predictors and the interaction predictor were entered into a simultaneous regression model (Dawson, 2014; Hayes, 2017). Preliminary analyses were performed to ensure there was no violation of the assumptions. With regard to the normality, observing the histogram (see Figure 4.2) and appealing to the Central Limit Theorem, the researcher can assume the residual are not far from normality.

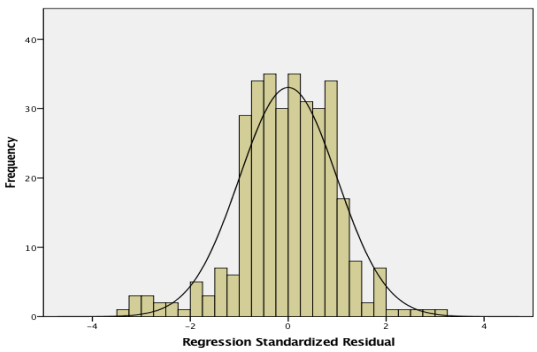


Figure 4. 2 Standardized Residual Histogram – Job Satisfaction Regression

With regard to the residual homoscedasticity, the scatterplot doesn't show clear violation (see Figure 4.3). Finally, tests of tolerance and VIF show that multicollinearity is not a problem (see Table 4.8).

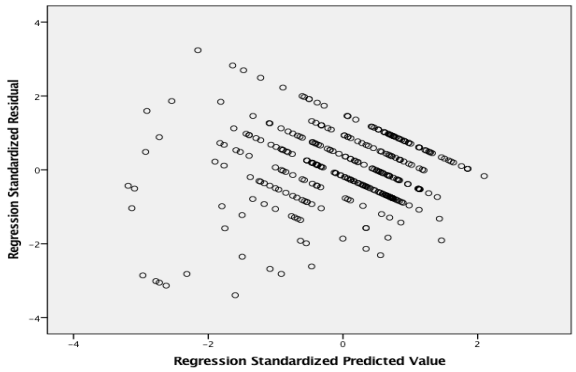


Figure 4. 3 Standardized Residuals Homoscedasticity Scatterplot – Job Satisfaction Regression

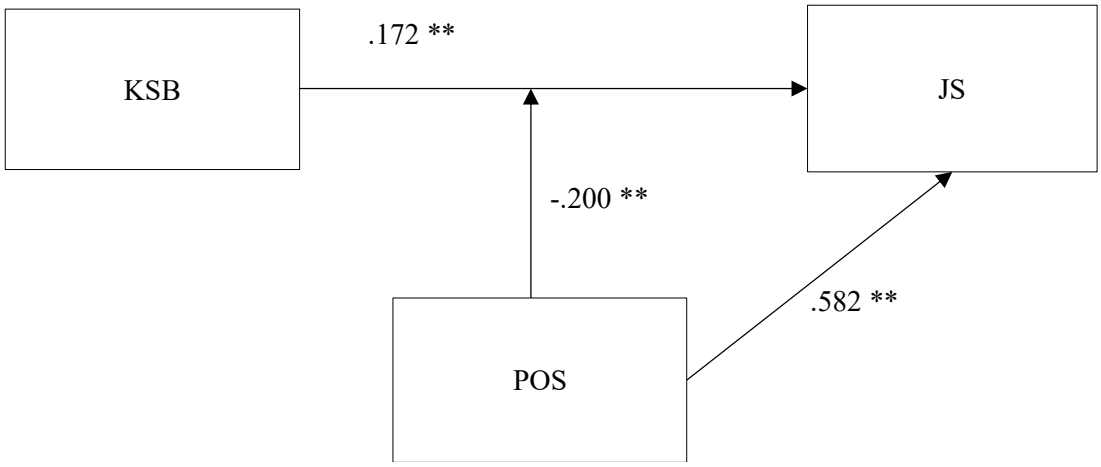
Table 4. 8 Multicollinearity - Moderation Model 1 and 2

Variable	Tolerance	VIF
Moderation Model		
Knowledge Sharing Behavior	.985	1.015
Perceived Organizational Support	.984	1.016

Results are presented on Table 4.9 and Figure 4.4. A significant regression model was found (F=70.497, p<0.01). Through the adjusted R^2 analysis it was concluded that 38,8% of the total variability of job satisfaction is explained by the predictors of knowledge sharing and perceived organizational support and of the interaction between these two variables. In fact, the results indicated that greater knowledge sharing (β=.172, t=2.968, p<0.01) and perceived organizational support (β=.582, t=13.558, p<0.01) were both associated with higher job satisfaction. The effect of the interaction between knowledge sharing and perceived organizational support on job satisfaction was also significant (β=-.200, t=-2.727, p<0.01), suggesting that there was a moderating effect of the perceived organizational support on the relationship between knowledge sharing and job satisfaction. A negative moderating effect was observed. Thus, the higher the values of perceived organizational support the lower the effect of knowledge sharing on job satisfaction will be. According to the above, hypotheses H1, H2, and H3 are supported.

Table 4. 9 Effects of KSB and Perceived Organizational Support on Job Satisfaction

	ß	SE	*t*	*p*
(Constant)	4.114	.032	125.336	.000
Knowledge Sharing (KS)	.172	.058	2.968	.003
Perceived Organizational Support (POS)	.582	.043	13.588	.000
Interaction KS*POS	-.200	.073	2.727	.007
Adjusted R^2 =0.388 F (70.497), p=0.000				



KSB: Knowledge Sharing Behavior; POS: Perceived Organizational Support; JS: Job Satisfaction; ** p<.01.

Figure 4. 4 Moderation Model 1– Independent Variable: Job Satisfaction

Simple slopes were tested for the association between knowledge sharing and job satisfaction for low (16th percentile), moderate (50th percentile), and high (84th percentile) levels of perceived organizational support, using PROCESS Macro (Hayes, 2017). The simple slopes tests (see Table 4.10) of the low (B=.316, t=4.057; *p*<.01) and medium (B=.141, t=2.388, *p*<.05) levels revealed a significant association between knowledge sharing and job satisfaction, with the low level being the strongest. Figure 4.5 plots the simple slopes for the interaction. According to the above the hypotheses H1, H2 and H3 are supported.

Table 4. 10 Conditional effects of local predictor at values of the moderator

Cut points / levels	POS Values	B	*t*	*p*
(16% - low level)	-.721	.316	4.057	.000
(50% - medium level)	.153	.141	2.388	.024
(84% - high level)	.653	.042	.547	.584

POS: Perceived organizational support.

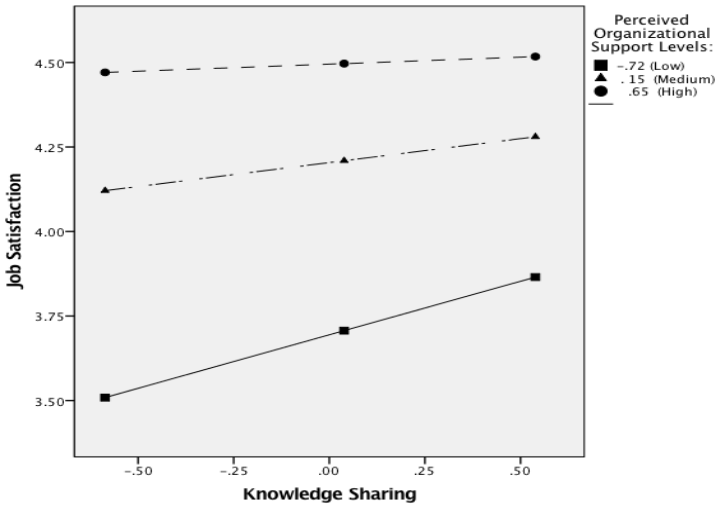


Figure 4. 5 Simple slopes of conditional effects of predictors (Job Satisfcation and Knowledge Sharing) at values of the moderator (Perceveid Organization Support)

4.3.4.2 Effects of KSB and POS on turnover intention (Moderation Model 2)

In order to assess the hypotheses H4 and H6, a multiple linear regression was performed using PROCESS Macro (Hayes, 2017), to model the relationship between turnover intentions (dependent variable), knowledge sharing (independent variable) and perceived organizational support (moderator variable). Knowledge sharing and perceived organizational support were computed into an interaction predictor variable. Next, the mentioned predictors and the interaction predictor were entered into a simultaneous regression model (Dawson, 2014; Hayes, 2017). Preliminary analyses were performed to ensure there was no violation of the assumptions. With regard to the normality, observing the histogram (see Figure 4.6) and appealing to the Central Limit Theorem, the researcher can assume the residual are not far from normality.

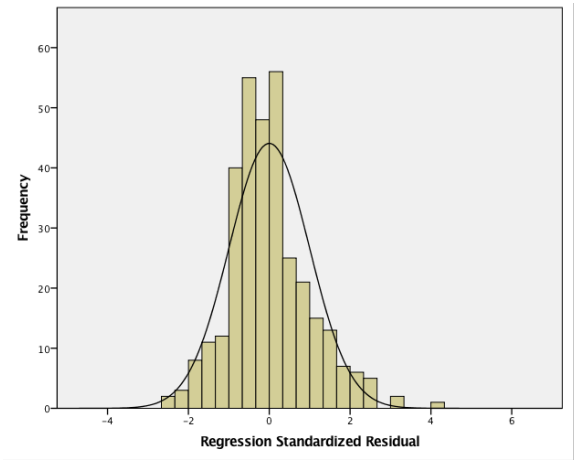


Figure 4. 6 Standardized Residual Histogram – Turnover Intention Regression

With regard to the residual homoscedasticity, the scatterplot doesn't show clear violation (see Figure 4.7). Finally, tests of tolerance and VIF showed earlier that multicollinearity is not a problem (see Table 4.8).

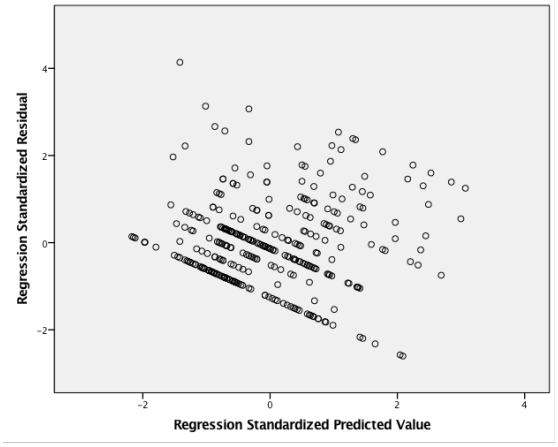
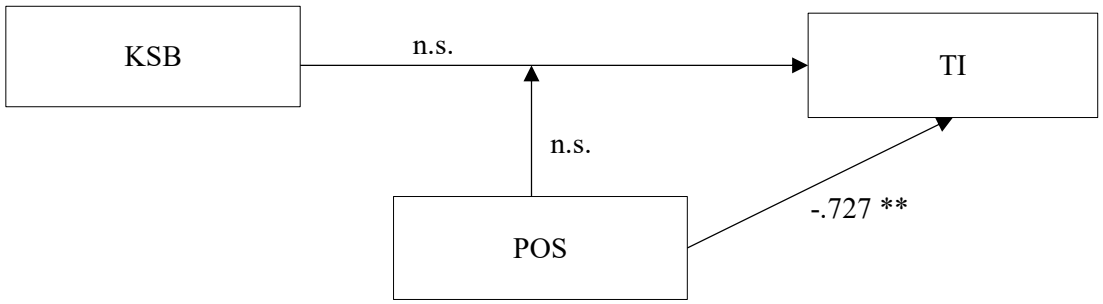


Figure 4. 7 Standardized Residuals Homoscedasticity Scatterplot – Turnover Intention Regression

Results are presented in Table 4.11 and Figure 4.8. A significant regression model was found (F=45.524, p<0.01). Through the adjusted R^2 analysis it was concluded that 29,5% of the total variability of turnover intention is explained by the predictor of perceived organizational support (β=-.727; t=-11.271; p<.01). This predictor has a direct and negative effect on turnover intention, thus the higher the perceived organizational support the lower turnover intention will be. The effects of the predictor knowledge sharing and the interaction between knowledge sharing and perceived organizational support on turnover intentions were not significant. According to the above, hypothesis H5 is supported. However, H4 and H6 are not supported.

Table 4. 11 Effects of KSB and Perceived Organizational Support on Turnover Intention

	β	SE	t	p
(Constant)	2.121	.049	42.913	.000
Knowledge Sharing (KS)	-.148	.087	-1.700	.090
Perceived Organizational Support (POS)	-.727	-.065	-11.271	.000
Interaction KS*POS	.021	.110	.1959	.845
Adjusted R^2 =0.295 F (45.524), p=0.000				



KSB: Knowledge Sharing Behavior; POS: Perceived Organizational Support; TI: Turnover Intention; n.s.: not significant; ** p<.01; **p<.01; * p<.05.

Figure 4. 8 Moderation model 2 – independent variable: Turnover Intention

4.4 Summary of hypotheses

Table 4.12 summaries the results of the hypotheses in this study.

Table 4. 12 Study 2 – Hypotheses testing

H#	Hypothesis Testing	Result
H1	Direct effect of knowledge sharing on job satisfaction.	Supported
H2	Direct effect of perceived organizational support on job satisfaction.	Supported
H3	Moderator effect of perceived organizational support on the relationship between knowledge sharing and job satisfaction.	Supported
H4	Direct effect of knowledge sharing on turnover intention.	Not supported
H5	Direct effect of perceived organizational support on turnover intention.	Supported
H6	Moderator effect of perceived organizational support on the relationship between knowledge sharing and turnover intention.	Not supported

4.5 Discussion

This study investigated knowledge sharing behavior in higher education institutions. It examined the impact of KS on job satisfaction and turnover intention in higher education institutions. Moreover, this study examined the moderating effect of perceived organizational support. Drawing on social exchange and POS theory, this study makes numerous contributions. First, it demonstrates that knowledge sharing is positively associated with job satisfaction, which supported hypothesis H1. This is in line with previous studies (Bontis et al.,

2011; Rehman et al., 2014; Suliman & Al-Hosani, 2014; Trivellas et al., 2015; Yunus et al., 2014).

As predicted by POS theory, POS was positively associated with job satisfaction, which supported hypotheses H2. Moreover, this study confirmed the moderating role of POS on the relationship between knowledge sharing and job satisfaction. The findings extend and support previous studies (Erdogan & Enders, 2007; Filipova, 2011; Maan et al., 2020; Mustika et al., 2020; Zumrah & Boyle 2015). The analysis revealed that KS was positively related to JS. This relationship weakens for employees with high level of POS. Higher education is individualistic in nature (Fullwood et al., 2013). Employees maintain an objective distance from their peers' work (unless involved in a collaborative research), as they are independent, individualistic, and autonomous, and are focused on individual academic goals (Kim & Ju, 2008). Interaction at work with diverse individuals can cause stress (Schulte, 2020), as people try to understand differences and solve communication problems and misunderstandings. Because knowledge sharing is an interaction-intensive activity, it can cause stress and burnout, especially when imposed by management (Ahmed & Karim, 2019). The results provided an opportunity to further explore the question of why organizational support does not always succeed in motivating employees to share their knowledge at work (Yang et al., 2018).

In addition, the study demonstrates that the relationship between knowledge sharing and turnover intention was not significant in the Qatari context. As a result, H4 was not supported. The findings were contrary with a study conducted by Srivastava and Pradhan (2019) that examined KS and turnover intention of the faculties in management teaching institutes in India. The results indicated that KS lowered the faculty’s turnover intention. However, the study was conducted in a university with homogenous staff. The population of this study includes universities with a diverse workforce. Furthermore, POS was found negatively associated with turnover intention, which supported H5. The finding supports the existing literature as they suggest a negative relationship between POS and turnover intention (Allen et al., 2003; Faisal & Naushad, 2021; Jing & Yan, 2022; Rhoades & Eisenberger, 2002).

Moreover, the analysis revealed that the moderating role of POS on the relationship between knowledge sharing and turnover intention was not significant. As a result, H6 was not supported. Although there are valid reasons for the positive relationship between POS and knowledge sharing. Employee–organizational correlation theories (Rousseau, 1995; Shore & Barksdale, 1998; Tsui et al., 1997) reveal that other factors may be able to change the nature of this relationship. Mustika et al., (2020) found that the relationship between KS and POS is not significant, although previous research by Bartol et al., (2009) found a strong relationship between the two variables. The findings can contribute to the field of staff and

knowledge retention to fulfill some gaps in the literature. Undeniably, examining the effect of POS on knowledge sharing and turnover intention can help leaders and practitioners to better understand the underlying mechanisms that encourage employees to share their knowledge. The researcher was inspired to investigate the issue of knowledge sharing behavior given the dynamic nature of the job market in the Gulf context, where expatriates and nationals are constantly in contact with one another. This situation places the organization at risk of losing knowledge, particularly implicit knowledge, when expatriates choose or are forced to leave (Shamsudin et al., 2016). The results obtained from the quantitative phase provided a broad picture of the research problem. Additional analysis, specifically qualitative data, is required to refine and explain the findings from the quantitative phase (Creswell & Plano-Clark 2011). Expatriate teachers in Qatar come from different educational backgrounds and may have different cultural values and belief systems (Ellili-Cherif & Hadba, 2017).

In a systematic review of knowledge management and knowledge sharing by Ahmed and Karim (2016), the authors have indicated research on the outcomes of knowledge sharing is dominated by quantitative studies. The thematic analysis of 61 studies revealed only one qualitative study. This calls for more qualitative research to explore knowledge sharing behavior among employees. A qualitative phase is necessary to shed more light on the nature of the workforce in the Gulf context.

In the next chapter, a qualitative approach will be applied to give further insights about the findings from the quantitative phase. This adds to the existing literature on POS, knowledge sharing and turnover intention and calls for more research into the relationship between these respective variables. In order to fill the gaps, the researcher will conduct semi-interviews to give the participants the chance to reflect freely.

4.6 Chapter summary

This chapter has discussed the results obtained from the quantitative phase in response to the research hypotheses of this study. In order to confirm the structure of the measurement scales used in the conceptual model, the Principal Component Analysis (PCA) technique was applied with a varimax rotation for the independent variable knowledge sharing); and items of the moderator and dependent variables (perceived organizational support, job satisfaction and turnover intention). The outcomes support the moderating effect of perceived organizational support on the relationship between knowledge sharing and job satisfaction. Moreover, the analysis revealed that all hypotheses were supported except the hypotheses related to turnover intention in relation with KS and POS. The next chapter will discuss the findings from the qualitative phase of this research.

Chapter 5

Exploring the factors that influence knowledge sharing behavior among academic teaching staff in HEIs in Qatar

5.1 Introduction

Higher education institutions produce knowledge, and KS is critical in this regard (Adamseged & Hong, 2021). This qualitative study will address the shortage of literature in explaining expatriation (Al Ariss, 2014) where expatriation can be utilized as a proxy for KS (Chang et al. ,2012). The reality is that nationals are, and will likely remain a minority in Qatar (Ibrahim et al., 2019). The workforce is highly diverse and depends heavily on expatriation. Exploring the factors that influence knowledge sharing behavior by capturing the opinion of both national and expatriate academic teaching staff shall address the gap in expatriation literature. Expatriates may prefer to socialize among their own national and cultural group due to shared cultural identity and language (Chang et al., 2012). In this study, the researcher will examine expatriation and KS in higher education institutions in Qatar.

As mentioned earlier, there has been little research investigating KSB in higher education institutions. Previous studies have been carried out mostly in Asian and Western countries. There has been little research investigating KSB in developing countries and specifically in the Middle East (Fullwood et al. 2017; Rahman et al. 2015), particularly the Gulf Region (Shamsudin et al., 2016). In addition, most studies concerning factors affecting KS are quantitative in nature. More qualitative research was suggested in order to elicit more in-depth perspectives (Fullwood et al., 2017).

The purpose of this study is to investigate the factors that have impact on KSB among academic teaching staff in HEIs in Qatar. Interviews with academic teaching staff from various cultural backgrounds and different position levels will furnish the results further. For the qualitative data collection, the researcher will aim at conducting interviews with expatriates and nationals teaching staff.

The high proportion of foreign teachers is due to Qatar's extensive economic growth, as well as the small Qatari population, which accounts for only 12 percent of the 2.7 million (Ministry of Development Planning and Statistics, 2017, in Romanowski et al., 2018). As a result, higher education institutions rely on expatriate teachers to fill the gap (Altbach & Yudkevich, 2017). This situation results in a diverse faculty in most public and private universities. According to Ellili-Cherif and Hadba (2017), one major issue with expatriate

teachers in Qatar is that they come from different educational backgrounds and may have different cultural values and belief systems. Nevertheless, universities can benefit from having a diverse faculty.

This research chose the sequential-explanatory mixed methods research for its methodology. The results obtained from the quantitative phase (chapter 3 and 4) provided a broad picture of the research problem; additional analysis, specifically qualitative data is required to refine and explain the findings from the quantitative phase. This approach will minimize the weaknesses of the quantitative and qualitative approaches (Creswell and Clark, 2011). A qualitative approach will be applied to give further insight about the findings from the quantitative phase concerning the effects of:

- Curiosity (C), intercultural communication apprehension (ICA), and knowledge sharing behavior (KS) mediated by cultural intelligence (CQ).
- Knowledge sharing behavior (KS), Job satisfaction (JS) and turnover intention (TI) moderated by perceived organizational support (POS).

It is essential to highlight that interview questions used have been tested by experts in the IRB Research Unit in the approved institutions to ensure clarity to the participants (Appendix D). In addition, the interview protocol consists of five open-ended questions to give the participants the chance to reflect freely. These open-ended questions are as follows:

- In your own words, what are the benefits of promoting knowledge sharing practices in universities?
- How do you share your knowledge with your colleagues? (e.g., face-to-face, e-mail, etc.)
- From a cultural point of view, what do you think is a critical success factor to promote knowledge sharing?
- What could lead to failure in facilitating knowledge sharing practices in universities?
- What are your suggestions and recommendation for future work?

5.2 Methodology

5.2.1 Data collection and participants

This section highlights numerous points to be considered for collecting data from interviews. These points range from the selection of participants to designing the interview protocol. The

rationale behind choosing a qualitative approach was to interpret important findings from the quantitative phase.

Qualitative research can be time consuming and costly. The majority of research on knowledge sharing have used either a quantitative or qualitative method. Due to the fact that there has been very little research in higher education using a mixed-method methodology that includes both quantitative and qualitative approaches (Al-Kurdi, 2018), the researcher plans to employ large-scale interviews with academic teaching staff. According to Creswell (2019), conducting qualitative research can assist the researcher to grasp the central phenomena of the study.

This study used semi-structured interviews to examine the perspectives of 17 expatriate and national academic teaching staff regarding their understandings of knowledge sharing, and the influence of faculty diversity in their university. In order to collect data from higher education institutions and individuals, the researcher granted permission to proceed. The approval from these institutions allow the researcher to initiate the process of collecting data.

In order to collect and record data, the researcher provided a proof of approval to the participants. Interview consent form includes important information about the research study such as the purpose of the study, procedure, risks, confidentiality of the information, and the right to withdraw from the interview (see Appendix E). In addition, the researcher developed an interview protocol (see Appendix D).

5.2.2 Procedure

The assigned coordinators sent e-mail invitations to the academic teaching staff. Due to Covid-19 pandemic, the new requirements and the workload made it difficult to find participants who are willing to participate. Therefore, a snowball approach was utilized, interviewees were politely asked if they can recommend someone who is willing to participate.

The interview took 45 minutes on average for each participant. A brief presentation on the topic was given prior to the interview, and permission to record the interview was obtained. All the interviews were recorded and transcribed by the researcher. Transcription resulted in a corpus that consisted of 96320 words on 230 pages. In the process of analyzing the empirical data using the NVivo software, the researcher first imported the internal sources, in this case the 17 interviews transcribed in Word format. In the second phase, qualitative analysis was divided into two studies, each corresponding to a mediation / moderator models and related issues. This process, in conjunction with the quantitative data analysis, resulted in a general description (or profile) of Qatari academics' knowledge sharing culture. This type of triangulation can improve the study's credibility.

5.3 Results

5.3.1 Participant's Profiles

The researcher allowed the participants to freely share their views and opinions. A total of 17 participants were interviewed, 10 males and 7 females. 11 Participants had a Doctoral degree, 3 were Doctoral Candidate with master's degree and other 3 had master's degree. The average age was 48 years old. Table 5.1 shows the demographics information of the participants for the qualitative phase in this study.

Table 5. 1 Demographic information of participants

Nº	Gender	Age	Education degree	Current position	Experience in higher education institutions (in years)
I1	Male	41-50	Doctoral degree	Assistant professor of Security Studies	>6
I2	Male	51-60	Doctoral degree	Associate director for academic affairs	>22
I3	Female	60>	Doctoral degree	Assistant professor of Nursing	>18
I4	Female	31-40	Master's degree	Head of reference and Information Services	>2
I5	Male	41-50	Master's degree	Lecturer of Medicine	>14
I6	Female	31-40	PhD Candidate Master's degree	Lecturer of Educational Sciences	>2
I7	Female	31-40	PhD Candidate Master's degree	Graduate writing and research specialist	>7
I8	Female	31-40	Doctoral degree	Associate professor	>18
I9	Male	51-60	Doctoral degree	Professor of Physics	>16
I10	Male	41-50	Doctoral degree	Assistant professor of Security Studies	>2
I11	Female	31-40	Master's degree	Research Assistant	>8
I12	Male	51-60	Doctoral degree	Associate professor of Chemistry	>25
I13	Male	51-60	Doctoral degree	Director of the Educational Research Center	>22
I14	Female	41-50	Doctoral Candidate Master's degree	Adjunct Faculty of Science	>12
I15	Male	51-60	Doctoral degree	Professor of Physics	>16

Nº	Gender	Age	Education degree	Current position	Experience in higher education institutions (in years)
I16	Male	60>	Doctoral degree	Interim associate Dean for academic affairs	>33
I17	Male	41-50	Doctoral degree	Professor of Pharmaceuticals	>20

Source: Elaborated by the researcher.

As reflected in Table 5.1, the interviewees represented a very rich and diverse profile with experiences ranging from two years to twenty-eight years to capture the views of both seasoned and newly joiners to Academia. The actual interviews were conducted between 29th March and 15th April 2021.

5.3.2 Analysis procedures in NVivo

The NVivo Plus software, version 11, from QSR International, was used to analyze the content of the interviews. NVivo is one of the most used software for analyzing qualitative data (like others such as Maxqda and Atlas.ti) and its functions range from word counting to map existing links between coding units. NVivo allows to manage, explore and discover patterns in the data by integrating sources of different natures (text, image, sound and video) and by mapping codes assigned to the content under analysis, like cluster analysis, for example. NVivo also allows the development of collaborative work (work teams), synchronously or asynchronously.

The NVivo coding system allows for attributing codes to the content of the interviews according to their pertinence and relevance to the objectives of research. The encoding units are called nodes, which can be broken down into child nodes. Nodes (or child nodes) are the recipients of the codification, as they will receive excerpts from the corpus that the researcher identifies as having a certain meaning for the study (units of analysis). Nodes are indivisible, exhaustive and relevant to the objectives of the analysis. The nodes must be mutually exclusive when the objective of the analysis is to identify different positions, opinions or experiences of participants, regarding the sharing knowledge process in university. The nodes, as recipients of coding, receive excerpts from the interviews (references) that were marked by coding. To codify means to attribute to a sentence or an excerpt from the corpus a code that gives it meaning. Each node seeks to identify different positions and experiences of the participants.

In the process of analyzing the empirical data using the NVivo software, the researcher first imported the internal sources, in this case the 17 interviews transcribed in Word format. In the second phase, qualitative analysis was divided into two studies, each corresponding to a mediation (cultural intelligence) and moderator (perceived organizational support) models and

related issues. The coding process included: an initial read through the text data, division into questions (based on script of interview), label questions with codes based on important concepts identified, and, for each question, label different opinions and experiences.

For each study, the dimensions of analysis were identified. Each dimension is made up of analysis categories. From each category derive sub-categories and, from that, nodes that translate the coding and meaning units of the analysis. This organization of meanings emerged from the interviews is reflected in the content analysis matrix. The analysis matrix guides the coding work, that is, the identification of meanings that emerged from the content of the interviews and the attribution of nodes (coding units). Each category is made up of a set of nodes with which the researcher tried to represent the different experiences, testimonies, perceptions and opinions expressed by the participants.

Study 1: Curiosity, intercultural communication apprehension and KSB

The study analyzes the relation between curiosity, intercultural communication apprehension on knowledge sharing behavior and the mediating role of cultural intelligence. Table 5.2 presents the content analysis matrix for study 1:

Table 5. 2 Content analysis matrix of Study 1

Dimension	Category
Cultural intelligence mediation model	The effect of curiosity on knowledge sharing
	The mediation effect of cultural intelligence on the relationship between curiosity and knowledge sharing
	The effect of ICA on knowledge sharing
	The mediation effect of cultural intelligence on the relationship between ICA and knowledge sharing

Source: Elaborated by the researcher.

The results of the interviews' coding are presented by dimension of analysis: (1) the cultural intelligence mediation model. Each category has sub-categories which reveal the participant's position and for each sub-category the reasons appointed (like nodes). For each sub-category, the references were counted, allowing the realization of the most frequent perceptions and experiences among them and, thus, identifying trends and behaviors. Interview participants were requested to rate their response to the hypotheses statements on a 5-point Likert scale (1 = strongly disagree, 5= strongly agree).

5.3.3 (1) Cultural intelligence mediation model

5.3.3.1 The effect of curiosity on KSB

There were participants who disagreed with the positive effect of curiosity on knowledge sharing behavior. Three reasons were identified. **Curiosity could lead to misleading the focus**: "Curiosity could be misleading if it's more than a certain limit…Sometimes you become curious about a certain information or certain knowledge and that takes you away from the focus" (I14). At the same time, there are **curious people keeping the knowledge for themselves** because of fear to lose their ideas: "You could have somebody who's very curious about something and ask about something, but then keep things to themselves…because of fear of somebody taking over your idea" (I3). And **some people don't want to share** their knowledge:

> *"I don't feel that people share knowledge easily. I don't feel that the culture at the university is to work that, I honestly feel based on what I have seen that majority of employees do not share their knowledge easily, they kind of protect it as if it's theirs while knowledge is universal…they see knowledge as power in the sense it's who they are"* (I7)

Table 5. 3 Disagreement: Positive direct effect of curiosity on KS

Nodes	References	Nº
Curiosity could lead to misleading the focus	"Curiosity could be misleading if it's more than a certain limit…Sometimes you become curious about a certain information or certain knowledge and that takes you away from the focus" (I14)	1
Curious people also keeping the knowledge for themselves	"You could have somebody who's very curious about something and ask about something, but then keep things to themselves…because of fear of somebody taking over your idea" (I3)	1
Some people don't want to share	"I don't feel that people share knowledge easily. I don't feel that the culture at the university is to work that, I honestly feel based on what I have seen that majority of employees do not share their knowledge easily, they kind of protect as if it's theirs while knowledge is universal…they see knowledge as power in the sense it's who they are" (I7)	1

Source: Elaborated by the researcher.

On the other hand, the majority of participants agree that curiosity is positively related to knowledge sharing behavior. There were eleven participants who considered **curiosity is an incentive to learn more**: "to broaden their horizon to make it easier for them to integrate in their job environment" (I2) and gives "motivation…to work every day…to ask more questions to be out there to approach other people to learn different processes, procedures. So, I think it

plays a big role" (I4). There pointed to many different reasons for a relationship between curiosity and knowledge sharing. Ten participants defend the thought that **different backgrounds motivate the knowledge sharing**, since people have more contact with new information, experiences and points of view:

> *"When you work in a diverse environment with a group of diverse people…You learn how to capitalize on the positive sides of…cultural aspects of people…I have taught hundreds of Qatari students here"* (I2)

This scenario means new opportunities: "opportunities of collaboration, learning about other cultures, learning about other schools of thoughts and creating friendships" (I5) and to do networking. These opportunities are mostly present in intercultural Qatar's context of work in university:

> *"I think intercultural communication is essential for knowledge sharing and knowledge transfer…Qatar has a lot of foreigners and I think these foreigners are asset for Qatar, for gaining new knowledge, new experience and transferring this knowledge and at the same time gaining knowledge about the Qatari culture and take it back when they leave Qatar…I'm not very supportive to what I would say cultural segregation… creating a more open culture by allowing a cross cultural communication across hierarchical communication enhancing communication between the students and faculty members between seniors and juniors in the administration hierarchy. All of these are essential things for allowing enhancement of knowledge sharing"* (I17)

As a result, **curiosity plays an important role in knowledge acquisition and sharing process**, as explained by some testimonials:

> *"Curiosity is one key factor in gaining knowledge and seeking knowledge and looking for knowledge and evidence in literature exists on measuring learning"* (I5)
> *"When you're curious about a topic, you are going to go seek understanding"* (I8)
> *"it is positively affecting knowledge sharing"* (I11)
> *"Improve yourself…which is knowledge, drive, strategy, action"* (I12)
> *"Curiosity will lead the collaborators to open each other's eyes to certain aspects or certain part of the research"* (I14)

In research work, curiosity is fundamental since it is the basis of the investigation attitude:

"We do research here, scientific research and it's always about curiosity. We want to learn more. We want to understand more. We want to know the behaviors; we want to know how things are happened and we want to understand more. So, this is what makes us to do more research and more review as well of the available information to learn more" (I15)

"If you're not curious. If you're not an explorative, if you're not examining the data that you receive, then of course you're not going to learn. Curiosity, it paves the way for new frontiers" (I16)

"If you are not very curious through your research, probably will just disseminate this questionnaire and you wouldn't ask to explain when I say, strongly agree. So, curiosity is a very important point to promote knowledge sharing" (I17)

To four participants, **curiosity is an opportunity to know**:

"It is a very good opportunity for us to learn more about others, not particularly because they are from different cultural language, but also because they are from a different region" (I1)

"I do personally see lots of opportunities on the personal level at learning experience and growth by itself, because it keeps me reflecting on the way I communicate with others and every misunderstanding or disagreement opportunity I find" (I5)

"For people very interested in learning, in finding out. in exploring things. I think that basically triggers this sense of curiosity" (I13)

"Without curiosity there would be no knowledge" (I16)

Some participants believed that **curiosity is promoted by differences**:

*"Some people they will come into a different country and they are very excited about talking to new people. It's a new adventure and they want to get to know more about the people of this country and also people from other countries living and working here…I was very excited to know more about Qatar in the 1st place and also to know about other countries because where I work in the ** Institute we have people from almost all Arab countries from Morocco, Tunisia, Algeria, Syria, Iraq, Egypt everywhere"* (I1)

"To have colleagues coming from different institutions, from across the globe definitely, and you do learn a lot about, especially in the field of education. You learn about different schooling cultures, different schooling policies…these academics …bring with them their network, and so as a result you end up having an avenue to publish with academics from across the globe as well. And I definitely know the university highly

values this. So, this is one of the benefits of having academics coming from different institutions" (I6)

"This is the first place where there is that many different kinds of people around me and I appreciate that so much because I feel it's sort of a microcosm of what we would like the world to look like…That doesn't mean we can't learn from each other, and we can't care for each other and respect each other" (I8)

Another reason to agree was that to **share knowledge is an opportunity to enact teaching**:

"Would help me also in communicating with my own students and teaching my own courses" (I10)

"Research…involves getting knowledge, receiving knowledge, sharing your knowledge, producing knowledge, but also disseminating knowledge" (I13)

"Knowledge should be shared no matter what culture you come from or you emanate from…The more information you would like shared about a particular culture is always to the success of how you will enact your teaching or how you will do your teaching" (I3)

And, at last, **curiosity is a path for innovation**:

"This is the way to innovation to originality creativity" (I16)

"Knowledge sharing is across cultures. This would enrich sharing the knowledge, transferring the experience, opening opportunities for innovation…cultural transformation, in terms of departing the values and faith, and believe, I think it is adding a new think to make these values possible to translate into achieving what Qatar aspires for, which is the knowledge-based economy" (I17)

Table 5. 4 Agreement - Positive direct effect of curiosity on KS

Nodes	References	Nº
Curiosity is an incentive to learn more	"It is a good incentive to learn more" (I1) "To broaden their horizon to make it easier for them to integrate in their job environment" (I2) "It's part of motivation…someone would come to work every day…to ask more questions to be out there to approach other people to learn different processes, procedures. So, I think it plays a big role" (I4) "Curiosity is one key factor in gaining knowledge and seeking knowledge and looking for knowledge and evidence in literature exists on measuring learning" (I5) "When you're curious about a topic, you are going to go seek understanding" (I8) "It is positively affecting knowledge sharing" (I11) "Improve yourself…which is knowledge, drive, strategy, action" (I12) "Curiosity will lead the collaborators to open each other's eyes to certain aspects or certain part of the research" (I14)	11

Nodes	References	Nº
Different backgrounds motivate the knowledge sharing	"We do research here, scientific research, and it's always about curiosity. We want to learn more. We want to understand more. We want to know the behaviors; we want to know how things are happened and we want to understand more. So, this is what makes us to do more research and more review as well of the available information to learn more" (I15) "If you're not curious. If you're not an explorative, if you're not examining the data that you receive, then of course you're not going to learn. Curiosity, it paves the way for new frontiers" (I16) "If you are not very curious through your research, probably will just disseminate this questionnaire and you wouldn't ask to explain when I say, strongly agree. So, curiosity is a very important point to promote knowledge sharing" (I17) "Get better knowledge and sharing knowledge with our colleagues, either give or take …because I'm from Iraq originally, they would ask me what is going on now in Iraq and they were talking about security staff" (I1) "When you work in a diverse environment with a group of diverse people…You learn how to capitalize on the positive sides of…cultural aspects of people…I have taught hundreds of student Qatari students here…I see them different places and they reflect on those cultural differences that we talked about at many times and I was almost pleased to see that" (I2) "Maybe because I work in the library, I feel like I'm always surrounded with information and knowledge. I get a lot of students, faculty members, visitors like users to the library asking for information. It gives me more awareness about the books, resources we have in the library, so I think with that I become more aware of the all the information I have and then I can like support others well and guide them through it" (I4) "There are many other opportunities beyond simply communication, opportunities of collaboration, learning about other cultures, learning about other schools of thoughts and creating friendships. I mean networking across the globe 1 hub where this networking starts is at the workplace…if I am curious about something in general, whether the person alone in general or scientific or cultural I would approach someone and ask, and try to discuss to seek knowledge that satisfies my curiosity, so it does probably elicit one way an external" (I5) "Curiosity plays a role" (I6) "It's important for me that they know I am not here to judge, but I am here to support their professional growth" (I7) "I can understand how to communicate with somebody from a different background… so that I can be able to share knowledge with them more effectively" (I8) "It's a great thing to have people from different backgrounds because it would add to the benefit of the ** Institute" (I10) "This is a very golden opportunity…people come here from different cultural backgrounds from different countries and with each of these people comes this rich cultural background" (I13) "I think intercultural communication is essential for knowledge sharing and knowledge transfer…Qatar has a lot of foreigners and I think these foreigners are asset for Qatar, for gaining new knowledge, new experience and transferring this knowledge and at the same time gaining knowledge about the Qatari culture and take it back when they leave Qatar. …I'm not very supportive to what I would say cultural segregation…creating a more open culture by allowing a cross cultural communication across hierarchical communication enhancing communication between the students and faculty members between seniors and juniors in the administration hierarchy. All of these are essential things for allowing enhancement of knowledge sharing" (I17)	10
Curiosity is an opportunity to know	"It's a very good opportunity for us to learn more about others, not particularly because they are from different cultural language, but also because they are from a different region" (I1) "I do personally see lots of opportunities in this on the personal level at learning experience and growth by itself, because it keeps me reflecting on the way I communicate with others and every misunderstanding or disagreement opportunity I find." (I5) "For people are very interested in learning in finding out in exploring things. I think that basically triggers this sense of curiosity" (I13) "Without curiosity there would be no knowledge" (I16)	4

Nodes	References	Nº
Curiosity is promoted by differences	"Some people they will come into a different country and they are like very excited about talking to new people. It's a new adventure and they want to get to know more about the people of this country and also people from other countries living and working here…I was very excited to know more about Qatar in the 1st place and also to know about other countries because where I work in the ** Institute we have people from almost all Arab countries from Morocco, Tunisia, Algeria, Syria, Iraq, Egypt everywhere" (I1) "To have colleagues coming from different institutions, from across the globe definitely, and you do learn a lot about, especially in the field of education. You learn about different schooling cultures, different schooling policies…these academics…bring with them their network, and so as a result you end up having an avenue to publish with academics from across the globe as well. And I definitely know the University highly values this. So, this is one of the benefits of having academics coming from different institutions" (I6) "This is the first place where there is that many different kinds of people around me and I appreciate that so much because I feel like. It's sort of a microcosm of what we would like the world to look like…That doesn't mean we can't learn from each other, and we can't care for each other and respect each other" (I8)	3
To share knowledge is an opportunity to enact teaching	"Would help me also in communicating with my own students and teaching my own courses" (I10) "Research…involves getting knowledge, receiving knowledge, sharing your knowledge, producing knowledge, but also disseminating knowledge" (I13) "Knowledge should be shared no matter what culture you come from or you emanate from…The more information you would like shared about a particular culture is it always to the success of how you will enact your teaching or how you will do your teaching" (I3)	3
Curiosity is a path for innovation	"This is the way to innovation to originality creativity" (I16) "Knowledge sharing is across cultures this would enrich sharing the knowledge, transferring the experience, opening opportunities for innovation…cultural transformation, in terms of departing the values and faith, and believe, I think it is adding a new think to make these values possible to translate into achieving what Qatar aspires for, which is the knowledge-based economy" (I17)	2

Source: Elaborated by the researcher.

5.3.3.2 Mediation effect of CQ between curiosity and KSB

Cultural intelligence mediates the relationship between curiosity and knowledge sharing. Cultural intelligence can also refer to knowledge or experiences with other cultures. Therefore, academic teaching staff with high level of cultural intelligence are believed to be more capable of adjusting and meeting the demands of a new cultural setting. Cultural intelligence is the ability to function in a different country or a different culture.

Two reasons of disagreement presented. For instance, two participants believe that **work cross culturally requires cultural intelligence**, so "nobody would really come and work cross culturally without having some semblance of knowledge about cultural intelligence, or about the inner workings of a specific culture" (I3). Then, cultural intelligence is a basilar factor to share knowledge in a diversity context, mostly in academic and research contexts which aggregate people from different backgrounds, like "universities, colleges, institutes, centers…more than ever before, you have got these organizations having a mix of people from all over the world working" (I13).

Table 5. 5 Disagreement - Mediation effect of CQ between Curiosity and KSB

Nodes	References	Nº
Work cross culturally requires cultural intelligence	"Nobody would really come and work cross culturally without having some semblance of knowledge about cultural intelligence, or about the inner workings of a specific culture" (I3) "Knowledge production is most often associated with academic contexts and research settings and when I say academic and research, I'm specifically talking about universities, colleges, institutes, centers… more than ever before, you have got these organizations having a mix of people from all over the world working" (I13)	2

Source: Elaborated by the researcher.

Other perspectives were neutral, when two participants considered that the mediation of cultural intelligence has a positive effect between curiosity and knowledge sharing **depends on person**:

> *"At the end of the day you're talking, describing a diverse cultural background of work environment and if somebody is able to communicate and interact with others smoothly then that is good, but if there is a barrier that affects communication the way they communicate, their ability to communicate…It affects"* (I5)
>
> *"Some people would actually know the culture in the Middle East in general, and that actually makes them probably more reluctant to express their opinion, especially if they know that it might offend the others…if somebody is not well informed when it comes to the culture of the Middle East, maybe they actually would be more expressive of their own opinions and you know what they think…it depends from one case to another"* (I10)

Table 5. 6 Neutral - Mediation effect of CQ between Curiosity and KSB

Nodes	References	Nº
Depends on person	"At the end of the day you're talking, describing a diverse cultural background of work environment and if somebody is able to communicate and interact with others smoothly then that is good, but if there is a barrier that affects communication the way they communicate, their ability to communicate…It affects" (I5) "Some people would actually know the culture in the Middle East in general, and that actually makes them probably more reluctant to express their opinion, especially if they know that it might offend the others…if somebody is not well informed when it comes to the culture of the Middle East, maybe they actually would be more expressive of their own opinions and you know what they think…it depends from one case to another" (I10)	2

Source: Elaborated by the researcher.

There were more frequent positions of agreement with this mediation effect. Five participants considered that **cultural intelligence enhanced curiosity**:

> *"Knowledge sharing there is sure that it positively correlated with curiosity"* (I11)

"Cultural intelligence means that you know about the culture, or you try to educate yourself about the culture…to pick the small differences between cultures and will keep your curiosity on the focus of your…research and collaboration" (I14)

"People who are described as cultural intelligent will have more knowledge. More about the curiosity and sharing their knowledge and that is reflected on their behavior. …those are normally the senior people" (I15)

"When a person is culturally aware of others…makes contact with others and people wanted to share information and knowledge" (I4)

"I think probably a person who has cultural intelligence or high level of it is a curious person" (I8)

Five other participants defend that **cultural intelligence means more experience and knowledge**:

"It does help the staff or the employee to go about and sharing knowledge because when you're culturally intelligent you will be able to know… if somebody had the experience to deal with different people from different backgrounds, they would gain some kind of cultural intelligence. Or they have read, you know extensively" (I1)

"If one is curious about exchanging knowledge…have a positive impact on the knowledge in the workplace…we have many colleagues here that exposed the two different cultures before coming here, and many of our colleagues are graduated from US, UK and even Australia, Japan. So, they do have already [been] exposed to two different cultures" (I9)

"Everything what you do, you're going to put strategy for that. You should share with people how to get information" (I12)

"Cultural intelligence has a major impact on the knowledge, knowledge sharing or knowledge acquisition" (I13)

"In the United States, they are open to talk. In the UK, they are very conservative. One of the most conservative cultures I have ever seen. You need to be very intelligent emotionally and culturally to be able to analyze what's going on and learn…watch movies and to read the newspapers and to listen to their jokes. British people have different jokes" (I17)

Three participants believe **cultural intelligence contributes to accept differences and dismantles stereotypes**:

"As a factor being aware of other cultures and will make you more likely to be open to other cultures and as a result kind of also dismantles stereotypes that you might be holding it towards them" (I6)

"The more you are aware of differences, the more you tolerate those differences. The more you respect them, the more you value them. The more you can share knowledge" (I7)

"The more knowledgeable a person is when it comes to different cultures, you are becoming much better a human being" (I16)

Table 5. 7 Agreement - Mediation effect of CQ between Curiosity and KSB

Nodes	References	Nº
Cultural intelligence enhanced curiosity	"Knowledge sharing there is sure that it positively correlated with curiosity" (I11) "Cultural intelligence means that you know about the culture, or you try to educate yourself about the culture…to pick the small differences between cultures and will keep your curiosity on the focus of your…research and collaboration" (I14) "People who are described as cultural intelligent will have more knowledge more. More about the curiosity and sharing their knowledge and that is reflected on their behavior. …those are normally the senior people" (I15) "When a person is culturally aware of others…makes contact with others and people wanted to share information and knowledge" (I4) "I think probably a person who has cultural intelligence or high level of it is a curious person" (I8)	5
Cultural intelligence means more experience and knowledge	"It does help the staff or the employee to go about and sharing knowledge because when you're culturally intelligent you will be able to know…Like if somebody had the experience to deal with different people from different backgrounds, they would gain some kind of cultural intelligence. Or they have read, you know extensively" (I1) "If one is curious about exchanging knowledge…have a positive impact on the knowledge in the workplace…we have many colleagues here That exposed the two different cultures before coming here, and many of our colleagues are graduated from US, UK and even Australia, Japan, so they have already [been] exposed to two different cultures" (I9) "Everything what you do, you're going to put strategy for that. You should share with people how to get information" (I12) "Cultural intelligence has a major impact on the knowledge, knowledge sharing or knowledge acquisition" (I13) "In the United States, they are open to talk. In the UK, they are very conservative. One of the most conservative cultures I have ever seen. You need to be very intelligent emotionally and culturally to be able to analyze what's going on and learn…watch movies and to read the newspapers and to listen to their jokes. British people have different jokes" (I17)	5
Cultural intelligence contributes to accept differences and dismantles stereotypes	"As a factor being aware of other cultures and will make you more likely to be open to other cultures and as a result kind of also dismantles stereotypes that you might be holding it towards them" (I6) "The more you are aware of differences, the more you tolerate those differences. The more you respect them, the more you value them. The more you can share knowledge" (I7) "The more knowledgeable a person is when it comes to different cultures, you are becoming much better a human being" (I16)	3

Source: Elaborated by the researcher.

5.3.3.3 The effect of ICA on KSB

When people have anxiety or stress from being in a new environment, different culture and language, they have the tendency to hinder themselves from getting knowledge or giving knowledge. People are anxious and uncertain because they are in a different country, which has a negative impact on knowledge sharing. Intercultural communication apprehension is thus a process that occurs when people from different cultures interact with a degree of uncertainty.

Academic teaching staff furnished their answers in this regard. For instance, **it is an opportunity**: "It is also an opportunity on the one end is a challenging, but it's an opportunity to share what you're bringing as a luggage with you" (I16). **It is needed to break the ice**, even if it's not an easy process, because sometimes people from different nationality will be a bit difficult for the person to ask questions, but I don't think it will be the end point like they wouldn't ask. I think there will be some ice breaking and then I think it will only last for a small phase. A month or two I don't think it will. It has a long effect by being from a different nationality, so I think I'll choose to disagree. I disagree that it makes it difficult" (I14).

One participant defends his belief that **it is not happening in the university**: "From my current place here, it does not. Actually, you know it doesn't negatively affect knowledge sharing" (I2). **People are equal apt to share knowledge**; People from different backgrounds: "When I think of this school like the university that I'm at, we are all of different nationalities, different ethnic backgrounds. And I don't think one is any less apt to talk about others or to share information with others because of their cultural backgrounds" (I3). **People are equal interests**: "working here is quite refreshing because people do want you to know about them and they do want to share the knowledge that they have related to their culture and even the knowledge they have at work. When you're new and you're different" (I3).

Table 5. 8 Disagreement - Negative direct effect of ICA on KS

Nodes	References	Nº
It's an opportunity	"It's also an opportunity on the one end is a challenging, but it's an opportunity to share what you're bringing as a luggage with you" (I16)	1
It's needed to break the ice	"I think when someone is a from different nationality it will be a bit difficult for the person to ask questions, but I don't think it will be the end point like they wouldn't ask. I think there will be some ice breaking and then I think it will only last for a small phase. A month or two I don't think it will. It has a long effect by being from a different nationality, so I think I'll choose at disagree. I disagree that that's makes it difficult" (I14)	1
It's not happening in the university	"From my current place here, it does not. Actually, you know it doesn't negatively affect knowledge sharing" (I2)	1
People are equal apt to share knowledge	"When I think of this school like the University that I'm at, we're all of different nationalities, different ethnic backgrounds. And I don't think one is any less apt to talk about the other or to share information with the other because of their cultural backgrounds" (I3)	1

Nodes	References	Nº
People are equal interests	"Working here is quite refreshing because people do want you to know about them and they do want to share the knowledge that they have related to their culture and even the knowledge they have at work. When you're new and you're different" (I3)	1

Source: Elaborated by the researcher.

Still related with the effect of ICA on knowledge sharing, four participants had a neutral position since they considered that intercultural communication apprehension is negatively related to knowledge sharing behavior which **depends on person and groups**:

> *"Some people, they will come into a different country and they are very excited about talking to new people. It's a new adventure and they want to get to know more about the people of this country and also people from other countries living and working here. But there are some others who would probably I don't know they would feel anxiety. All these people from different cultures. It could be scary to some"* (I1)
>
> *"Some will be actually taking advantage of all of these freedoms. Some would actually fear for their cultural background… Myers Briggs test…describes the personality of those that take it from being introverted to extroverted, and a lot of people in between. So, I think that affects the communication much more than the cultural background"* (I10)
>
> *"Some of the cultures they prefer not to work together in the same culture. Sometimes it is more like comforting for a person to work with a different nationality instead of working with the same nationality"* (I11)
>
> *"It would depend on the kind of communication you have and the topic of your communication"* (I13)

Another participant defends that **it's positive and negative**, at the same time:

> "In a new culture that they are not aware of, they are on the one hand they are very cautious. So, whenever we start to be very cautious and then retaining the knowledge, we are scared we are concerned, perhaps this is not the right thing. I see it as negative. However, it's also an opportunity on the one end is challenging, but it's an opportunity to share what you're bringing as a luggage with you" (I16)

Table 5. 9 Neutral - Negative direct effect of ICA on KS

Nodes	References	Nº
Depends on person and groups	"I would say it depends on the person. Some people they will come into a different country and they are like very excited about talking to new people. It's a new adventure and they want to get to know more about the people of this country and also people from other countries living and working here. But there are some others who would probably I don't	4

Nodes	References	Nº
	know they would feel anxiety because you know. All these people from different cultures. It's could be scary to some" (I1) "Some will be actually taking advantage of all of these freedoms. Some would actually fear for their cultural background… Myers Briggs test…describes the personality of the of those that take it from being introverted to extroverted, and a lot of people in between. So, I think that affects the communication much more than the cultural background" (I10) "Some of the cultures they prefer not to work together in the same culture. Sometimes it is more like comforting for a person to work with a different nationality instead of working with the same nationality" (I11) "It would depend on the kind of communication you have and the topic of your communication" (I13)	
It's positive and negative effect	"In a new culture that they are not aware of, so they are on the one hand they are very cautious. So, whenever we start to be very cautious and then retaining the knowledge, we're scared we're concerned, perhaps this is not the right thing. I see it as negative. However, it's also an opportunity on the one end is challenging, but it's an opportunity to share what you're bringing as a luggage with you" (I16)	1

Source: Elaborated by the researcher.

Some participants agree that **cultural differences create anxiety and hesitation**, explains one of them: "dealing with people or dealing with collaborators from different cultures could make me anxious sometimes because…some questions are welcomed in certain culture while considered to be sensitive in another one" (I14).

Others believe that **anxiety limits the communication and knowledge sharing**, as was expressed in the following testimonials:

> *"When people are apprehensive about communicating interculturally then, yeah, they become more nervous…they're nervous about communicating with people from different cultures…this is kind of my perception to make judgments or to want to end the conversations quickly…feeling of apprehension…in Qatar that you have these different cultures working with. Sometimes they're afraid to communicate with each other"* (I8)
>
> *"Whenever we start to be very cautious and then retaining the knowledge, we're scared we're concerned, perhaps this is not the right thing"* (I16)
>
> *"Fear and anxiety retards knowledge sharing somehow"* (I17)

Stereotypes become people more hesitant: "Culture could also include their religion or could also include stereotypes…if somebody has the anxiety or has some kind of anxiety, they would feel less encouraged to share knowledge" (I1).

Curiosity could become harmful, when people go behind their professional limits. So, people have to be cautious, be respectful and discreet in their actions, argues one other participant: "Just being professional when we deal. Curiosity, also, we should be in this limit, in the limit

of professionality, not go deep or further than this, and at this point curiosity will become negative, not positive" (I14).

Another perspective is that **different languages and different backgrounds make knowledge sharing difficult**:

> *"When you come with different background, you have different knowledge, or you see the world differently. And the vision of what's right for you might not be the same vision for others, so when you talk for example about student success, for you it means 123, but for the other person in front of you that has a different background, it means 678…when people are not talking the same language, this might impact negatively the knowledge sharing especially when you have people in front of you that or like the stubborn in the sense what they believe is the right thing. It's the truth is the norm. While in reality, no, there are different things that can be true"* (I7)

Due to fear, people were hesitant to talk (to ask and share knowledge); **people don't ask because they fear to be offensive**:

> *"We don't want to be rude or offensive…they're asking me something about Middle Eastern people or Muslim people…There is a fear of offending and so then they don't really want to ask so that it's just easier sometimes to not communicate rather than try to ask difficult questions without having that fear of am I being offensive…apprehensive about it because they're not sure what the boundaries are and where the offenses might happen"* (I8)

So, it's a natural behavior that also confirms this hypothesis **people trust more in their cultural similarities**, because they feel more comfortable with those they perceive as being "like" themselves: "Normally that people from similar culture they trust each other more in fact, and they prefer to have more communication with people from their own culture" (I15).

Another reason identified to confirms the hypothesis is that **some people are culturally sensitive**:

> *"Some people are culturally sensitive…In our culture and in the Middle Eastern Arab Muslim culture, you always have to be a little bit careful…when the environment is quite international, you have to be a little bit…more sensitive…Just in case it might be interpreted in different ways that you did not intend it to be"* (I2)

Another nervous situation occurs when there is lack of background, so **sometimes there are misunderstandings**:

> *"Communication [is] mainly an understanding of each other's point of view, which then the diversity might... or source of disagreement... might be simply misunderstanding the intended message behind the communication, but sometimes also lack of background understanding of the other person's cultural background or…where the other person's thought process comes from…occasionally I find it as an opportunity to reflect on how can I be clear in next occasion"* (I5)

Lack of networking creates difficulty for knowledge sharing:

> *"Within the university there isn't a lot of meetings gatherings…but difficult with Covid…networking is a big part of it. You can take for example, for me it's not culture, but I feel it's very hard to send an email to someone I don't even know and ask for help or support or questions to be answered. And also, as far from the other end of that person who receives my question, they will be like I don't even know the person to assist. I think to build knowledge there should be more…There should be a place that collects it…see the library as a place that collects knowledge and information, but at the same time it's a bit hard to do so"* (I4)

Table 5. 10 Agreement - Negative direct effect of ICA on KSB

Nodes	References	Nº
Cultural differences create anxiety and hesitation	"So, if you would not feel hesitant to talk about unless it's a touchy topic like. I don't know women rights or. Like, you know, sexual orientations and other things, but otherwise I would feel very comfortable sharing knowledge about security in my field to even if I don't know who they are" (I1) "People with some culture…didn't deal with the other people from other culture equally. I think yes it has a negative effect in sharing knowledge" (I9) "Dealing with people or dealing with collaborators from different cultures could make me anxious sometimes because…some questions are welcomed in certain culture while considered to be sensitive in another one or indifferent one" (I14) "I do agree. It may have a negative effect, especially that communication apprehension that is anxiety due to being able to communicate may prevent knowledge sharing as the person is unable to communicate successfully and smoothly. What they have in their thoughts, whether it's knowledge or information. So, I do feel it exists as in communication apprehension, it will affect definitely the way we are able to share knowledge" (I15) "Because my Arabic is very weak. And if the person in front of me is not a good English speaker. Yes, absolutely. I get anxious…I have a Moroccan background, but I was born and raised in France. So, what they see is an Arab in front of them that cannot speak well in Arabic. So, for them it's kind of: *"what the hell you know?*" (I17)	5
Anxiety limits the communicati on and	"When people are apprehensive about communicating interculturally then, yeah, they become more nervous…They're nervous about communicating with people from different cultures…This is kind of my perception to make judgments or to want to end the	4

Nodes	References	Nº
knowledge sharing	conversations quickly…feeling of apprehension…in Qatar that you have these different cultures working with. Sometimes they're afraid to communicate with each other" (I8) "You are worried about how you going to deal or communicate with who's in front of you, staff or students. Of course, it's going to effect on your sharing because always…limit your action, limit your you know communication…And of course, it's going to effect on your knowledge" (I12) "Whenever we start to be very cautious and then retaining the knowledge, we're scared we're concerned, perhaps this is not the right thing" (I16) "Fear and anxiety retards knowledge sharing somehow" (I17)	
Stereotypes become people more hesitant	"Culture could also include their religion or could also include like stereotypes…some countries they would say oh this he or she is from this country, so they have certain stereotypes about them: - "We don't deal with this, you don't deal with that"…if somebody has the anxiety or has some kind of anxiety, they would feel less encouraged to share knowledge" (I1) "Sometimes we do carry such as stereotypes about other individuals, and so that might make some people less more hesitant to really engage in creating a relationship with the faculty member with them in the Department…as a result, losing, losing that opportunity to actually share knowledge or, you know, just learn from one another" (I6)	2
Curiosity could become harmful	"Just being professional when we deal. Curiosity, also, we should be in this limit, in the limit of professionality, not go deep or further than this, and at this point curiosity will become negative, not positive" (I14)	1
Different languages difficult the knowledge sharing	"When you come with different background, you have different knowledge, or you see the world differently. And the vision of what's right for you might not be the same vision for others, so when you talk for example about student success for you, it means 123, but for the other person in front of you that has a different background, it means 678….when people are not talking the same language, this might impact negatively the knowledge sharing especially when you have people in front of you that or like the stubborn in the sense what they believe is the right thing. It's the truth is the norm. While in reality, no, there are different things that can be true" (I7)	1
People do not ask because the fear to be offensive	"We don't want to be rude or offensive…they're asking me something about Middle Eastern people or Muslim people…There is a fear of offending and so then they don't really want to ask so that it's just easier sometimes to not communicate rather than try to ask difficult questions without having that fear of am I being offensive…apprehensive about it because they they're not sure what the boundaries are and where the offenses might happen" (I8)	1
People trust more in their cultural similarities	"Normally that people from similar culture they trust each other more in fact, and they prefer to have more communication with people from their own culture" (I15)	1
Some people are culturally sensitive	"Some people are culturally sensitive…In our culture and in the Middle Eastern Arab Muslim culture, you always have to be a little bit careful…when the environment is quite international, like in the foundation program…you have to be a little bit…more sensitive… Just in case it might be interpreted in different ways that you did not intend it to be" (I2)	1
Sometimes there is misunderstanding	"Communication mainly an understanding of each other's point of view, which then the diversity might... or source of Disagreement... might be simply misunderstanding the intended message behind the communication, but sometimes also lack of background understanding of the other person's cultural background or… where the other person's thought process comes from….occasionally I find it as an opportunity to reflect on how can I be clear in next occasion" (I5)	1
The lack of networking difficult the knowledge sharing	"Within the University there isn't a lot of meetings gatherings…but difficult with Covid. …networking is a big part of it. You can take for example, for me it's not culture, but I feel it's very hard to send an email to someone I don't even know and ask for help or support or questions to be answered. And also, as far from the other end of that person who receives my question, they will be like I don't even know the person to assist with. I think to build knowledge there should be more. There should be a place that collects it. …see the library	1

Nodes	References	Nº
	as is a place that collects knowledge and information, but at the same time it's a bit hard to do so." (I4)	

Source: Elaborated by the researcher.

5.3.3.4 Mediation effect of CQ on ICA and KSB

In a culturally diverse country such as Qatar, **the local experience is the right mediator**, because the local experience (and not cultural intelligence) is the mediator between intercultural communication apprehension and knowledge sharing behavior, as explained by one participant:

> *"I strongly disagree because out of all the people that have come and gone, one of the things about working over here is it tends to be quite transient. So I have had friends coming and go, colleagues coming and go…no matter how much you think you know about a culture that's from a book [laugh], you know where the Internet, but it's not until you walk a mile in somebody's shoes and really listen to what they're like, which what they're about that you actually know really who they are. And in order to come in and work on it. Society or an atmosphere environment like this. You'd have to have some cultural intelligence and want to gain more"* (I3)

Table 5. 11 Disagreement - Mediation effect of CQ between ICA and KS

Nodes	References	Nº
The local experience is the right mediator	"I strongly disagree because out of all the people that have come and gone, one of the things about working over here is it tends to be quite transient. So, I've had friends coming and go, colleagues coming and go…no matter how much you think you know about a culture that's from a book [laugh], you know where the Internet, but it's not until you walk a mile in somebody's shoes are really listen to what they're like, which what they're about that you actually know really who they are. And in order to come in and work on it. Society or an atmosphere environment like this. You'd have to have some cultural intelligence and want to gain more" (I3)	1

Source: Elaborated by the researcher.

Another opinion in relation to the mediation effect is neutral, defending that the mediation effect of cultural intelligence in relation to intercultural communication on knowledge sharing **depends on the person**:

> *"At the end of the day you're talking, describing a diverse cultural background of work environment and if somebody is able to communicate and interact with others smoothly then that is good, but if there is a barrier that affects communication the way they communicate, their ability to communicate…It affects"* (I5)

"Some people would actually know the culture in the Middle East in general, and that actually makes them probably more reluctant to express their opinion, especially if they know that it might offend the others…if somebody is not well informed when it comes to the culture of the Middle East, maybe they actually would be more expressive of their own opinions and you know what they think…I would go with neutral because it depends from one case to another" (I10)

Table 5. 12 Neutral - Mediation effect of CQ between ICA and KSB

Nodes	References	Nº
Depends on person	"At the end of the day you're talking, describing it a diverse cultural background of work environment and if somebody is able to communicate and interact with others smoothly then that is good, but if there is a barrier that affects communication the way they communicate, their ability to communicate…It affects" (I5) "Some people would actually know the culture in the Middle East in general, and that actually makes them probably more reluctant to express their opinion, especially if they know that it might offend the others…if somebody is not well informed when it comes to the culture of the Middle East, maybe they actually would be more expressive of their own opinions and you know what they think…I would go with neutral because it depends from one case to another" (I10)	2

Source: Elaborated by the researcher.

Cultural intelligence facilitates communication and knowledge sharing, as shown in the following testimonials:

"Cultural intelligence is a very helpful factor. I'm not sure if it's called a skill. There is something that one would with gain overtime and by reading, by working in diverse communities or diverse workplace" (I1)

"Yes, of course [cultural intelligence plays a role]" (I11)

"Very important to understand other cultures to understand and should we take that from beginning…Without that we can't share or to develop our knowledge sharing" (I12)

"They are more senior people. Normally they are the people with more experience and more interaction, also among the academic society, they interacted with many people. So, they learned that there is no problem with the communication among people from different cultural background" (I15)

"For example, when I lived in the UK, the best way to make people talk is to talk about football, to talk about Manchester United or Arsenal. They will tend to be more open to talk and break the barrier of intercultural communication. It would reduce anxiety and would reduce fear" (I17)

"Even having sessions on cultural awareness and intelligence within a community or within an institution would help a lot with knowledge sharing" (I4)

"I think it correlate positively as in more cultural intelligence, better interaction, less intelligence, less interaction" (I5)

"I would imagine that being aware of other cultures plays a role" (I6)

"Communication is not all is not only about words. It's about getting a deeper understanding of what the other is saying without making any judgment without giving it value. So, once you give value to it, you are more open to it and you are more likely to receive it. Because I can speak your language and I can hear what you're saying. But if I'm not culturally intelligent, I will not consider what you're saying…if I am open to your culture, I will go beyond the word…I will reach a deeper understanding of what you are saying" (I7)

"Cultural intelligence means that you want to be able to communicate with people from different cultures, or at least you have the capability to seek that you know" (I8)

Cultural intelligence makes people more apt to learn:

*"So being culturally intelligent and knowing about the culture of a certain region or a certain country, it does not necessarily mean that this person is emotionally intelligent, because they would not necessarily channel these emotions in a very good way. They might be very informed when it comes to culture, but at the same time they can probably act, react negatively or positively to this cultural fact or cultural issue…But in general, I would say it would be better in many instances to be culturally knowledgeable than not" (*I10)

"If you're dealing with people who are intelligent and culturally intelligent (and I am understanding by cultural intelligence they have a good grasp of you know different cultural interpretation of certain phenomena) then of course [cultural intelligence mediates the negative correlation] …the more knowledge, the more wisdom" (I16)

"You would be more apt to learn how different cultures communicate with each other" (I8)

Cultural intelligence facilitates communication and knowledge sharing, since there is a positive mediation of cultural intelligence that facilitates the communication, apprehension and knowledge sharing:

"If there's any...negativity because of the different cultures, because of the information we shared during collaboration, a cultural intelligent person can explain, for example,

or can go back and just make the situation lighter by sharing more information about him, for example culture and how his culture thinks about this point" (I14)

Table 5. 13 Agreement - Mediation effect of CQ between ICA and KSB

Nodes	References	Nº
Cultural intelligence facilitates communication and knowledge sharing	"Cultural intelligence is a very helpful factor. It's I'm not sure if it's called a skill. There is something that one would with gain overtime and by reading, by working in diverse communities or diverse workplace" (I1) "Yes, of course [culturally intelligence plays a role]" (I11) "Is very important to understand other cultures to understand and should we take that from beginning…Without that we can't share or to develop our knowledge sharing." (I12) "They are more senior people. Normally they are the people with more experience and more interaction, also with among the academic society, and they interacted with many people. So, they learned that there is no problem with the communication among people from different cultural background" (I15) "For example, when I lived in the UK, the best way to make people talk is to talk about football, to talk about Manchester United or Arsenal. They will tend to be more open to talk and break the barrier of intercultural communication. It would reduce anxiety and would reduce fear" (I17) "Even having sessions on cultural awareness and Intelligence within a community or within an institution would help a lot with knowledge sharing" (I4) "I think it correlate positively as in more cultural intelligence better interaction, less intelligence, less interaction" (I5) "I would imagine that being aware of other cultures plays a role" (I6) "Communication is not all is not only about words. It's about getting a deeper understanding of what the other is saying without making any judgment without giving it value. So, once you give value to it, you are more open to it and you are more likely to receive it. Because I can speak your language and I can hear what you're saying. But if I'm not culturally intelligent, I will not consider what you're saying…if I am open to your culture, I will go beyond the word…I will reach a deeper understanding of what you are saying" (I7) "Cultural intelligence means that you want to be able to communicate with people from different cultures, or at least you have the capability to seek that you know" (I8)	10
Cultural intelligence become people more apt to learn	"So being culturally intelligent and knowing about the culture of a certain region or a certain country, it does not necessarily mean that this person is emotionally intelligent, because they would not necessarily channel these emotions in a very good way. There might be very informed when it comes to culture, but at the same time they can probably act react negatively or positively to this cultural fact or cultural issue…But in general, I would say it would be better and many instances to be culturally knowledgeable than not" (I10) "If you're dealing with people who are intelligent and culturally intelligent (and I am understanding by cultural intelligence they have a good grasp of you know different cultural interpretation of certain phenomena) then of course [cultural intelligence mediates the negative correlation] …the more knowledge, the more wisdom" (I16) "You would be more apt to learn how different cultures communicate with each other" (I8)	3
Cultural intelligence become people more apt to clarify	"If there's any…negativity because of the different cultures, because of the information we shared during collaboration, a cultural intelligent person can explain, for example, or can go back and just make the situation lighter by sharing more information about him, for example culture and how his culture thinks about this point" (I14)	1

Source: Elaborated by the researcher.

Figure 5.1 presents the data that emerged from the qualitative research.

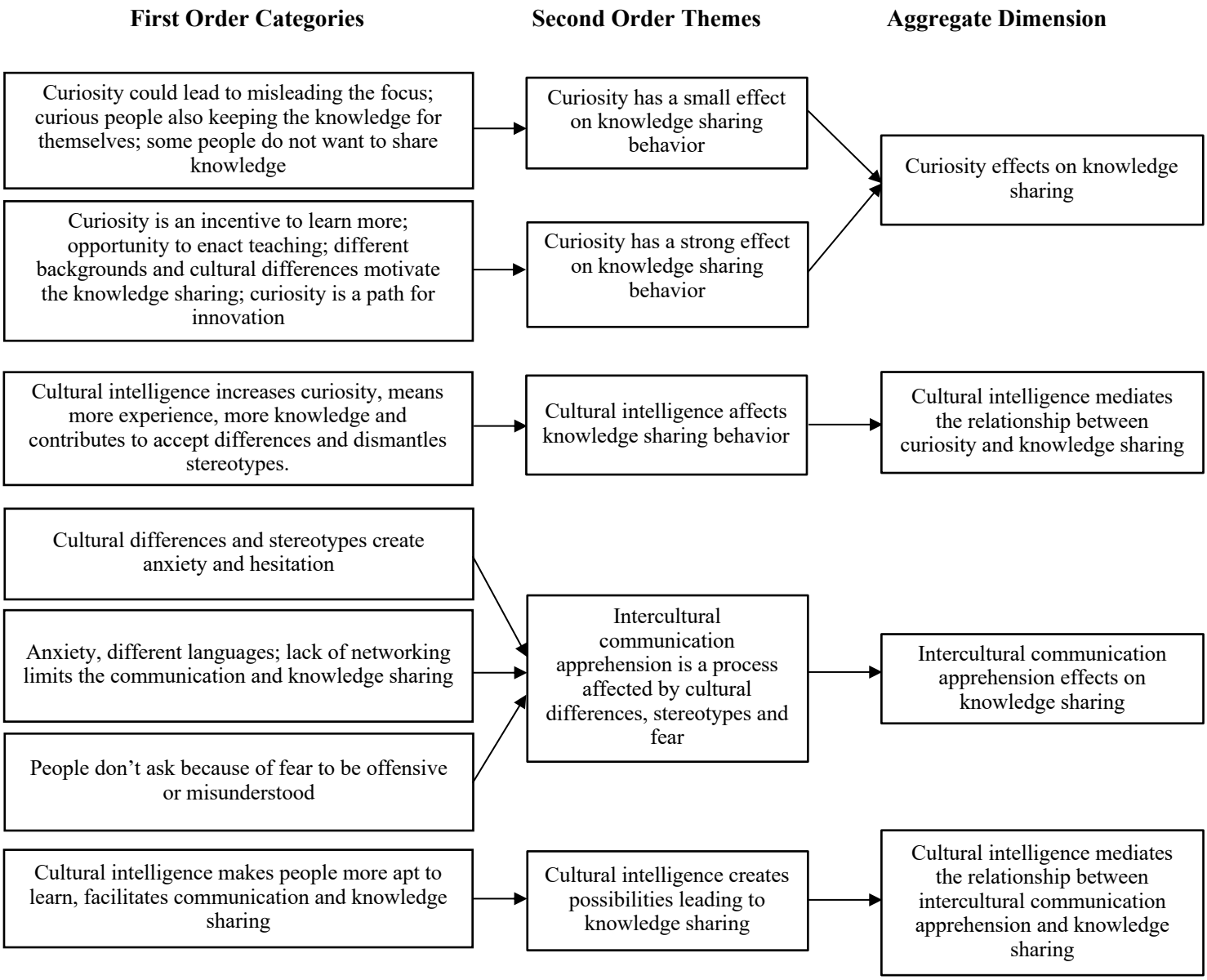


Figure 5. 1 Study 1: Qualitative data

5.4 Discussion

The main lines of conclusion of study 1 mediation models are as follows:

- Curiosity is related with opportunities to learn, an incentive to learn and is a path for innovation. Different backgrounds promote knowledge sharing among academic teaching staff in higher education institutions.
- Despite being seen as an opportunity to break down barriers and promote the sharing of intercultural knowledge, intercultural communication apprehension represents anxiety or stress, due to cultural differences that create anxiety and hesitation. The stereotypes, different languages and cultural heritage, as well as different educational backgrounds make intercultural communication more difficult. So, intercultural communication apprehension is negatively related to knowledge sharing behavior.
- Cultural intelligence mediates the relationship between curiosity and knowledge sharing. Because cultural intelligence boosts curiosity, it also enhances experience and knowledge and contributes to acceptance of differences and dismantles stereotypes.
- Cultural intelligence mediates the relationship between intercultural communication and knowledge sharing, since cultural intelligence facilitates communication and knowledge sharing, making people more apt to learn and to clarify.

The following dendrogram presents the result of cluster analysis of nodes resulting from the codification of the positions of disagreement (see Figure 5.2) and agreement (see Figure 5.3), with the criterion of Pearson's correlation based on similarity on ideas (words in common). Figure 5.4 presents word cloud of study 1.

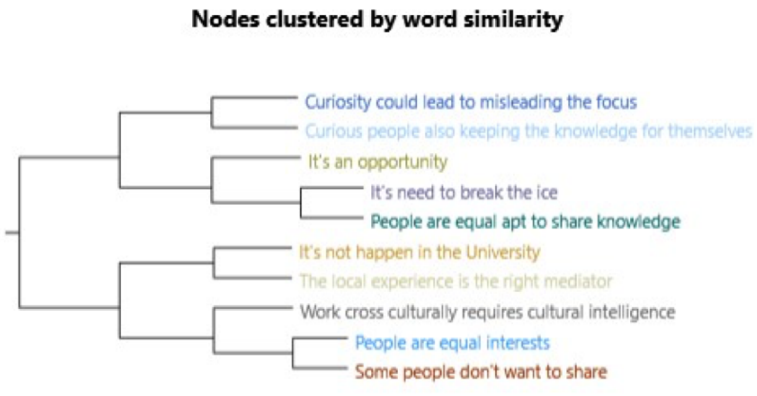


Figure 5. 2 Cluster analysis of disagreement positions

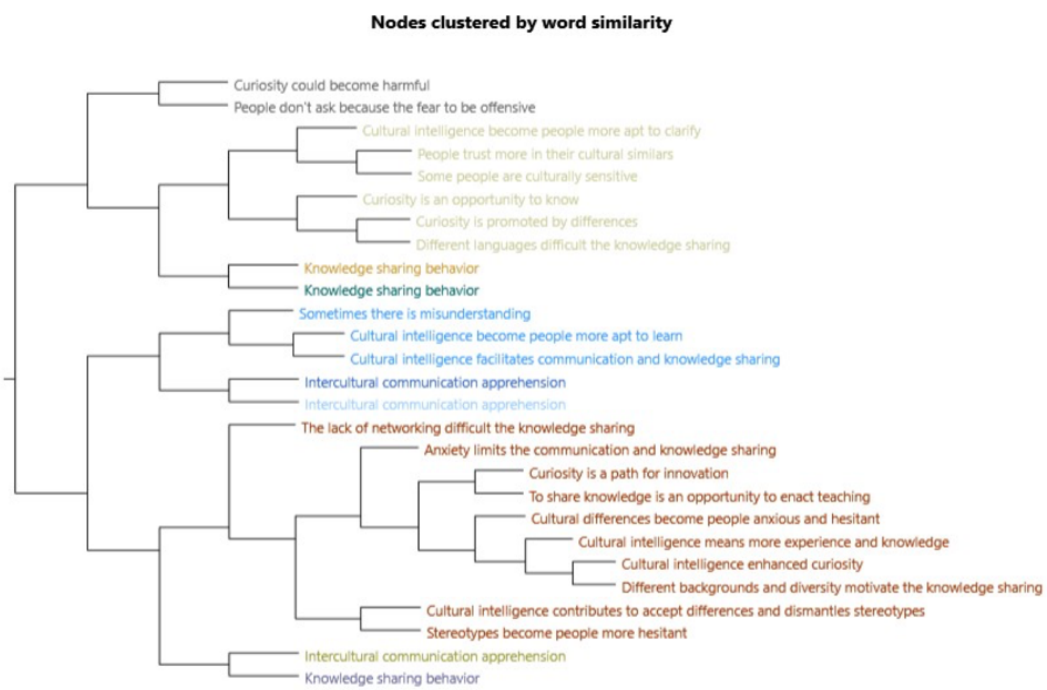


Figure 5. 3 Cluster analysis of agreement positions

Figure 5. 4 Word cloud of Study 1

Study 2: KSB, job satisfaction and turnover intention

The second study analyzes the relation between knowledge sharing behavior, job satisfaction, turnover intention, and the moderating role of perceived organizational support. Table 5.14 presents the content analysis matrix of the study.

Table 5. 14 Content analysis matrix of Study 2

Dimension	Category
Administration support moderation model	The effect of knowledge sharing on job satisfaction
	The moderation effect of perceived organizational support on the relationship between knowledge sharing and job satisfaction
	The effect of knowledge sharing on turnover intention
	The moderation effect of perceived organizational support on the relationship between knowledge sharing and turnover intention

Source: Elaborated by the researcher.

The results of the interviews' coding are presented by dimension of analysis: (2) the perceived organizational support moderation models. Each category has sub-categories which reveal the participant's position and for each sub-category the reasons appointed (like nodes). For each sub-category, the references were counted, allowing the realization of the most frequent perceptions and experiences among them and, thus, identifying trends and behaviors. Interview participants were requested to rate their response to the hypotheses statements on a 5-point Likert scale (1 = strongly disagree, 5= strongly agree).

5.4.1 (2) Perceived organizational support moderation model

5.4.1.1 Positive direct effect of KSB on job satisfaction

The prevalent position among participants is agreement with the hypothesis, but some aspects of disagreement were pointed out, like the **competition factor which discourages sharing of knowledge** because of fears such as losing one's job, being replaced, or losing the position of expert in the field of research. The following testimonials were offered, primarily by non-Qataris:

> *"Some people get more protective on the information and knowledge they have because they don't want to be replaced sometimes"* (I4)

"Especially if you have special technique. And you don't go teach who's around you. ...non-Qataris who will not share knowledge because they fear about losing their job" (I12)

"You've worked hard to get that knowledge and therefore you only keep it yourself. ...you want to be the expert in the field" (I13)

Otherwise, **different people have different ways of sharing knowledge**, because "Sometimes there are reservations and people are not always willing to share, and you're talking about people who are very well qualified, very well talented, skilled in their areas of profession" (I13). For other participant **job satisfaction depends on other factors**, like the contribution of each one to the field, "the point is that we're starting from makes a difference" (I10). Another reservation with the positive relation between job satisfaction and knowledge sharing is that **people share information despite of being satisfied with their job**, as explains one testimonial: "I know examples of people who don't like their jobs, but then if I ask my question or ask them to explain something they would do" (I4). And other particularity is that **Qatari people share knowledge after their retirement**: "Qataris usually they share. And depends you are very close to him. Or did they like to teach you so after they leave their job for retirement" (I12).

Table 5. 15 Disagreement - Positive direct effect of KS on JS

Nodes	References	Nº
Competition discourages sharing of knowledge	"Some people get more protective on the information and knowledge they have because they don't want to be replaced sometimes" (I4) "He doesn't want to share what he's doing. He thinks that if he shares, his ideas will be stolen" (I11) "If you are sharing your knowledge and tell everything you could lose your job… Specially if you have special technique. And you don't go teach who's around you…. non-Qataris who will not share knowledge because they fear about losing their job" (I12) "You've worked hard to get that knowledge and therefore you only keep it yourself…. you want to be the expert in the field" (I13)	4
Different people have different ways of sharing knowledge	"There are pleased, they're very satisfied…. Sometimes there are reservations and people are not always willing to share, and you're talking about people who are very well qualified, very well, talented, skilled in their areas of profession…It's very difficult to tell whether job satisfaction is actually associated or related to knowledge sharing" (I13)	1
Job satisfaction depends on other factors	"I'm much happier with the job because my concerns are taken into consideration. My opinion is respected. I feel that I'm contributing something. So, the point is that we're starting from makes a difference" (I10)	1
People share information despite being	"I know examples of people who don't like their jobs, but then if I ask my question or ask them to explain something they would do" (I4)	1

Nodes	References	Nº
satisfied with their job		
Qatari people share knowledge after their retirement	"Qataris usually they share. And depends you are very close to him. Or did they like to teach you so after they leave their job for retirement" (I12)	1

Source: Elaborated by the researcher.

Among the agreement positions with the positive relation between job satisfaction and knowledge sharing, there were six participants who defended the position that **happy employees give more** to the institution. So, more job satisfaction means more happiness and more collaboration "in every respect, not just sharing knowledge" (I9) and "when people feel happy and relaxed in an environment, they are more likely to share knowledge with each other. …the more people share knowledge with each other, I think the better the work environment is" (I8).

Job security motivates sharing knowledge too, as explain three participants:

> *"Job satisfaction, job security…promotes ownership of the place as well" (I2)*
> *"I imagine that if the faculty were feeling comfortable and less likely to be compete with one another. They'd be more likely or more comfortable. Also sharing knowledge amongst themselves"* (I6)
> *"More stable job helps you to be more happy actually…on temporary contracts like myself, they will find themselves always anxious and think about the stability of their work, and I think this plays a role in making them less happy and less satisfied of course…someone who comes with a contract three years or four years contract will be more satisfied, more secured, and would like to share information because he knows that he will stay in his position, at least for the next four years"* (I14)

Otherwise, **unhappy staff feel insecure and dissatisfied**:

> *"If somebody is unhappy in their workplace, they would feel…hesitant to share their knowledge"* (I1)
> *"If he is not satisfied maybe because his communication skills are not well, so he's not intending to connect with peers so that he has more knowledge sharing with his friends"* (I11)

"You have no fear of your line manager, you have no fear of seeing your job. You don't feel insecure, so you would be more inclined to give more information to share the knowledge" (I17)

"The person will be avoidant of what causes them discomfort or pain or makes them feel not feel good or welcome…great researchers, great teachers who used to show significant knowledge sharing in their own field with their colleagues. We used to learn from them. They simply left, resigned and left the corporation or the college because of lack of satisfaction…the person may not feel valuable, may not feel their contributions are rewarded" (I5)

Two participants considered that job satisfaction improve the work environment, so people are *"more than willing to impart that knowledge" (I3),* different from being in an environment with *"closed-mind and closed-mouth and they didn't help me, and I didn't learn about society here"* (I3)

Also, job satisfaction allows teachers to focus their **concerns on strategies to deal with students**: "If people are satisfied with their job, they will convey their experience on how to deal with students in a better way. This is not part of our regulations or policies…how to attract more students to join the university, to join the relevant college, to open up with more intelligent questions, to share better ideas" (I17). **Sharing knowledge means more job satisfaction**: "One of the most important things for me at work is to learn, to receive and give knowledge. And if I can't learn new things, I am not growing. I'm not happy" (I17).

Table 5. 16 Agreement - Positive direct effect of KSB on JS

Nodes	References	Nº
Happy employee gives more	"If you're happy within yourself and where you are and who you're working…... you serve…you're more than willing to impart that knowledge" (I3) "When people feel happy and relaxed in an environment, they are more likely to share knowledge with each other…the more people share knowledge with each other, I think the better the work environment is" (I8) "Job satisfaction going to motivate them to do their best in every respect, not just sharing knowledge" (I9) "I would like my job more and I would actually try to help even more and strengthening the institution in which I am working" (I10) "If you are positive if you are satisfied with your job, you will be happy to share any information just to help anyone else around you…the whole environment to be to become more positive" (I14) "When an employee is happy, he or she is willing to share knowledge among their colleagues" (I15)	6
Job security motivates sharing knowledge	"Job satisfaction, job security…promotes ownership of the place as well" (I2) "I imagine that if the faculty were feeling comfortable and less likely to be compete with one another. They'd be more likely or more comfortable. Also sharing knowledge amongst themselves" (I6) "More stable job helps you be to be more happy actually…on temporary contracts like myself, they will find themselves always anxious and think about the stability of their work, and I think this plays a role in making them less happy and less satisfied of	3

Nodes	References	Nº
Unhappy staff feel insecure and dissatisfied	course…someone who comes with a contract three years or four years contract will be more satisfied, more secured, and would like to share information because he knows that he will stay in his position, at least for the next four years" (I14) "If somebody is unhappy in their workplace, they would feel…hesitant to share their knowledge" (I1) "If he is not satisfied maybe because his communication skills are not well, so he's not intending to connect with peers so that he has more knowledge sharing with his friends" (I11) "You have no fear of your line manager, you have no fear of seeing your job. You don't feel insecure, so you would be more inclined to give more information to share the knowledge" (I17) "The person will be avoidant of what causes them discomfort or pain or makes them feel not feel good or welcome…great researchers, great teachers who used to show significant knowledge sharing in their own field with their colleagues. We used to learn from them. They simply left, resigned and left the corporation or the college because of lack of satisfaction…. the person may not feel valuable, may not feel their contributions are rewarded" (I5)	3
Improve the work environment	"You're more than willing to impart that knowledge. And I think that when you work in an environment like that…job satisfaction is great. …people were closed-mind and closed-mouth and they didn't help me, and I didn't learn about society here" (I3) "To improve the work environment" (I17)	2
Concern strategies to deal with students	"If people are satisfied with their job, they will convey their experience on how to deal with students in a better way. This is not part of our regulations or policies. …. how to attract more students to join the university, to join the relevant college, to open up with more intelligent questions, to share better ideas" (I17)	1
Sharing knowledge means more job satisfaction	"One of the most important things for me at work is to learn, to receive and give knowledge. And if I can't learn new things, I am not growing. I'm not happy" (I17)	1

Source: Elaborated by the researcher.

5.4.1.2 Moderation effect of POS between KSB and job satisfaction

In relation to perceived organization support moderates the relationship between knowledge sharing and job satisfaction, there were only arguments of agreement observed. For instance, nine participants considered that **administration support make people satisfied**, in terms of security in job – when you don't feel appreciated, you don't feel you are supported enough. You don't feel you are secured or settled…constantly worried about your family" (I2) – reward system (I4), monetary factors (I6) and the appreciation – "If my organization, if my department does not value knowledge sharing or receiving knowledge, then, this will not fulfill my willingness to learn and grow…Definitely it will negatively affect my job satisfaction" (I7). At the same time, three participants considered that **organizational support gives security to share knowledge**:

> *"When you feel supported from the organization, of course it's going to have positive effect in every respect, not just the job. I mean not just the knowledge sharing" (I9)*

"When the organization itself is supporting knowledge sharing, they will not be afraid to talk about what they are working on…They're not afraid to share their ideas so that they are not afraid to think that their ideas will be stolen" (I11)

"They support you to explain your point of view to understand you…support you emotionally…will support you to get your rights" (I14)

Administration support encourage people, it's important, and motivate people:

"If I have an institution where my leadership is informing me on any aspect of the organization or structure on the promotion on the merits…Then it's going to make most people very satisfied with that and then this leads to…very prosperous and excellent organizational structure that lead to job satisfaction" (I16)

"Encourage people to talk, not to punish them in accordance with their opinions. …This is really an essential part of organizations support" (I17)

Administration support become university more prestigious, since "they not only educate future scholars and employees, but it grows by itself too through knowledge sharing by producing publications, community-based events, scholarly scientific events" (I15) and this is what brings "value on the credibility and prestige that universities usually hold. Knowledge sharing at different levels within and beyond the borders of the university or the country or the region" (I15). **Administration support encourage people to share intercultural knowledge**, providing the necessary resources and create a positive work environment where people could look and ask for knowledge, as explained by two participants:

"Facilitates that makes a lot of things easy. I mean, knowledge sharing, knowledge dissemination requires a lot more than individual effort, and especially when it comes to resources" (I13)

"If the organization supports me, then I think the Arabic students or nurses are going to be more apt to learn about me and ask about me…the Indian students or nurses are going to be more apt to learn about the Filipino" (I3)

Organizational support gives guidelines to help people become more secure in their job and more open to sharing knowledge: "we have an organization of support and then it's very clear because you have in front of you a road map" (I16). **The lack of rewards result in turnout** and inhibiting knowledge sharing behavior, as explained by one participant: "when a new position open…I expected to be rewarded. For what I did. And it didn't happen…It's really,

really impacted me to the point I had to leave my position and move on to a different position" (I7)

Table 5. 17 Agreement - Moderation effect of POS between KSB and JS

Nodes	References	Nº
Administration support make people satisfied	"Nobody joins Academia unless they believe in the value of academia or they have passion about it … they are set to share knowledge … when you don't feel appreciated, you don't feel you are supported enough. You don't feel you are secured or settled. … constantly worried about your family" (I2) "The reward system any organization have would influence the employees very well and make them like the job and want to stay more. … everyone wants to be appreciated on whatever they do, big or small" (I4) "It's more important than monetary factors and many other things" (I6) "If my organization, if my department, does not value knowledge sharing or receiving knowledge. Then, this will not fulfill my willingness to learn and grow. … Definitely it will negatively affect my job satisfaction" (I7) "One of the things that makes me feel happy and comfortable in this position is that I feel I have support in the university and that makes me want to give my best and share my knowledge with everybody so" (I8) "That means the organization cares about their well-being, their cares about their standing within the institute" (I10) "If the organization taking care about you … you have benefits for someone he has really. … he's specialty or he is professional … he has more salary than others" (I12) "We saw this especially in the pandemic. Employees will need support in different levels, so you need support in research…emotional support at sometimes. So, if the organization is willing to support from in all these … everyone will be happy and very satisfied" (I14) "Start with the financial support and then comes to the spiritual one, like feeling the type of respect, feeling that … you are a valuable person in the institute. So those are the feeling things that happen between the administration and the employee" (I15)	9
Organizational support gives security to share knowledge	"When you feel supported from the organization, of course it's going to have positive effect in every respect, not just the job. I mean not just the knowledge sharing" (I9) "When the organization itself is supporting knowledge sharing, they will not be afraid to talk about what they are working on … they're not afraid to share their ideas so that they are not afraid to think that their ideas will be stolen" (I11) "They support you to explain your point of views to understand you … support you emotionally … will support you to get your rights" (I14)	3
Administration support encourage people it's important	"If I have an institution where my leadership is informing me on any aspect of the organization or structure on the promotion on the merits … Then it's going to make me most people are very satisfied with that and then this leads to … very prosperous and excellent organizational structure that leads to job satisfaction" (I16) "Encourage people to talk, not to punish them in accordance with their opinions. … This is really an essential part of organizations support" (I17)	2
Administration support encourage people to share intercultural knowledge	"If the organization supports me, then I think the Arabic students or nurses are going to be more apt to learn about me and ask about me … the Indian students or nurses are going to be more apt to learn about the Filipino" (I3) "organizations' support is critical in knowledge dissemination and knowledge sharing…. I think that make that facilitates makes a lot of things easy. I mean, knowledge sharing, knowledge dissemination requires a lot more than individual effort, and especially when it comes to resources" (I13)	2
Administration support become University more prestigious	"They not only educate future scholars and employees, but it grows by itself too through knowledge sharing by producing publications, community-based events, scholarly scientific events … That's the value on the credibility and prestige that universities usually hold. Knowledge sharing at different levels within and beyond the borders of the University or the country or the region" (I15)	1

Nodes	References	Nº
Organizational support gives guidelines	"We have an organization of support and then it's very clear because you have in front of you a road map" (I16)	1
The lack of rewards results in turnout	"I was highly involved in knowledge sharing mentoring new colleagues and staff … I was happy about it and my work was acknowledged. Unfortunately, when a new position open … I expected to be rewarded. For what I did. And it didn't happen. … It's really, really impacted me to the point I had to leave my position and move on to a different position" (I7)	1

Source: Elaborated by the researcher.

5.4.1.3 Negative direct effect of KSB on turnover intention

In relation to knowledge sharing behavior negatively related to turnover intention, there were different arguments and positions. Among the disagreement positions, five participants considered that **other job factors were involved in the decision to leave**: "The job security and job satisfaction" were important despite of the role of knowledge sharing (I2), as well "the support of your research" (I9), the salary and the relationship with the boss: "salary…you are dealing with difficulties, it's not about only knowledge…relationship between you and your boss…Knowledge sharing is not always the reason to leave" (I12). One participant said, "nobody will try to leave here just because of lack of knowledge sharing" (I9) but the biggest issue is "the package that the work is offering…the support of your research…But sharing knowledge, of course, it's very important, but to me it's not a big factor" (I9).

Other point is that **people leave when are not engaged with research**: "Call for me to leave an institution in the case where I'm not allowed to actually engage in the research that I want to engage in. Or I'm not able to write about the topics that I want to write about… academic freedom" (I6).

People who want the job look for knowledge, so turnover results from knowledge sharing: "If the person really wants his job, he will ask more sources, he will be curious to know more about…he gets the information" (I11). And these people working in sharing knowledge, since "like working and being on the job will make you learn" (I4).

Otherwise, **turnover depends on finding a substitute person** and not so much of knowledge sharing, as said by one participant: "I don't think this is right because it depends. If they found better offer, they are going to leave" (I12).

Table 5. 18 Disagreement - Negative direct effect of KSB on TI

Nodes	References	Nº
Other job factors were involved in the decision to leave	"There are other ways also too" (I1) "Rather than knowledge sharing it's the job security and job satisfaction. …knowledge sharing is there … But it's not one of the main players" (I2) "Knowledge sharing behavior does not have an exactly relate to turnover intention" (I4) "Nobody will try to leave here just because of lack of knowledge sharing … the package that the work is offering … the support of your research … But sharing knowledge, of course, it's very important, but to me it's not a big factor" (I9) "Sometimes they have offers. Sometimes if you are not comfortable … has less salary … you are dealing with difficulties, it's not about only knowledge. … relationship between you and your boss … knowledge sharing is not always the reason to leave" (I12)	5
People leave when are not engage with research	"If people were not willing to share who they are, what they are beyond what you're going to learn on either the Internet or from a book … it would be gone." (I3) "Call for me to leave an institution in the case where I'm not allowed to actually engage in the research that I want to engage in. Or I'm not able to write about the topics that I want to write about. … academic freedom" (I6)	2
People who want the job look for knowledge	If the person really wants his job, he will ask more sources, he will be curious to know more about … he gets the information" (I11) "You can build your own library or your own knowledge about the job and then when you leave, the other person will start from zero if you don't share. But I think working and being on the job will make you learn, and I don't think there will be many. I don't think you would need others to give you the information or knowledge to function" (I4)	2
Turnover depends on find a substitute person	"I don't think this is right because it depends. If they found better offer, they are going to leave" (I12)	1

Source: Elaborated by the researcher.

Among the agreement positions, three participants considered that **to be engaged with the job promotes knowledge sharing**: "The more we share knowledge, the more people will grow both professionally and personally, which means they will be happier, and they will remain" (I7).

Being unhappy does not promote knowledge sharing and contributes to turnover, since the participant may "feel isolated…it might actually support the decision of that person to leave the institute" (I15) and if "they are not happy with their chairs, they are not happy with their management. They are not happy with strategic planning. They are not happy with the overall management…stress and frustration about knowledge sharing…you're taking out of their comfort zone" (I16).

Feeling valuable promotes knowledge sharing: "knowledge is really important for the person to develop" (I7) and "feeling value of your knowledge is part of the power you feel and would give you more satisfaction with your job. It will reduce turnover" (I17). "So, if the professors they're not communicating with their superiors or with their colleagues as much as

possible, I think it's a sign of dissatisfaction with their position within…the faculty community that they are in" (I10).

Four participants agree that **lack of knowledge sharing will lead people to leave the university**, because "It might encourage them to leave because junior colleagues, they are the most people who are in need for knowledge sharing" (I17), associated with communication among people that leads to a more comfortable work environment: "there will be miscommunication and people will not be able to understand each other. And then that would cause problems which would lead to turnover" (I8).

Another reason pointed out is that **lack of support leads older staff to leave, more than junior**: "senior people they are capable of giving in fact more…if they feel that they are not welcomed and the institute is not making advantage of their knowledge, they are more likely to leave, unlike the junior people….the younger ones will remain because they need the knowledge" (I15).

At least, one participant defended the idea that **understanding the job promotes knowledge sharing**: "If there is no knowledge sharing, you don't understand your job well…I worked for eight months in industry and I left the company because I didn't understand my job" (I17).

Table 5. 19 Agreement - Negative direct effect of KSB on TI

Nodes	References	Nº
To be engage with job promotes knowledge sharing	"I can see that happening specifically for people who are very keen on developing knowledge. … very interested in this whole knowledge culture" (I13) "I felt that they are not sharing information with me. It was a very it's like a military kind of job." (I17) "The more we share knowledge, the more people will grow both professionally and personally, which means they will be happier, and they will remain" (I7)	3
Be unhappy does not promote knowledge sharing	"If they felt less valuable and under rewarded, underappreciated … there are many factors beyond simply knowledge sharing that kind of affect job satisfaction and the person. And of course, negatively affect retention." (I5) "Feel isolated. … it might actually support the decision of that person to leave the institute" (I15) "They are not comfortable for different things. They are not happy with their chairs, they are not happy with their management. They are not happy with strategic planning. They are not happy with the overall management … stress and frustration about knowledge sharing. … you're taking out of their comfort zone" (I16)	3
Feeling valuable promotes knowledge sharing	"Knowledge is really important for you to develop" (I7) "So, it's much more linked to a moral and strategic point of view. So, if the professors they're not communicating with their superiors or with their colleagues as much as possible, I think it's a sign of dissatisfaction with their position within … the faculty community that they are." (I10) "Feeling value of your knowledge is part of the power you feel and would give you more satisfaction with your job. It will reduce turnover" (I17)	3
Lack of knowledge	"It might encourage them to leave because junior colleagues, they are the most people who are in need for knowledge sharing" (I17)	2

Nodes	References	Nº
sharing will lead people to leave the university	"There will be miscommunication and people will not be able to understand each other. And then that would cause problems which would lead to turnover" (I8)	
Lack of support lead older staff to leave, more than junior	"Senior people they are capable of giving in fact more … if they feel that they are not welcomed and the institute is not making advantage of their knowledge, they are more likely to leave, unlike the junior people. … the younger ones will remain because they need the knowledge" (I15)	1
Understanding the job promotes knowledge sharing	"If there is no knowledge sharing, you don't understand your job well … I worked for eight months in industry and I left the company because I didn't understand my job" (I17)	1

Source: Elaborated by the researcher.

5.4.1.4 Moderation effect of POS between KSB and turnover intention

In relation to perceived organization support moderates the relationship between knowledge sharing and turnover intention, two participants had a neutral position, while the others agree.

Six participants highlighted that **administrative support provides access to knowledge**, since "stability makes people feel at ease. You know with each other they would be more prepared to share knowledge, share experience, work in a group" (I2) and because "turnover would be less if people felt more supported by their organizations" (I8). So, "the more support, the less people leaving the institution" (I10).

Three participants considered **administrative (financial) support retains people**, because "turnover would be less if people felt more supported by their organizations" (I8). Other factors contribute to supporting and retaining people, as financial (like "salary") and non-financial "benefits" that makes people feel "appreciated" (I12) and "contributes to your feeling of satisfaction and your performance to your well" (I13).

Two participants considered that **knowledge sharing also impacts turnover intention**: "Organizational support help people to rethink about leaving the institute because of the lack of knowledge sharing…If there's no knowledge sharing, I don't think I will stay with the institute…Sharing knowledge…it's one of the most important factors to stay in one institute" (I14). "If you are more engaged in knowledge learning, if you are being a valuable member…you are building knowledge…The knowledge is not yours, so once you share it, you are promoting growth around you" (I7).

Organization support could lead to create an environment at work which promotes knowledge sharing behavior, since **family feeling retains people**: "if you build a positive

relationship with the people in your institute or organization, you feel that they are your family, so you are not willing to leave them" (I15).

Table 5. 20 Agreement - Moderation effect of POS between KSB and TI

Nodes	References	Nº
Administration support provides access to knowledge	"Stability makes people feel at ease. You know with each other they would be more prepared to share knowledge, share experience, work in a group" (I2) "And if you don't have any collegiality, you don't have any knowledge sharing. So, I think that is certainly depends on the organization" (I3) "I think it will get the employees of the University more connected. … They will easily know how to approach a person and ask for help. And at the same time, you would know the best. So, you would know that this person has the best knowledge … So, you would approach them directly" (I4) "The more support, the less people leaving the institution" (I10) "The people who are leaving the university because of lack of knowledge sharing or because they don't have the right information and they are less likely to leave if there is an organizational support because they will be receiving the information without the effort to go and search for the information" (I11)	5
Administration (financial) support retains people	"Turnover would be less if people felt more supported by their organizations" (I8) "If the organization taking care about you … you have benefits … he's specialty or he is professional, and they are appreciated, and for example he has more salary than others" (I12) "Organizational support is key to a lot of things that happen within the organization including turnover and retention. … Once you feel like you're getting support from your organization from the upper management, that definitely has a critical effect on retention and turnover … contributes to your feeling of satisfaction and your performance to your well" (I13)	3
Knowledge sharing also impacts on turnover intention	"Organizational support help people to rethink about leaving the Institute because of the lack of knowledge sharing. … If there's no knowledge sharing, I don't think I will stay with the institute. … Sharing knowledge … it's one of the most important factors to stay in one institute" (I14) "If you are more engaged in knowledge learning if you are being a valuable member … you are building knowledge … The knowledge is not yours, so once you share it, you are promoting growth around you" (I7)	2
Family feeling retains people	"If you build a positive relationship with the people in your institute or organization, you feel that they are your family, so you are not willing to leave them" (I15)	1

Source: Elaborated by the researcher.

Two participants assumed a neutral position. Considering that organizational support moderates the relationship between knowledge sharing and turnover intention, **depending on the kind of support gives by the institution**:

> *"It depends on how we perceive organizational support. Do you mean financial support? Is it support by giving work flexibility…They perceive this as support, but this has nothing to do with knowledge sharing. And I believe that knowledge sharing is part of the support"* (I17)

Table 5. 21 Neutral - Moderation effect of POS between KBS and TI

Nodes	References	Nº
Depends on the kind of support given by the institution	"[What] I need from the institution is to support me in the sense that sometimes support could mean also leave me alone or give me some time. Give me my space where I could work…leaving is a massive decision that one would make in a career" (I1) "It depends on how we perceive organizational support. Do you mean financial support? … Is it support by giving work flexibility. …They perceive this as support, but this has nothing to do with knowledge sharing. And I believe that knowledge sharing is part of the support" (I17)	2

Source: Elaborated by the researcher.

Figure 5.5 presents the data that emerged from the qualitative research

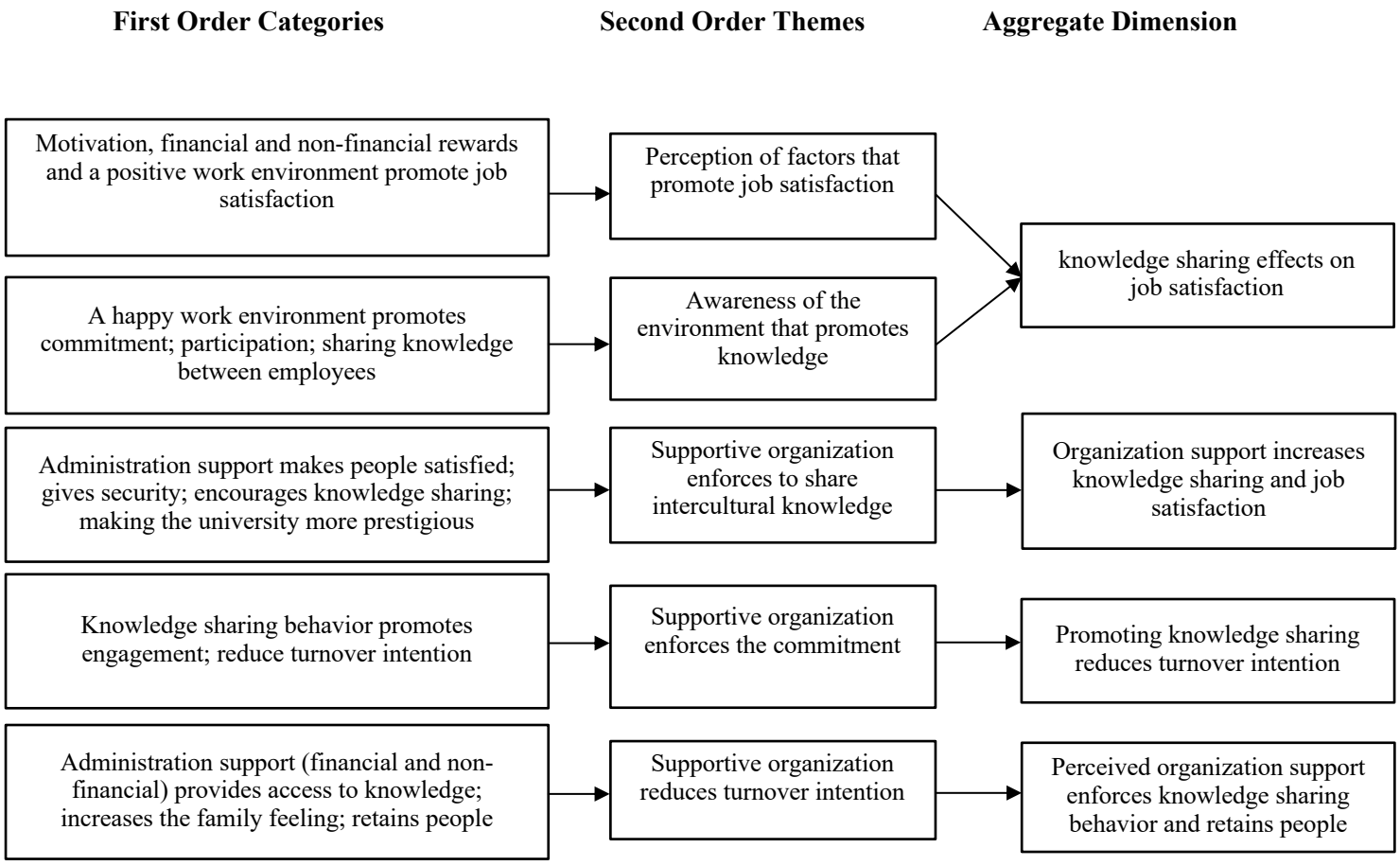


Figure 5. 5 Study 2: Qualitative data

5.5 Discussion

The main lines of conclusion of study 2 moderation models are as follows:

- Although job satisfaction is influenced by factors like motivation, financial and non-financial rewards and a positive work environment, the majority of participants agree that knowledge sharing behavior is positively related to job satisfaction, because a more pleasant work environment encourages commitment, participation, and knowledge sharing among employees.
- Job satisfaction and intention to leave are affected by employment engagement and differentiated skills. Knowledge sharing behavior is negatively related to turnover intention, because when people are dissatisfied with their institution and do not feel valued, understood, or supported, they tend to leave.
- Perceived organizational support moderates the effect of knowledge sharing behavior on job satisfaction because people become more satisfied and secure in their jobs, feel encouraged to seek and share intercultural knowledge, and receive guidelines for teaching or research work.
- Perceived organizational support moderates the effect of knowledge sharing behavior on turnover intention because administration support provides access to knowledge, which retains people and reduces turnover intention.

The following dendrogram presents the result of cluster analysis of nodes resulting from the codification of the positions of disagreement (Figure 5.6) and agreement (Figure 5.7), with the criterion of Pearson's correlation based on similarity of ideas (words in common). Figure 5.8 presents word cloud of study 2.

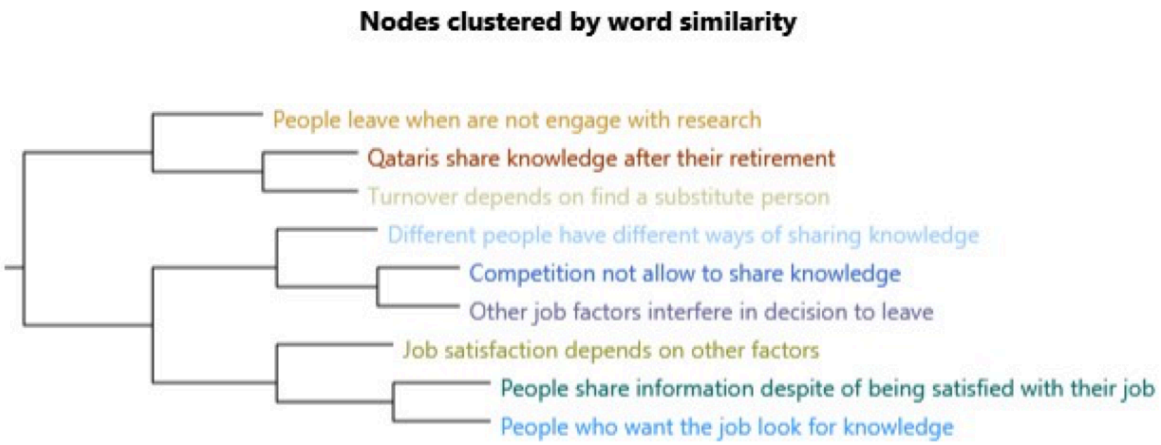


Figure 5. 6 Cluster analysis of disagreement positions

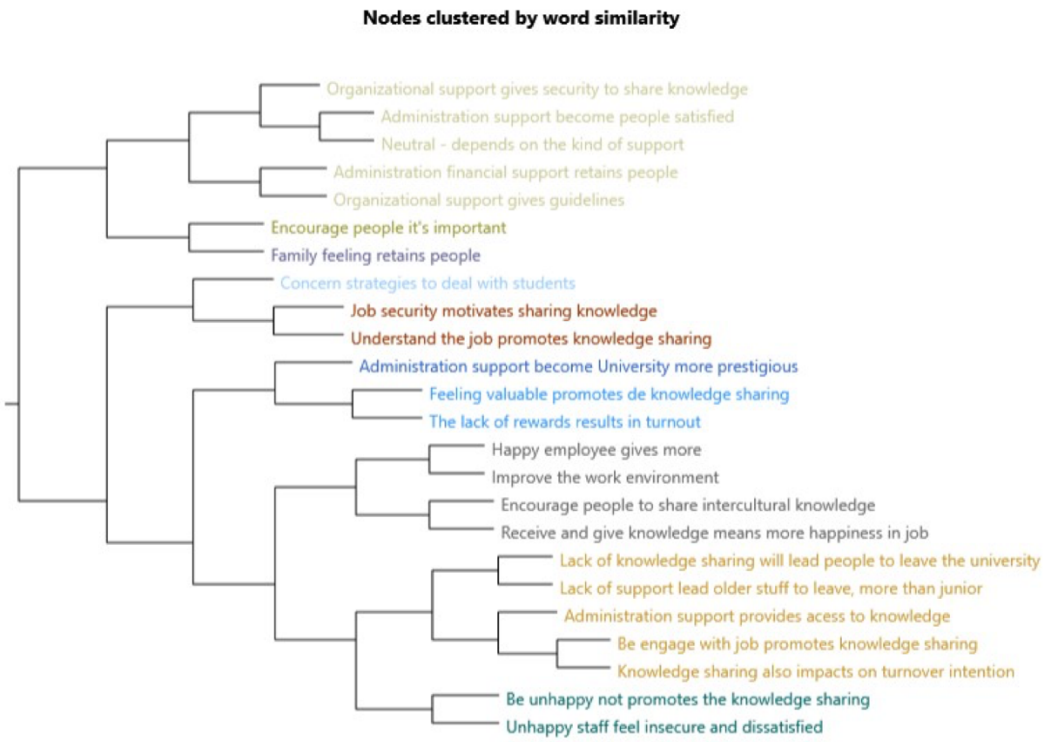


Figure 5. 7 Cluster analysis of agreement positions

Figure 5. 8 Word cloud of Study 2

5.5.1 Open-ended questions and responses

The interview protocol consists of open-ended questions to give the participants the chance to reflect freely. Table 5.22 presents the content analysis matrix for the open-ended questions:

Table 5. 22 Content Analysis Matrix: Open-ended questions

Dimension	Category
Knowledge sharing routine	Sharing knowledge with colleagues
Diversity influence	The diversity influence of in-group colleagues
Knowledge sharing adaptation	Knowledge sharing during the Covid-19 pandemic
Knowledge sharing process in higher education institutions	Knowledge sharing in universities Critical success factor to promote knowledge sharing Benefits of promoting knowledge sharing practices Failure in facilitating knowledge sharing practices Suggestions and recommendations for future research

The results of the interviews' coding are presented by dimension of analysis: (3) knowledge sharing routine; (4) diversity influence of in-group colleagues; (5) knowledge sharing adapted to Covid-19 pandemic; and (6) knowledge sharing process in HEIs. Each category has sub-categories which reveal the participant's position and for each sub-category the reasons appointed (like nodes). For each sub-category, the references were counted, allowing the realization of the most frequent perceptions and experiences among them and, thus, identifying trends and behaviors.

5.5.2 (3) Sharing knowledge with colleagues

With regard to the ways academic teaching staff share their knowledge, six nodes were identified (see Table 5.23). In relation to attitudes and habits in the routine of sharing knowledge in HEI, four participants refer to the use of **virtual platforms to online meetings**, like Zoom and Teams. One participant uses **an open-door policy** with colleagues "to provide them of all of the information that are required and as long as there's no confidentiality issue, the access to the information and to the documents would be transparent and it should be available" (I15).

Another participant refers to the **English language** as fundamental in the knowledge sharing process, mainly when people are not fluent Arabic speakers: "But having said that, the little Arabic I have, combined with English is enough to communicate and convey what I want to share" (I7). But, at the same time, this participant notes that "not being a fully Arabic speaker was definitely a barrier" (I7).

Respecting the differences, the cultural and the personal differences, "different personalities regardless of the culture" (I7) is another way to share knowledge with colleagues in daily routine, as well **to be non-judgmental** "because we all come from different backgrounds…So this definitely forced me to be more open, to be less judgmental to explain more my thinking, knowing that what I'm sharing, what I'm saying might not work for everyone" (I7). Another participant notes that sharing knowledge while being "**very cautions**" because "what you share as knowledge is valuable, is flexible. Today we have one data, tomorrow it's another one" (I16).

Table 5. 23 Sharing knowledge with colleagues

Nodes	References	Nº
With virtual platforms	"online meetings… Zoom… Teams… meetings… emails… workshops" (I14) "virtual meetings… Email" (I15) "Emails… Zoom" (I16) "Emails… YouTube" (I17)	4
An open-door policy	"Having Open Access policy and open-door policy for the employee to provide them of all of the information that are required and as long as there's no confidentiality issue, the access to the information and to the documents would be transparent and it should be available" (I15)	1
In English language	"I was involved a lot in PhD programs for my colleagues. And definitely not being a fully Arabic speaker was definitely a barrier. But having said that the little Arabic I have combined with English is enough to communicate and convey what I want to share" (I7)	1
Respecting the differences	"We all have different personalities regardless of the culture. And some are more like out speaking and extraverts. Well, there's a more introverts, so I think it's important to acknowledge that and respect that, in terms of knowledge sharing." (I7)	1
To be non-judgmental	"To be non-judgmental because we all come from different backgrounds. We all have different ways of seeing things. So, this definitely forced me to be more open to be less judgmental to explain more my thinking, knowing that what I'm sharing, what I'm saying might not work for everyone" (I7)	1
With cautions	"I have a tendency to share my knowledge while, you know, be very, very cautious …What you share as knowledge is valuable, is flexible. Today we have one data, tomorrow it's another one" (I16)	1

Source: Elaborated by the researcher.

5.5.3 (4) The diversity influence of in-group colleagues

How does the cultural and demographic diversity influence knowledge sharing? Employees have more tendency to share knowledge with in-group colleagues with the same cultural background. People feel more comfortable sharing knowledge with those who are similar, based in cultural linkages.

5.5.3.1 The impact of cultural background on KSB

Is knowledge sharing more common among in-group colleagues than between foreign colleagues? Some opinions are that for in-group colleagues to share knowledge is a natural tendency, because of professional reasons and interests. At the same time, there are factors that impact the creation of sharing groups, like the ability to communicate in English and publish in English journals, as well the nationality (in which Qataris are privileged) and the cultural similarities. There were **nine opinions that disagreed** with the effect of in-group colleagues and **seven opinion agreed** with in-group influence on knowledge sharing (See Table 5.24). In some cases, the same participant pointed out reasons for a position of both disagreement and agreement with this effect. In terms of disagreement positions, four participants considered **it is a natural tendency** to create groups with their peers:

> *"Everywhere else where people have a tendency to work together within their small little groups…people tend to build this small like niche where they have common interests, shared interests"* (I13)
>
> *"People in their nature, and social nature, they have the tendency to create smaller groups and so if I can call it even tribes of cultural tribes of employees…I think it's just part of the human social nature is to feel more comfortable within a smaller group of people"* (I15)
>
> *"I think it's probably our natural tendency to feel most comfortable with people who are most like us in general…people want to share or feel most comfortable sharing ideas with people who come from similar backgrounds to them just because they know how to communicate more easily with people from those same backgrounds"* (I8)

According to another participant, this circumstance doesn't hinder the team work: "they know each other, and they feel that they have an obligation to support one another regardless of nationality… it's an environment, it's a culture" (I14). Four participants considered **it is a professional option rather than personal**: It's a professional attitude, not cultural, to share knowledge with foreign researchers, based on cultural features, like to be "fluent in English and Arabic" (I10) and the research groups of each department (I6). Another participant defends that knowledge sharing with in-group colleagues **depends on the policies promotion of institution**, like a mandate to do research:

> *"If the grants or like the college is encouraging the faculty members to do research or to perform research together, they are more likely to perform and to work together… but in case this is not required, you don't see there is any effort from the faculty to really*

join their efforts togethers…rarely academic faculty members joining their efforts together unless it is mandated or like encouraged by the college or by specific grant" (I11)

Table 5. 24 Participants who disagree about the effect of in-group colleagues

Nodes	References	Nº
It is a natural tendency	"I think it's probably our natural tendency to feel most comfortable with people who are most like us in general… people want to share or feel most comfortable sharing ideas with people who come from similar backgrounds to them just because they know how to communicate more easily with people from those same backgrounds" (I8) "It's not just here in Qatar, it's everywhere else where people have a tendency to work together within their small little groups…people tend to build this small like niche where they have common interests, shared interests" (I13) "No, I don't think so. I think it's more of a community because I think the part of it is people worked here for years and they know each other and they feel that they have an obligation to support one another with regardless of nationality… it's an environment, it's a culture" (I14) "People in their nature, and social nature, they have the tendency to create smaller groups and so if I can call it even tribes of cultural tribes of employees, wherever they exist around us. Common interest which might be as a specialty. It might be a Department, it might be an ethnicity…I think it's just part of the human social nature is to feel more comfortable within a smaller group of people" (I15)	4
It is a professional option rather than personal	"I haven't noticed any major difference in that" (I2) "Once you are when you're entering the University, you are already being scheme into different groups that are related" (I6) "We are all fluent in English and Arabic, so like trust passing from one language to another would not be problematic for any of the faculty" (I10) "Now in terms of collaboration I find it easy to come to collaborate with anyone. If everyone is professional and stick to you know that the importance of knowledge and collaboration and being professional… in their work" (I14)	4
Depends on the policies promotion of institution	"If the grants or like the college is encouraging the faculty members to do research or to perform research together, they are more likely to perform and to work together… but in case this is not required, you don't see there is any effort from the faculty to really join their efforts togethers…rarely academic faculty members joining their efforts together unless it is mandated or like encouraged by the college or by specific grant" (I11)	1

Source: Elaborated by the researcher.

In terms of agreement (see Table 5.25), three participants indicated that people have the tendency to share knowledge among in-group colleagues with the **ability to communicate in English** because this is the language that could approximate people from different cultural backgrounds and nationalities:

"My colleague who does not speak very good English he would feel, or she would feel hesitant to talk, not because they don't want to share knowledge. Because they don't want to look awkward or incapable of expressing their views…it could be a factor that will stop knowledge sharing" (I1)

According to two other participants, English allows people and researchers "to communicate cross culturally" (I8) overcome the "language barrier" (I9) when there are members from different countries. **Nationality** is another factor that affects the constitution of the group by in-group colleagues dictated a functional division in university. The Qataris have a leadership role, while foreigners are more dedicated to do research:

> *"Qataris become more of a local expert but does not engage so much with the theory or the actual writing a paper publication…Qataris are also busy with other responsibilities, administration responsibilities that the university is giving them…is more likely that a Qatari is going to be put in a leadership position…Being involved in committees and so on, so they are less likely to have time to actually put the work in their publications"* (I6)

Two participants agreed that **cultural similarities help people become more confident.** New members are more hesitant, since "a new member in the team would usually be reluctant to immerse" (I5) and because "the culture is relevant to sharing knowledge…the cultural background with the attitude of the person towards sharing their knowledge and discussing more information" (I15).

The ability to publish in English journals (associated to the ability to communicate in English) also represents a factor that affected the group's constitution. Researchers look for other research with which they can publish papers in English journals. And because Qataris are mainly in leadership positions, "they do end up relying also on their non-Qataris and English-speaking colleagues" (I6).

English speakers are the group that they have more comfort with. So, there is a gap between Western Ph.Ds. (UK and USA) and others. Educational background, mainly the ability to communicate in English, influences the constitution of groups, rather than cultural differences or nationalities. Linguistic skills seem to be the main factor to create groups and teams to share knowledge on meetings and to publish in English journals.

Table 5. 25 Participants who agree about the effect of in-group colleagues

Nodes	References	Nº
The ability to communicate in English	"Because I speak good enough English, I could communicate with her or with him and share knowledge and talk about in my field security related staff. But maybe my colleague who does not speak very good English he would feel, or she would feel hesitant to talk, not because they don't want to share knowledge. Because they don't want to look awkward or incapable of expressing their views because, you know, in any field, if you don't speak the language, it's a bit of it's a drawback…it could be a factor that will stop knowledge sharing" (I1)	3

Nodes	References	Nº
	"To communicate cross culturally…that can create barriers." (I8) "It might be due to the language barrier." (I9)	
Nationality	"Qataris become more of a local expert but does not engage so much with the theory or the actual writing a paper publication…the Qataris are also busy with other responsibilities, administration responsibilities that the University is giving them…is more likely that a Qatari it's going to be put in a leadership position…Being involved in committees and so on, so they are less likely to have time to actually put the work in their publications." (I6) "For example, if there is a professor is Indian originally but his PhD from States, for me, if I had to work with Qatari who came from States, I prefer to go and work with that. I'm not saying this is right or wrong, but I am saying what's going on." (I12)	2
Cultural similarities help people become more confident	"I lead a team of nine individuals and the team is very diverse, and I notice that a new member in the team would usually be reluctant to immerse." (I5) "the culture is relevant to sharing knowledge…the cultural background with the attitude of the person towards sharing their knowledge and discussing more information" (I15)	2
The ability to publish in English journals	"Most of the publications are going to end up being also in English, and it's not necessarily the case that the Qatar academic subjects' expertise to be writing and publishing in these journals, so they do end up relying also on their non-Qataris and English-speaking colleagues" (I6)	1

Source: Elaborated by the researcher.

5.5.4 (5) Knowledge sharing during the Covid-19 pandemic

The Covid-19 pandemic has disrupted business organizations, and higher education institutions are no exception. In the context of Covid-19 pandemic, media used to share knowledge among academic staff were analyzed including factors that limit or enhance knowledge sharing activities.

5.5.4.1 Limiting or enhancing factors to share knowledge during the Covid-19 pandemic

Is the Covid-19 pandemic hindering or facilitating knowledge sharing? The **inhibiting factors** pointed out by participants were the limitation of online environment, the quality of teaching, the increased workload and restrictions to travel. The **enhancing factors** to sharing knowledge were associated with new online learning opportunities, more flexibility and more creativity promoted by the Covid-19 pandemic's context

The **limiting or inhibiting factors** in the knowledge sharing process during the Covid-19 pandemic (see Table 5.26) were related to **the limitations of online environment** which brings new challenges, like logistics limitations: "you have a 13 inch's screen and you have to explain everything that you were explaining in a big whiteboard" (I9). There are participants for whom is more difficult to share knowledge online (I14) or don't like this: "one of my friends that I

made here left because she did not like the online environment, the online teaching" (I3). Two participants question the **quality of teaching** "because an education that happen face to face is more valuable and…has more positive impact rather than the online teaching" (I15) and eLearning brings new worries such us "how to do computerized exams and how to get over plagiarism" (I3). Two participants referred to the **increased workload** that work from home is associated with the increase in expectations and pressure to be available 24/7:

> *"The workload grew, it grew exponentially…extra work on all of our parts because we couldn't let our guard down because we had to make sure students weren't cheating and we had to make sure that the students were learning"* (I3)
> *"Things that used to happen face to face and require our presence in the office at the workplace now can happen remotely. Which made expectation go beyond the working days and working place to anytime, anywhere…the pandemic made you available 24/7 …there are expectation for you to…look into your email and respond"* (I5)

Another limitation was the **restrictions to travel,** which hindered who could attend conferences: "We are not traveling right now because of covid-19, so we are not attending conferences" (I9).

Table 5. 26 Difficulties to share knowledge during Covid-19 pandemic

Nodes	References	Nº
The limitations of online environment	"One of my friends that I made here left because she did not like the online environment, the online teaching" (I3) "You have a 13 inch's screen and you have to explain everything that you were explaining in a big whiteboard" (I9) "It is the more difficult now knowledge sharing, especially that we are all online… Previously it was easier since you are you exist in the in the school and you can just find or more flexible schedule by having for example lectures or workshops or joining online" (I14)	3
The quality of teaching	"Have people talking about how to do… to take home exams and how to do computerized exams and how to get over plagiarism" (I3) "Affected the quality of the work because an education that happen face to face is more valuable and…has more positive impact rather than the online teaching" (I15)	2
Increased workload	"The workload grew, it grew exponentially…extra work on all of our parts because we couldn't let our guard down because we had to make sure students weren't cheating and we had to make sure that the students were learning" (I3) "Things that used to happen face to face and requires our presence in the office at the workplace now can happen remotely. Which made expectation go beyond the working days and working place to anytime, anywhere…the pandemic made you available 24/7 …there are expectation for you to…look into your email and respond" (I5)	2
Restrictions to travel	"We attended the workshop online…we are not traveling right now because of covid-19, so we are not attending conferences" (I9)	1

Source: Elaborated by the researcher.

On the other hand, the enhancing factors in the knowledge sharing process during the Covid-19 pandemic (See table 5.27) were the **new online learning opportunities**, such as new knowledge about communication tools, new ways of thinking and new work habits, as mentioned by two participants:

> *"This year of the COVID-19 situation, we have to gain new information for distant learning…we have to exchange the experience and the knowledge from each other to overcome trouble or problem we faced for the first time and when we switch to distant learning for instance here"* (I9)
>
> *"It opened new opportunities to think in a different way and to believe in what we didn't believe previously…with online courses you can gain new skills…You can have training online. You can meet online, open new gates for opportunities online"* (I17)

One participant referred to **more flexibility** in work and knowledge sharing: "Soon later we started adapting…become more flexible and started using other skills and other tools and other approaches and places where we've never done before…hindering knowledge sharing" (I5). Another participant highlighted that the online environment means **more creativity** and facilities to share knowledge: "it opened the gate for creativity. So, before that we never believed in online, or our belief in online was really diminished" (I17).

Table 5. 27 Facilities to share knowledge during the Covid-19 pandemic

Nodes	References	Nº
New online learning opportunities	"This year of the COVID-19 situation, we have to gain new information for distant learning…we have to exchange the experience and the knowledge from each other to overcome trouble or problem we faced for the first time and when we switch to distant learning for instance here" (I9) "It opened new opportunities to think in a different way and to believe in what we didn't believe previously… with online courses you can gain new skills…You can have training online. You can meet online, open new gates for opportunities online." (I17)	2
More flexibility	"Soon later we started adapting…be become more flexible and started using other skills and other tools and other approaches and places where we've never done before. …hindering knowledge sharing." (I5)	1
More creativity	"It opened the gate for creativity. So, before that we never believed in online, or our belief in online was really diminished." (I17)	1

Source: Elaborated by the researcher.

5.5.5 (6) Knowledge sharing process in HEIs

5.5.5.1 Knowledge sharing in universities

In universities, the more frequent way to share knowledge is face-to-face meetings (see Table 5.28). Conferences, workshops, and seminars are also common, as are gatherings of research groups to conduct and prepare research publications (like papers and book chapters).

Table 5. 28 How to share knowledge in universities

Nodes	References	Nº
Face to face	"From office to office" (I3) "Into their offices" (I4) "In person" (I5) "Face to face" (I6) "We meet face to face" (I9) "Face to face" (I13)	6
Conferences, workshops and seminars	"Conferences, workshops, seminars" (I2) "Conferences" (I3) "Symposia, webinars, seminars, webinars, conferences" (I5) "Conferences" (I6) "Conferences … workshops, trainings, conference papers" (I13)	5
Meeting groups	"Monthly meeting" (I4) "Writing groups of research groups" (I6)	2
Publications	"Papers and book chapters … writing report writing, publishable work" (I13)	1

Source: Elaborated by the researcher.

5.5.5.2 Critical success factors to promote KSB

From a cultural point of view, what do you think is a critical factor? Participants identified 11 critical success factors to promote knowledge sharing (see Table 5.29). For instance, five participants defend **an open mind to listening and understanding** without judgment, which means the acceptance of different opinions - be open to another cultures:

> *"It's very critical for people to be open minded and to be open to new adventures and to learn more... That is the kick-start of knowledge sharing, otherwise the stereotypes would actually block this knowledge"* (I1)
>
> *"I would be much more reluctant in sharing this opinion, so I think acceptance of the opinion of others is critical"* (I10)
>
> *"Being open and honest and embracing everything that you learn and not sort of shying away from it…I just was taught to respect and to learn from and with other people"* (I3)
>
> *"Be open minded and being open to learn anything from anyone"* (I7)
>
> *"There are religious things that come into play when people are communicating, like even for example, the use of "Alhamdullah" (Praise be to God) or "Mashallah" (God willing) so understanding that in communication in some cultures the religion comes into the regular communication. So, first being opened to listening and understanding without judgment. I think that's for me is the most critical factor to success"* (I8)

Another two participants referred to a **motivated context of communication**: *"Stability…appreciation"* (I2)

"because if the context requires knowledge sharing relevance, they feel motivated" (I5)

Showing a road map to students should be another factor of communication: "I share knowledge using the active formula…I permit the students also to learn on their own. And this is how I share knowledge…I perceive it as…showing the road map to student." (I16) and "it's part of the job is allowing knowledge sharing, promoting knowledge, sharing with those young staff" (I17).

The **cultural diversity** is a challenge, but it's also a factor of success in share knowledge: "Workplace is a good, very good, hub and environment to have long term friends that come from diverse cultural backgrounds" (I5) and "people who are coming from just their countries without being exposed to other cultures" (I9).

The existence of a collegial culture is defended as fundamental to investigation, apprehension and sharing of knowledge in the academic context, because it allows the participant to know the mission and vision of the university, its strategy and the way to lead with the other, Qatari or from another nationality:

> *"When everyone is on the same page, they have one culture. It's very hard to build. I know that but…They know the institution, vision and mission. It makes it very easy. For me. This is a success criterion. You know how to respect one another, how to deal with another one"* (I4)
>
> *"Collegial culture is that instead of having a vertical relationship with your colleagues having a horizontal relationship where we're all on the same level regardless of the degree, regardless of your country, regardless of your everything"* (I7)

A **platform to share knowledge** would be important to retain and preserve knowledge in university and to guarantee knowledge should not be attached to one person:

> *"When you develop projects at university, when you share knowledge, when you develop concepts, anything new, regardless of where you are or who you are when you leave, what you are doing should stay at the university…at the moment there is no platform or a way of having knowledge repository or to keep the knowledge… It's not well organized from my point of view, although the content is amazing and there is other knowledge being shared across colleges, across offices"* (I7)

It is critical for Qataris academic teaching staff to **be proactive and an active role:** "Qataris should play a more active role in the generation of knowledge rather than the consumption of it … we should also create, contribute to the creation of knowledge. We should

also be involved in producing knowledge rather than just consuming it. … I think its time for us now to start thinking about the windows here we need to produce rather than consume. … I think it's time for us now to start thinking about the windows here we need to produce rather than consume" (I13).

The **funding to a great involvement of Qataris in investigation** is fundamental, as explained by one participant: "Funding is key, and that's why a lot of the Western institutions are very successful because they provide a lot of funding to people who want to contribute to knowledge" (I13). This factor is particular important in Qatar's investigation context, in order to create knowledge and not only consume, since "Qataris should play a more active role in the generation of knowledge rather than the consumption of it" (I13).

Increased number of nationals in university. It's pointed as another critical factor to promote knowledge sharing, associated with the development of a knowledge-based economy:

> *"It's surprising to me that these amazing students that are receiving awards on the national level aren't being hired by the institution when we're claiming that we want to, you know, increase the number of nationals in the institution…it's beautiful that there is an investment in the Qatari faculty members, and hopefully the numbers will rise in the future"* (I6)

University should also guarantee **non-economic benefits** to motivate people and retain human capital, which means retain knowledge: "Money is not everything. If you are in a good job you get a very good salary, right? You get very good benefits. You need to see something not materialistic as well. It is not only about salary; it is about satisfaction with the environment and knowing where you are going" (I17).

Politics should emphasize retention of human capital because turnover is high in the Arab countries: "In Qatar and other Arab countries, turnover is very high…The turnover is high if you manage to maintain the people here, it is excellent, but if you don't manage to keep the people, at least you have to keep their knowledge" (I17).

The institution should give **support for knowledge to be integrated in Qatari culture:** "If there is support to have an open environment, it could help those who have cultural issues to integrate" (I15) and **time to be integrated in Qatari culture**:

> *"In Arab countries you come in and the second day, come on we want you to teach. Take this, go and teach and a lot of faculty members will feel really confused. *** University started to produce a program to reduce teaching load on new staff, but this is not enough. I think minimal teaching should be given in first year and allow people to understand what's going on"* (I17)

Table 5. 29 Critical success factors to promote knowledge sharing

Nodes	References	Nº
An open mind to listening and understanding without judgment	"It's very critical for people to be open minded and to be open to new adventures and to learn more so that that could. That is the kick-start of knowledge sharing, otherwise the stereotypes would actually block this knowledge" (I1) "I would be much more reluctant in sharing this opinion, so I think acceptance of the opinion of others is critical" (I10) "Being open and honest and embracing everything that you learn and not sort of shying away from it…I just was taught to respect and to learn from and with other people" (I3) "Be open minded and being open to learn anything from anyone really" (I7) "There are religious things that come into play when people are communicating, like even for example, the use of like "Alhamdullah" (Praise be to God) or "Mashallah" (God willing) so understanding that in communication in some cultures the religion comes into the regular communication. So, first being opened to listening and understanding without judgment. I think that's for me is the most critical factor to success" (I8)	5
A motivated context of communication	"Stability … appreciation" (I2) "If the context requires knowledge sharing relevance, they feel motivated" (I5)	2
Show a road map to students	"I share knowledge using the active formula … I permit the students also to learn on their own. And this is how I share knowledge. … I perceive it as … showing the road map to students" (I16) "It's part of the job is allowing knowledge sharing, promoting knowledge, sharing those young staff" (I17)	2
The cultural diversity	"Workplace is a good very good hub and environment to have long term friends that come from diverse cultural backgrounds" (I5) "People who are coming from just their countries without being exposed to other cultures" (I9)	2
The existence of a collegial culture	"When everyone is on the same page, they have one culture. It's very hard to build. I know that but. … They know the institution, vision and mission. It makes it very easy. For me. This is a success criterion. You know how to respect one another, how to deal with another one" (I4) "Collegial culture is that instead of having a vertical relationship with your colleagues having a horizontal relationship where we're all on the same level regardless of the degree, regardless of your country, regardless of your everything" (I7)	2
A platform to share knowledge	"When you develop projects at university, when you share knowledge, when you develop concepts, anything new, regardless of where you are or who you are when you leave, what you are doing should stay at the university. … at the moment there is no platform or like a way of having knowledge repository or to keep the knowledge. … It's not well organized from my point of view, although the content is amazing and there is other knowledge being shared across colleges across offices" (I7)	1
Be proactive and an active role	"Qataris should play a more active role in the generation of knowledge rather than the consumption of it … we should also create, contribute to the creation of knowledge. We should also be involved in producing knowledge rather than just consuming it. … I think its time for us now to start thinking about the windows here we need to produce rather than consume. … I think it's time for us now to start thinking about the windows here we need to produce rather than consume" (I13).	1
Funding to a great involvement of Qataris in investigation	"Funding is key, and that's why a lot of the Western institutions are very successful because they provide a lot of funding to people who want to contribute to knowledge. … I think Qataris should be more involved in contribution to knowledge, I think. Unfortunately, throughout the Arab world, it seems to me like we tend more to consume what's already produced elsewhere than us contributing to the production to the creation of knowledge, and I think that's very important. … Why are the Arabs Ranked lowest amongst many other names compared to many other nations in terms of how much knowledge they produce? For example, if you look at the number of publications, the number of books authored by Arabs, the number of most translated into Arabic, the	1

Nodes	References	Nº
	number of Journal papers written each year in all of these international peer review journals, you will see that Arabs rank among the lowest. … We need to do a lot of things at the individual level at the institutional level at the government level. So, I think all should be involved in thinking about the way forward" (I13).	
Increase number of nationals in University	"It's surprising to me that these amazing students that are receiving awards on the national level aren't being hired by the institution when we're claiming that we want to, you know, increase the number of nationals in the institution. … it's beautiful that there is an investment in the Qatari faculty members, and hopefully the numbers will rise in the future" (I6)	1
Non-economic benefits	"Money is not everything. If you are in a good job, you get a very good salary, right? You get very good benefits. You need to see something not materialistic as well. It is not only about salary; it is about satisfaction with the environment and knowing where you are going" (I17)	1
Retain human capital	"In Qatar and other Arab countries. Turnover is very high. … The turnover is high if you manage to maintain the people here, it is excellent, but if you don't manage to keep the people, at least you have to keep their knowledge" (I17)	1
Support to be integrated in Qatari culture	"If there is a support to have an open environment, it could help those who have cultural issues to integrate" (I15)	1
Time to be integrated in Qatari culture	"In Arab countries you come in and the second day, come on we want you to teach. Take this go and teach and a lot of faculty members will feel really confused. *** University started to produce a program to reduce teaching load on new staff, but this is not enough. I think minimal teaching should be given in first year and allow people to understand what's going on" (I17)	1

Source: Elaborated by the researcher.

5.5.5.3 Benefits of promoting knowledge sharing practices in HEIs

The benefits of promoting knowledge sharing practices in universities (see Table 5.30) include the **development of careers**, because "knowledge exchange it's like a team work…the accumulation of the information gained by one person from the team, of course, going to affect the overall situation, it's going to make him teach better, it's going to make him having research attitude better" (I9). The **development of a knowledge-based economy** is another frequent factor referred by participants, since "the benefits are you get more educated people in the world which then creates a more understanding world" (I8) which is particularly important in Qatar context where are planned the transition to a knowledge-based economy, as explains one participant:

> *"If Qatar wants to build the knowledge-based economy and the knowledge before that, it has to build the knowledge-based society knowledge-based society. Is based mainly on knowledge sharing and knowledge transfer…The university is the hub for generating qualified people who would promote the economy of the country…We want the university through knowledge sharing to be part of the knowledge-based economy, I*

think this was one of the one of the real benefits of knowledge, proper knowledge sharing…I believe it is it is important for our culture. And for the future of our countries. To see Qatar in the next 10 or 15 years a developed country with knowledge-based economy, commercialization enhanced partnership between the universities and the Industrial and business sector. To see a real transformation and People in your age is the hope for this country" (I17)

Knowledge sharing also promotes **development of the institute and the university** "regardless of its intentions or the set goals, because it can give advice to how we can improve the place, the mistakes that we can avoid and look at long term positive effect of, you know, the Institute itself" (I10) and "it will improve the innovation in the university" (I11).

Another benefit of knowledge sharing is to **promote creativity** and "improve the creative work" (I11) with meetings where people could sit and talk together: "This the main reason I have these meetings, I want them all together in one room. So, to share knowledge among each other, not with me" (I4).

Promotion of interdisciplinary knowledge is another benefit from knowledge sharing, because "together…working on more impactful subjects…share the knowledge and they can complement each other" (I11) and because the synergy achieved between teachers with different scientific and educational backgrounds, as explains one participant:

"Scientists like us, we are graduated from science school, maybe when it comes to teaching, we need sharing knowledge with those who graduated from education in college which will help us to know how to deal with the students and collaborate with students better. So, it is very important again to help us all grow and know more about our environment" (I14)

Acquisition of social skills, includes "soft skills, technical, non-technical, administrative skills, not necessarily scientific knowledge" (I5) it's another benefit of knowledge sharing practices in universities, as will **create a positive work environment** that promotes knowledge sharing despite the gaps and differences between people:

"Work environment where staff feel comfortable sharing knowledge with others and also comfortable talking to others about their topics…the institution is moving forward to actually bridge this gap and get us together in an executive program one way or another, and so this could actually help the institution in to create a positive work environment" (I1)

Knowledge sharing practices in universities were an **incentive to the adaptation of an online environment** – "they promoted knowledge sharing to enable us to be able to make this quick transition to teach online…so that we can enhance our practices" (I3) – and **prepare future generations**: "We're talking about students who are going to be leaders in the future…I believe our responsibility to transfer our knowledge even without getting any benefit of this in the school" **Promote the university - market transition** with mentorships and team work of young staff. It's another benefit of knowledge sharing practices as explains one participant:

> *"Mentorships that allows knowledge sharing. It's part of the job is allowing knowledge sharing, promoting knowledge, sharing those young staff and you might feel surprised. A lot of young staff they don't know what they're doing because there is no mentorship system…because there is no mentorship to tell them how to apply for grants"* (I17)

Promotion of tolerance is also promoted by knowledge sharing practices, so, "people become more open to learning from each other and accepting each other" (I8). Other contribution of knowledge sharing practices in universities are the "benefit society...benefit the community, society" since "knowledge sharing contributes to solving a lot of the issues crippling modern society" and "is very useful in enlightening students, faculty and staff members. So that's probably the most important" (I13).

Table 5. 30 Benefits to promote knowledge sharing practices in universities

Nodes	References	Nº
Development of careers	"Knowledge exchange it's like a team work…the accumulation of the information gained by one person from the team of course going to affect the overall situation, it's going to make him teach better, it's going to make him having research attitude better" (I9) "They [students and colleagues] are exchanging information and the community is becoming more mature because this community that they are supporting each other through knowledge sharing…So that means that…the graduate will be more mature and more knowledgeable and more open minded" (I15) "It's about job satisfaction and it's about excellence" (I16) "How to get funding. How to do research. How to attract Master and PhD students to do research. How to do lots of things that are related to their career development" (I17)	4
Development of a knowledge-based economy	"Once promoting knowledge sharing, I think will not only strengthen the research cluster but will also make an impact on the society level" (I6) "The benefits are you get more educated people in the world which then creates a more understanding world" (I8) "If Qatar wants to build the knowledge-based economy and the knowledge before that, it has to build the knowledge-based society knowledge-based society. Is based mainly on knowledge sharing and knowledge transfer…The university is the hub for generating qualified people who would promote the economy of the country…We want the university through knowledge sharing to be part of the knowledge-based economy, I think this was one of the one of the real benefits of knowledge, proper knowledge sharing. … I believe it is it is important for our culture. And for the future of our countries. To see Qatar in the next 10 or 15 years a developed country with knowledge-based economy,	3

Nodes	References	Nº
	commercialization enhanced partnership between the universities and the Industrial and business sector. To see a real transformation and People in your age is the hope for this country" (I17)	
Development of the Institute and the University	"The most important part of knowledge sharing is development. … improvement within each and every organization, regardless of its intentions or the set goals. … knowledge sharing is very helpful in that regard … because it can give advice to how we can improve the place, the mistakes that we can avoid and look at long term positive effect of you know the Institute itself" (I10) "It will improve the innovation in the university" (I11)	2
Promote creativity	"I wanted to get the team together because they wouldn't really gather a lot outside of working hours or within working hours. … They wouldn't really talk or sit together, so this the main reason I have these meetings, I want them all together in one room. So, to share knowledge among each other, not with me" (I4) "Improve the creative work" (I11)	2
Promote interdisciplinary knowledge	"Together … working on more impactful subjects … share the knowledge and they can complement each other" (I11) "Scientists like us, we are graduated from science school, maybe when it comes to teaching, we need sharing knowledge with those who graduated from education in college which will help us to know how to deal with the students and collaborate with students better. So, it is very important again to help us all grow and know more about our environment" (I14)	2
Acquisition of social skills	"Knowledge sharing happens on different levels, not necessarily a subject matter expert level, but sometimes soft skills. Technical non-technical, administrative skills, not necessarily scientific knowledge" (I5)	1
Create a positive work environment	"Work environment where staff feel comfortable sharing knowledge with others and also comfortable talking to others about their topics. … the institution is moving forward to actually bridge this gap and get us together in an executive program one way or another, and so this could actually help the institution in to create a positive work environment" (I1)	1
Incentive the adaptation to online environment	"They promoted knowledge sharing to enable us to be able to make this quick transition to teach online … so that we can enhance our practices" (I3)	1
Prepare future generations	"We are talking about students who are going to be leaders in the future … I believe our responsibility to transfer our knowledge even without getting any benefit of this in the school"	1
Promote the university - market transition	"Mentorships that allows knowledge sharing. It's part of the job is allowing knowledge sharing, promoting knowledge, sharing those young staff and you might feel surprised. A lot of young staff they don't know what they're doing because there is no mentorship system. … because there is no mentorship to tell them how to apply for grants" (I17)	1
Promote tolerance	"People become more open to learning from each other and accepting each other" (I8)	1
Solve problems of society	"Promoting knowledge sharing practices in universities is very useful in enlightening students, faculty and staff members. So that's probably the most important. … benefit society … benefit the community, society … knowledge sharing contributes to solving a lot of the issues crippling modern society" (I13)	1

Source: Elaborated by the researcher.

5.5.5.4 Failure in facilitating knowledge sharing practices in HEIs

Participants identified 18 factors, conditions or circumstances that could lead to failure in facilitating knowledge sharing practices in universities (see Table 5.31). As a result, seven

participants referred to a **lack of a policy to share knowledge in university**, which limited the shared knowledge. There is an absence of policies. Having an open policy to share knowledge or to communicate knowledge is important so everyone feels safe and comfortable to share knowledge:

> *"I have participated in the conference and then when they asked to make the video public. I told them not to out of concern that the institution might not take my comments lightly"* (I6)
> *"There is a misunderstanding of how the knowledge should be shared…students will want to share in the way that makes sense in their culture"* (I8)

There was a lack of university guidelines and it was felt that the institution punished faculty and students for sharing knowledge, as explained by two participants:

> *"Sharing is not in line with the policies of the university…maybe [staff] is so creative and the university doesn't want it, so bureaucratic and doesn't want, so it is not in line with the university's policies or politics or culture, so that's why he sometimes gets punished if he is performing any knowledge sharing…It's good for the organization to provide a framework within which they wanted the knowledge sharing to happen, in which areas they want their people to perform knowledge sharing so that the people don't go above or beyond those limits…it should have some framework or limitations that are like set by the organization so that people don't go beyond unexpected or unwanted knowledge sharing"* (I11)
> *"Some kind of guidelines on how to behave ethically, on how to share knowledge, on how to collaborate, on how to partner. Then you're evaluated on that. So, these are the guidelines that lead to success and excellence, and we would like to mentor you…to motivate colleagues…through the guidelines…through incentives…if you're not enforcing them then people are going to misbehave"* (I16)

The **competition** could limit knowledge sharing because people "going to keep the information from each other" (I9) because the pressure "to be the best" (I7) or because the fear "that somebody might use knowledge against them" (I8).

Cultural differences or gaps are also one inhibiting factor to facilitate knowledge sharing: "It's about attitude, yes, how individuals regardless of their culture, how do they behave when they interact with others" (I7) comparing Arab cultures with western cultures where a way of life more individual and competitive prevails, as explained by one participant:

"Tribal ways of sharing knowledge versus individualistic ways of sharing knowledge. So, a lot of Western culture is very individualistic where each individual seeks knowledge on his or her own by doing things like reading books or researching things on the Internet or whatever. But it's more individualistic. Where like in many Arab cultures or tribal cultures. It's very collectivist so we gain knowledge by spending a lot of time in social situations where we have relationships with people, and we gather and share knowledge…Arab students who they might be really vocal talking to each other and sharing ideas in a way that's different than in Western culture" (I8)

Excessive centralization and authority could also lead to difficulty in knowledge sharing: "They feel they have the authority as males and also in leadership positions" (I6) associated with "over centralization…or misuse of power…that would hinder any person from expressing their opinions because they fear there are percussions of voice in a different opinion" (I10).

The **lack of an evaluation policy**:

"If there are no proper policies to acknowledge the personal contribution, then you feel that they are not motivated to perform knowledge sharing" (I11)

"I think policies are very important. The evaluation, you need a system. If you don't have a system that's mean the knowledge depends on your relationships with Qataris and non-Qataris…If you don't have policy, you don't have rules, if you don't have evaluation system that means it's going to depend on relationship between them" (I12)

Lack of appreciation (I2) is related with absence of rewards: "If the people feel that …their knowledge sharing is not appreciated, not rewarded, then, in fact, they could stop that" (I15).

Stability in a job is important to guarantee the knowledge sharing (I2) and may be more important than the actual knowledge: "for some who's established and who's looking for his retirement years…Maybe money will be...or having the job which gives him salary, is better than, more important for him than sharing knowledge" (I14). Therefore, lack of stability is an important consideration.

Making judgments could compromise the shared knowledge associated with "Individualism…people are judgmental" (I7) and with people who are "not listening and not understanding but placing judgment…across cultural groups…So, making a judgment on the other person without truly trying to understand the other person's perspective" (I8).

Mix personal with professional issues is not a positive attitude to promote sharing knowledge:

"Qataris, they can't separate their work from their personal issues. We mix things. And this is affecting our knowledge" (I12)

"It's not personal when it comes to work and sharing knowledge and work. It's not personal and unfortunately in some cultures there is no separation between what is personal and what is professional." (I14)

The existence of a **toxic environment** "is definitely one reason why knowledge sharing may not work well…Mismatching of expectations; unclarity of the purpose; lack of support; and lack of opportunities" (I5).

Deal with knowledge like is owned: "thinking of work or dealing with knowledge share in universities as personal sharing of information" (I14).

Gender inequality: "I feel like our knowledge or our work is less appreciated when it should be actually completely honest, because it's much more hard work to engage in research when you have other responsibilities back those male counterparts don't have." (I6).

Lack of freedom:

*"Talking about *** University, I see conferences being cancelled, panels being cancelled because of the topics discussed. So, I'm not that satisfied…sometimes students organize panels that are supposed to be student discussions that are being cancelled. Which is being organized not by only the students, but with the participation of faculty members. So, it is unfortunate when an institution interferes in student activities specially pertaining to an event that is simply scholarly and related to knowledge sharing…we were always using I think culture as an excuse…But I don't agree. I think our culture is much more open than what is being perceived now. And what is being said…they are academic topics that are being discussed by so many people and no serious social sciences curriculum is able to"* (I6)

Have a malfunctioning institution "where there are grudges; where the management is weak; not diffusing the problems…people start to abstain from sharing knowledge" (I16) is another problematic factor, because in dysfunctional institution it's difficult to share knowledge.

Not be open to other cultures is also a factor that inhibits knowledge sharing – "not willing to just know or being open for other cultures" (I14) – as well **not being documented**: "I would want to know a procedure for something there isn't one SharePoint or OneDrive where you can

go and access all the information…they don't have all the information needed. So, it's a bit of struggle to find the information or the knowledge you need" (I4).

Poor **leadership** could lead to failure in facilitating knowledge too, since "the school leadership can play a very important role" in knowledge sharing process. For success, it's important to have "a strong leader" (I13).

The political context and the internal politics of the institution could inhibit the knowledge sharing due to conflicts between certain positions, in institution, or between countries in a macro level, as explained by one participant:

> *"Internal politics is about people wanting to stay in a certain position in the institution. Sometimes it's also external politics, so sometimes conflict between two countries with deem one topic acceptable to be discussed in that time but unacceptable in another time"* (I6).

The turnover of human capital, people who have to leave the institution or have been forced to retire, compromise knowledge sharing, since there are loss of knowledge and research as "a cumulative process" that allowed the gathering of data are interrupted, as explained by the followed testimonial:

> *"I've interviewed many fantastic faculty members that have had to leave or were forced to leave. Some of them forced to retire, and these people can still be part of the institution can still be giving to the institution, but unfortunately have been marginalized by, so it's a big loss, a big loss on the level of like for the student and also on the level of research because they know how research is. It's a cumulative process, so when you have the system like people gather data and try something and then disappear and then someone comes from the beginning and do something similar when we can be, you know, building on each other's research and building on each other's work and experience. But we have that unclear... the institution on so many levels"* (I6)

Table 5. 31 Failure in facilitating knowledge sharing practices in universities

Nodes	References	Nº
Lack of a policy to share knowledge in university	"University should have in its overall strategy … a place for knowledge sharing" (I1) "If they [the leaders of institution] are not supportive. If they're not promoting that [share knowledge] in their senior leadership, then how do they expect us to promote that in junior leadership?" (I3) "Institution has not prevented me … I have participated in the conference and then when they asked to make the video public, I told them not to out of concern that the institution might not take my comments lightly" (I6) "There is a misunderstanding of how the knowledge should be shared … students will want to share in the way that makes sense in their culture" (I8)	7

Nodes	References	Nº
	"Sharing is not in line with the policies of the university … creative and the university doesn't want it so bureaucratic and doesn't want so it is not in line with the university's policies or politics or culture, so that's why he sometimes gets punished if he is performing any knowledge sharing. … it's good for the organization to provide a framework within which they wanted the knowledge sharing to happen, in which areas they want their people to perform knowledge sharing so that the people don't go above or beyond those limits … it should have some framework or limitations that are like set by the organization so that people don't go beyond unexpected or unwanted knowledge sharing" (I11) "Some kind of guidelines on how to behave ethically, on how to share knowledge on how to collaborate on how to partner. Then you're evaluated on that. So, these are the guidelines that lead to success and excellence, and we would like to mentor you. … to motivate colleagues … through the guidelines … through incentives. … if you're not enforcing them then people are going to misbehave" (I16) "Lack of understanding of knowledge sharing. … It is undermined" (I17)	
Competition	"They're very competitive and they think that they have to be the best" (I7) "They feel that somebody might use knowledge against them" (I8) "There is a competitive situation between some colleagues, I think even in western countries … if there are two professors, for instance, and they are competing in getting some score in the appraisal. … So, I think they're going to keep the information from each other" (I9)	3
Cultural differences or gaps	"How others look at the world, how others understand things and view things. So, for me it's not about the cultural differences. … It's about attitude, yes, how individuals regardless of their culture how do they behave when they interact with others" (I7) "Tribal ways of sharing knowledge versus individualistic ways of sharing knowledge. So, a lot of Western culture is very individualistic where each individual seeks knowledge on his or her own by doing things like reading books or researching things on the Internet or whatever. But it's more individualistic. Where like in many Arab cultures or tribal cultures. It's very collectivist so we gain knowledge by spending a lot of time in social situations where we have relationships with people, and we gather and share knowledge … Arab students who they might be really vocal talking to each other and sharing ideas in a way that's different than in Western culture" (I8) "We shouldn't keep any gaps between us, like cultural gaps, even you know religion gaps … We should share things, our experience here, you know, on an easy way with everyone without you know separate ourselves from people whose around us because their language is different. Their accent is different, their religion different, or their culture is different" (I12)	3
Excessive centralization and authority	"They feel they have the authority as males and also in leadership positions" (I6) "Over centralization … or misuse of power. … that would hinder any person from expressing their opinions because they fear there are percussions of voice in a different opinion" (I10)	2
Lack of an evaluation policy	"If there are no proper policies to acknowledge the personal like contribution, then you feel that they are not motivated to perform knowledge sharing" (I11) "I think policies are very important. The evaluation, you need a system. If you don't have system that's mean the knowledge depends on your relationships with Qataris and non-Qataris. … If you don't have policy, you don't have rules, if you don't have evaluation system that means it's going to depend on relationship between them" (I12)	2
Lack of appreciation	"Lack of appreciation" (I2) "If the people feel that … their knowledge sharing is not appreciated, not rewarded, then, in fact they could stop that" (I15)	2
Lack of stability in job	"Lack of stability" (I2) "For some who's established and who's looking for his retirement years … Maybe money will be... or having the job which gives him salary, is better than is more important for him than sharing knowledge" (I14)	2

Nodes	References	Nº
Making judgments	"Individualism … people are judgmental" (I7) "Not listening and not understanding but placing judgment … across cultural groups. … So, making a judgment on the other person without truly trying to understand the other person's perspective" (I8)	2
Mix personal with professional issues	"Qataris they can't separate their work from their personal issues. We mix things. And this is affecting our knowledge" (I12) "It's not personal when it comes to work and sharing knowledge and work. It's not personal and unfortunately in some cultures there is no separation between what is personal and what is professional" (I14)	2
A toxic environment	"Toxic environment is definitely one and one reason why knowledge sharing may not work well. … Mismatching of expectations. Unclarity of the purpose. Lack of support. And lack of opportunities" (I5)	1
Deal with knowledge like is own	"Thinking of work or dealing with knowledge share in universities as personal sharing of information" (I14)	1
Gender inequality	"I feel like our knowledge or our work is less appreciated when it should be actually completely honest, because it's much more hard work to engage in research when you have other responsibilities back those male counterparts don't have" (I6)	1
Lack of freedom	"Talking about *** University, I see conferences being canceled or you know panels being cancelled because of the topics discussed. So, I'm not that satisfied … sometimes students organize panels that are supposed to be student discussions that are being cancelled. Which is being organized not by only the students, but with the participation of faculty members. So, it is unfortunate when an institution interferes in student activities specially pertaining to an event that is simply scholarly and related to knowledge sharing. … We were always using I think culture as an excuse. … But I don't agree. I think our culture is much more open than what is being perceived now. And what is being said. … they are academic topics that are being discussed by so many people and no serious social sciences curriculum is able to" (I6)	1
Dysfunctional institution	"Have a malfunctioning institution where there are grudges where the management is weak, not diffusing the problems... people start to abstain from sharing knowledge" (I16)	1
Not be open to other culture	"Not willing to just know or being open for other cultures" (I14)	1
Not being documented	"I would want to know a procedure for something there isn't one SharePoint or OneDrive where you can go and access all the information. … they don't have all the information needed. So, it's a bit of struggle to find the information or the knowledge you need" (I4)	1
The leaderships	"I think different leaderships have different views of things and I think well it doesn't take much for a strong leader to value importance of knowledge sharing. … the university's vision and mission are very political in terms of articulating the importance of knowledge and knowledge sharing, so the school leadership can play a very important role" (I13)	1
The political context	"Internal politics is about you know people wanting to stay in a certain position in the institution. Sometimes it's also external politics, so sometimes conflict between two countries with deem one topic acceptable to be discussed in that time but unacceptable in another time" (I6)	1
The turnover of human capital	"I've interviewed many fantastic faculty members that have had to leave or were forced to leave. Some of them forced to retire, and these people can still be part of the institution can still be giving to the institution, but unfortunately have been marginalized by, so it's a big loss, a big loss on the level of like for the student and also on the level of research because they know how research is. It's a cumulative process, so when you have the system like people gather data and try something and then disappear and then someone comes from the beginning and do something similar when we can be, you know, building on each other's	1

Nodes	References	Nº
	research and building on each other's work and experience. But we have that unclear... the institution on so many levels" (I6)	

Source: Elaborated by the researcher.

5.5.5.5 Suggestions and recommendations for future work

For future research, several suggestions were made by the participants (see Table 5.32). The more frequent suggestion appointed by five participants was the definition of one **university policy on knowledge sharing** which indicates "How can they share their knowledge with their peers?" (I1), a policy "to define which areas they want knowledge sharing to happen and there should be policies to also protect the people who are performing knowledge sharing and to acknowledge the efforts made for the knowledge sharing" (I11). Another participant alerts to the importance of "a clear policy" without that "there could be a sense of injustice that could be also miss and abuse of power. There could be also like favoritism within any institution" (I10).

Another suggestion for future work was **the development and evaluation of human capital management policies** "to enhance the positive impression about knowledge sharing. I mean workshops in elucidating the positive effects of knowledge sharing should be held and for colleagues to attend this workshop in order to see or to be clarified for them" (I9). Thus, human capital management policies should consider how "Qataris to get knowledge from non-Qataris" (I12).

Two participants considered it's necessary to **develop intercultural communication**, for example:

> *"Some organizations they do the multi-ethnic day or International Day like they do in schools…beyond necessity of knowledge sharing to bring people to a better familiarity and comfort to cross the boundaries and borders of cultural diversity"* (I5).
> *So, "the culture itself should be the main factor rather than the individual personality of the people that effect their attitude towards sharing their knowledge"* (I15).

Study of **the effects of work conditions in share knowledge process** provides another suggestion for future investigation, attending to motivation factors: "having longer contracts …know his rights…If you feel more secure, you would be more willing to share information or knowledge…motivation" (I14), as well material and immaterial incentives: "the institute put rewards for the people who are more senior, they do more services and they interact more with people…this is happening and this encourage the people to share their own knowledge" (I15).

Study of **the Accountability politics about the research investment** is another field for future research, because, as explained by one participant, “we spend billions to develop schools, to develop research work but there is huge gap between industrial life and academic life” (I12). So, it’s fundamental to understand “how are these researches related to the industry?” in fields like physics, chemistry, history, biology and medicine (I12), because "we’re talking here about knowledge sharing. We are talking about experience sharing, all of these and that affect in our life, our economic, our country" (I12).

In the same perspective, **the contribution of universities to solve industry problems** is another field of future research appointed:

> *“Our staff or, professors, they publish papers for what? So, they can take better positions in the school. But their work really goes and has some effect on the economy or on factories or industrial? No, it will be papers forever. Just published. they don’t know what’s the problem…in industrial field for example. …how they can share their information, their knowledge? This is the problem”* (I12).

One participant suggested a **comparative study between national and expatriate staff**: “when you bring international academics into this…this interaction might affect these two groups differently…I’m not sure will be the same level of knowledge sharing between these two groups” (I2).

Another person suggested a **comparative study between universities** about their processes to share knowledge: “Want to say a comparative study to look at *** University with another university…two studies between two universities, this is a good opportunity to share knowledge, policies, practices” (I4).

In addition, one participant suggested the study of a **governance management model** which allows a higher participation and involvement of university staff in shared knowledge: “Shared governance, which means that all people are involved in governing institutions, not only the management” (I16).

To learn the Arabic language in a more intensive way is also identified as an area of future work: “I would love to be part of and to learn more Arabic that the university offers a program for staff to learn Arabic language. This will help me definitely” (I7).

There has also been research into **the role of bureaucracies to enhance the national investigation** in funding, because university is a “very …highly competitive world”, so it’s necessary for Qatari institutions to be able to compete and stand their mark in research.

Table 5. 32 Suggestions and recommendations for future work

Nodes	References	Nº
University policy on knowledge sharing	"So how Qatar can actually benefit. How these people who are coming here like myself and others? How can they share their knowledge with their peers? … I share my knowledge with experts, like with officers … in the government, but otherwise, you know, I wouldn't be sharing as much because there is limited collaboration interorganizational … there could be some kind of incentives because we I think the Qatar has a good number of highly educated people with good enough experience who could benefit also from people from peers in the field" (I1) "Without a clear policy without like knowing specifically their responsibilities … there could be lots of problems. There could be a sense of injustice that could be also miss and abuse of power. There could be also like favoritism within any institution" (I10) "They have to define which areas they want knowledge sharing to happen and there should be policies to also protect the people who are performing knowledge sharing and to acknowledge the efforts made for the knowledge sharing" (I11) "Realizing knowledge sharing rather than certificate issuing and allowing knowledge share to be part of our culture" (I17) "In research that will make a difference, we sometimes need the courage to ask question that nobody wants you to task. … we can have a fierce institution if we do not have an academic freedom and I'm not using academic freedom in like Western sense, so I'm using academic freedom in the sense that I've witnessed in *** University, and I've seen in the history of the institution they've been they've been amazing academics and amazing scholars, engaging in very critical topic since its establishment in 1977 and there have been controversial talks … we just need to recover it" (I6)	5
Development and evaluation of human capital management policies	"To enhance the positive impression about knowledge sharing. I mean workshops in elucidating the positive effect of knowledge sharing should be held and for colleagues to attend this workshop in order to see or to be clarified for them" (I9) "Policies for Qataris to get knowledge from non- Qataris" (I12)	2
Intercultural communication	"Some organizations they do the multi-ethnic day or International Day like they do in schools. … beyond necessity of knowledge sharing to bring people to a better familiarity and comfort to cross the boundaries and borders of cultural diversity" (I5) "The culture itself should be the main factor rather than the individual personality of the people that effect their attitude towards sharing their knowledge" (I15)	2
The effects of work conditions in share knowledge process	"Having longer contracts … know his rights … If you feel more secure, you would be more willing to share information or knowledge … motivation" (I14) "The institute put rewards for the people who are more senior, they do more services and they interact more with people … this is happening, and this encourage the people to share their own knowledge" (I15)	2
Accountability politics about the research investment	"We're talking here about knowledge sharing. We are talking about experience sharing all of these and that affect in our life, our economic, our country. We are missing this (not clear) industrial education and still stay in Google. We spend billions to develop schools to develop research work but there is huge gap between industrial life and academic life. … we spend a lot of money on research in schools. That's right. You are talking about research centers … research units you are talking about equipment for analysis. … physics, chemistry, history, biology, medicine all of these things. My question is, your work or the hunt for research projects? How are these researches related to the industry?" (I12)	1
The contribute of universities to solve industry problems	"Our staff or, you know, professors, they publish papers for what? So, they can, you know, take better positions in the school. But their work really goes you know and has some effect on the economy or on factories or industrial? No, it will be papers forever. Just published. they don't know what's the problem … in industrial field for example… how they can share their information, their knowledge? This is the problem" (I12)	1
Comparative study between	"When you bring international academics into this … this interaction might affect these two groups differently … I'm not sure will be the same level of knowledge sharing between these two groups" (I2)	1

Nodes	References	Nº
national and expatriate staff		
Comparative study between universities	"Want to say a comparative study to look at *** University with another University. … two studies between two universities, and you think this is a good opportunity to share knowledge, policies, practices" (I4)	1
Governance management model	"Shared governance, which means that all people are involved in governing institutions, not only the management" (I16)	1
To learn the Arabic language	"I would love to be part of and to learn more Arabic that the university offers a program for staff to learn Arabic language. This will help me definitely" (I7)	1
The role of bureaucracies to enhance the national investigation	"The bureaucracies within some other countries, including lack of funding in some Arab countries, including lack of preparedness for in this case again, of some Arab countries. Unfortunately, there are different problems at different levels within the different Arab countries … we live in a very competitive highly in a highly competitive world and unless we are able to compete unless we try to compete with other nations" (I13)	1

Source: Elaborated by the researcher.

Figure 5.9 presents the data that emerged from the qualitative research.

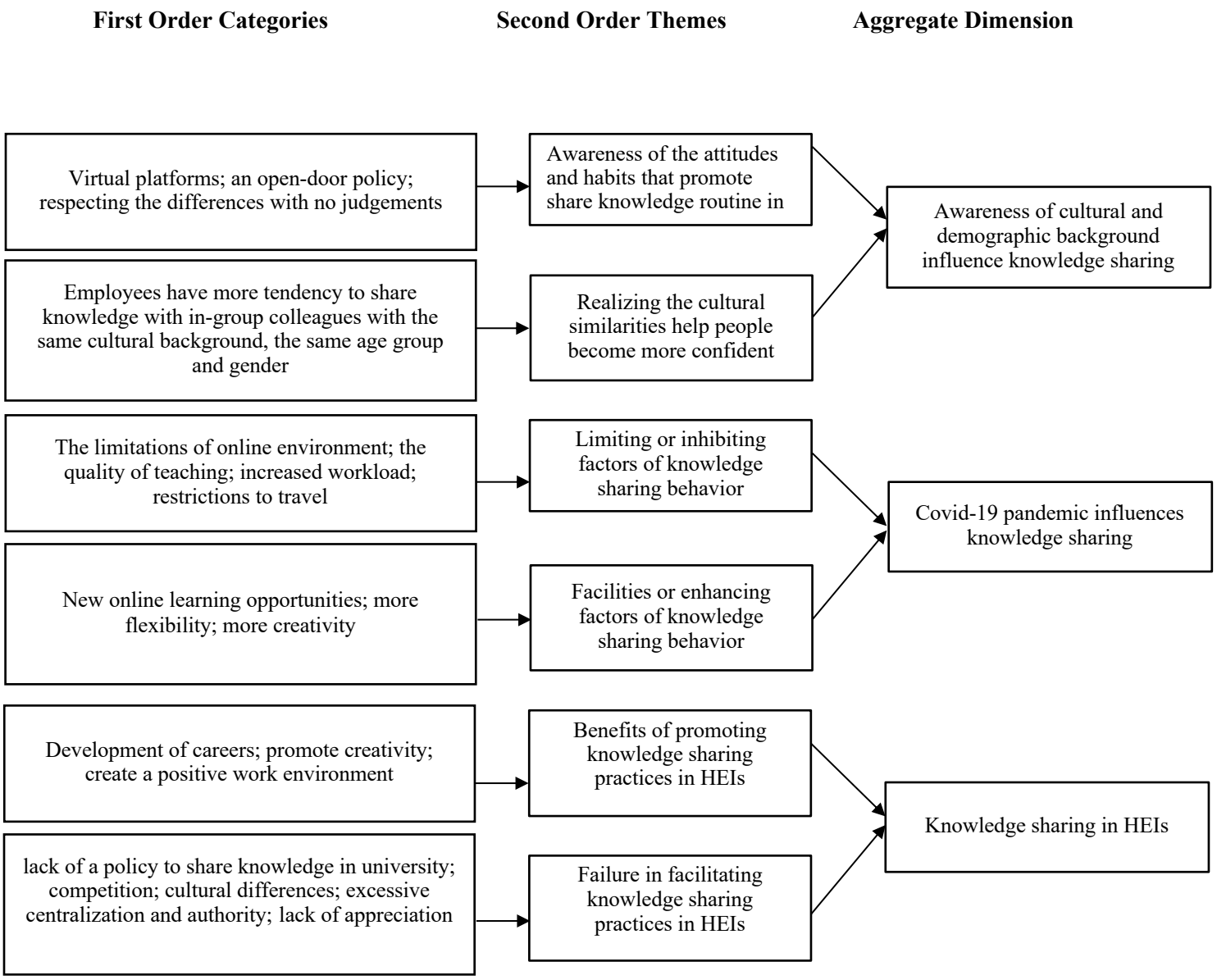


Figure 5. 9 open-ended questions qualitative data

5.6 Chapter summary

This chapter has presented the qualitative data analysis phase. The study consisted of 17 semi-structured interviews with academic teaching staff in public, private, and Qatar Foundation higher education institutions in Qatar. The purpose of this study was to assess and validate the findings from the quantitative phase. The results of the interviews' coding are presented by dimension of analysis: (1) cultural intelligence mediation model; (2) perceived organizational support moderation model; (3) knowledge sharing routine; (4) diversity influence of in-group colleagues; (5) knowledge sharing adapted to Covid-19 pandemic; (6) knowledge sharing process in HEIs. The findings revealed that the participants agreed with all hypotheses regarding the conceptual models. Throughout the interview, critical constructs emerged such as trust, transparency, job security, and rewards that influence the knowledge sharing practices in higher education institutions in Qatar. The findings from both quantitative and qualitative research analysis will be discussed in the next chapter.

Chapter 6

Discussion of results

6.1 Introduction

This chapter discusses the results from the quantitative and qualitative research. In a systematic review of knowledge management in higher education by Quarchioni et al., (2020), the authors have indicated that, while research in knowledge management has captured the interest of many scholars and practitioners for higher education institutions, "KM in HEIs is still in its embryonic stage with high levels of heterogeneity and lack of wider theoretical constructs." (P. 304). Little has been done with a sample of academic teaching staff in higher education institutions in Qatar. As a result, the researcher combined quantitative and qualitative research method to better understand KSB practices.

6.2 Hypotheses

This section presents the results of the mixed method research. The results obtained from the quantitative phase were validated in the qualitative phase. Interview participants were requested to rate their response to the hypotheses statements on a 5-point Likert scale (1 = strongly disagree, 5= strongly agree). Table 6.1 presents a summary of the research hypotheses from quantitative and qualitative phases.

Table 6. 1 Research hypotheses - quantitative and qualitative results

Hypothesis	**Results**	
	QUAN	**QUAL**
Study 1 – Mediation models		
H1: There is a positive direct effect of curiosity on KS	S	S
H2: There is a positive direct effect of curiosity on CQ	S	NT
H3: There is a positive direct effect of CQ on KS	S	NT
H4: CQ mediates the relationship between curiosity and KS	S	S
H5: There is a negative direct effect of ICA on KS	S	S
H6: There is a negative direct effect of ICA on cultural intelligence	S	NT
H7: CQ mediates the relationship between ICA and KS	S	S

Study 2 – Moderation models		
H1: There is a positive direct effect of KS on job satisfaction	S	S
H2: There is a positive direct effect of POS on job satisfaction	S	NT
H3: POS moderates the relationship between KS and job satisfaction	S	S
H4: There is negative direct effect of KS on turnover intention	NS	S
H5: There is a negative direct effect of POS on turnover intention	S	NT
H6: POS moderates the relationship between KS and turnover intention	NS	S

S: Supported
NS: Not supported
NT: Not tested

The following sections discuss the results from the quantitative and qualitative research.

6.2.1 Responses to research hypotheses (mediation models)

6.2.1.1 The effect of curiosity on KSB

Quantitative research: Supported

Qualitative research: Supported (Average: 4.2)

The findings from both phases (quantitative and qualitative) in this research revealed that curiosity was found to have a direct positive effect on knowledge sharing behavior. The results of the survey indicated that curiosity was strongly positively associated with knowledge sharing behavior. The result was in line with previous studies concerning knowledge sharing behavior and curiosity (Porfeli & Savickas, 2012; Wang & Noe, 2010). Equally, interview participants believed that curiosity plays an important role on knowledge sharing behavior. Participants showed 4.2 of agreement.

This result suggests that the more curios a staff is, the more this can lead to knowledge sharing opportunities. It is important to address the role of curiosity in the learning process, as it has been proposed that "curiosity-driven individual learning, mediated by mindfulness (i.e. ability to focus on one's curiosity), can lead to the creation of different types of knowledge" (Leonard & Harvey, 2007, p. 295).

6.2.1.2 Mediation effect of CQ on the relationship between curiosity and KSB

Quantitative research: Supported

Qualitative research: Supported (Average: 3.9)

The quantitative finding of this relationship indicated that curiosity and cultural intelligence have a direct positive effect on KS. The results obtained from the quantitative phase confirmed the mediating role of cultural intelligence in the relationship between curiosity and KS. The interview analysis showed that cultural intelligence can positively mediates the impact of curiosity on KS behavior. Participants showed 3.9 of agreement.

The results from qualitative data analysis which agreed that cultural intelligence had an important role not only for working in universities context, but an essential trait for living in a foreign country. Prior studies further indicated that cultural intelligence is a critical factor in establishing an environment for KS initiatives. Curiosity is a strong predictor of cultural intelligence, and motivational cultural intelligence assists in developing curiosity in an individual, which is a strong desire to know or learn something (Saini, 2018). The analysis supports the mediating effect of cultural intelligence on the link between curiosity and KSB.

6.2.1.3 The effect of ICA on KSB

Quantitative research: Supported

Qualitative research: Supported (Average: 3.3)

The quantitative data analysis indicated that ICA has a direct negative effect on knowledge sharing behavior. According to Demerath (1993), “if the perception of an object [or person] leads to greater certainty — either by adding to the old knowledge or by replacing lesser knowledge with better knowledge — positive affect will result. If it leads to less certainty and undermines predictive capacity, negative affect will result” (p. 136). The results from the interviews registered 3.3 of agreement. This finding suggests that with high level of ICA, employees are less likely to engage in KS activities.

Many professors face significant social, professional, and academic challenges in the Arab world, where faculty and members are in high demand, particularly those who have chosen to work outside of their home countries. The number of expatriate professors teaching and researching in the Arab World has increased at an unprecedented rate, particularly in the Gulf countries (Romanowski & Nasser, 2014).

6.2.1.4 Mediation effect of CQ on the relationship between ICA and KSB

Quantitative research: Supported

Qualitative research: Supported (Average: 3.9)

The findings from the quantitative and qualitative data analyses of this study found that cultural intelligence has a role on this relationship as a mediator. The results obtained from the quantitative phase confirmed the mediating role of cultural intelligence in the relationship between ICA and knowledge sharing. According to literature, people with high CQ can develop good interpersonal working relationships with individuals from different cultures (Alfred, 2017; Paparoidamis et al., 2019; Ratasuk & Charoensukmongkol, 2020). Therefore, those with high levels of cultural intelligence are believed to be more capable of adjusting and meeting the demands of a new cultural setting.

The majority of the interviewees agreed that cultural intelligence affects the relationship between ICA and knowledge sharing behavior. The results from the interviews registered 3.9 of agreement. Culturally intelligent people are more aware of cross-cultural interactions. It raises awareness of cultural differences and enables individuals to use appropriate behavioral forms of expression and relevant cultural knowledge. This awareness reduces anxiety in intercultural interactions (Gudykunst, 2004).

The findings are consistent with previous research, which indicates that CQ is the most important factor in improving cross-cultural relationships and connections (Guang & Charoensukmongkol, 2020; Jyoti et al., 2019). According to Tsai et al. (2017), individuals with high cognitive CQ have a good understanding of cultures, which allows them to avoid misunderstandings and improve social interactions. This quality can positively affect KS practices. Further studies revealed that cultural intelligence is likely to reduce workplace misunderstandings caused by communication issues, a lack of social integration, and anxiety, all of which can impede knowledge creation and sharing practices (Berraies, 2020; Nicoli & Ayoko, 2012; Thomas, 2006).

6.2.2 Responses to research hypotheses (moderation models)

6.2.2.1 The effect of KSB on job satisfaction

Quantitative research: Supported

Qualitative research: Supported (Average: 4.4)

The findings from the quantitative and qualitative data analysis of this research indicated that the impact of knowledge sharing behavior on job satisfaction was supported. The results of the

quantitative data analysis revealed that greater knowledge sharing is associated with higher job satisfaction. The majority of the interview participants confirmed and supported this relationship. The results from the interviews registered 4.4 of agreement. This result is in line with previous studies that have proved the positive association between knowledge sharing and job satisfaction (Bontis et al., 2011; Rehman et al., 2014; Suliman & Al-Hosani, 2014; Trivellas et al., 2015; Yunus et al., 2014). Similar findings were also reported by Almahamid et al (2010) and Rehman et al (2010) in which they found that there is a positive influence of knowledge sharing behavior on job satisfaction.

It is widely acknowledged that job satisfaction is an important organizational strategy for improving employees' mental and physical abilities. This positive attitude can influence work-related attitudes and produce desired outcomes, such as increased productivity and performance, improved employee task relationships, and a reduction in toxic workplace behavior, such as absenteeism and turnover (Meyer et al., 2004).

6.2.2.2 Moderating effect of POS between KSB and job satisfaction

Quantitative research: Supported

Qualitative research: Supported (Average: 4.6)

The findings from quantitative and qualitative data analysis of this research revealed that the effect of the interaction between knowledge sharing and perceived organizational support on job satisfaction was significant, suggesting that there is a moderating effect of the perceived organizational support. The interview analysis showed the importance of perceived organizational support as a factor to influence knowledge sharing behavior with 4.6 of agreement. It comes as no surprise that perceived organizational support has been identified as a critical factor in the education sector. Employees are keen to share knowledge when they receive organizational support (Castaneda & Durán, 2018).

Knowledge sharing is critical in assisting organizations in developing their competitive advantage. Senior management must foster a KS culture that not only provides employees with more JS but also increases the organization's competitive advantage (Walder, 2012). As a result, organizations must create a favorable work environment that encourages employees to share their knowledge. Employees are more likely to demonstrate positive behavior, such as knowledge sharing, in the workplace when they believe management has provided them with the necessary support (Shamsudin et al., 2016).

Higher education is individualistic in nature (Fullwood et al., 2013). Employees maintain an objective distance from their peers' work (unless involved in a collaborative research), as they are independent, individualistic, and autonomous, and are focused on individual academic goals (Kim & Ju, 2008). Therefore, universities should design proper strategies and policies in order to stimulate knowledge sharing between academic teaching staff. Interview participants shared their experience:

> *"If you have the organizational support, I strongly agree that it has a positive effect on my job satisfaction and my knowledge sharing" (I3)*
> *"If my organization, if my department does not value knowledge sharing or receiving knowledge. Then this will not fulfill my willingness to learn and grow. So, if my organization does not support that. Definitely, it will negatively affect my job satisfaction" (I7)*
> *"Learning is a core value in my life, so regardless of whether it is recognized or no. I'm happy with it. Of course, if it is acknowledged by my organization, by my department, of course it makes me feel happier because what I'm doing is being recognized" (I7)*

Organizational support is important for employees. However, universities need to address job security concerns especially in the Gulf context where policies to reduce dependency on expatriates exists:

> *"Some people get more protective on the information and knowledge they have because they don't want to be replaced sometimes" (I4)*
> *The competition could limit knowledge sharing because people "going to keep the information from each other" (I9) because the pressure "to be the best" (I7)*

6.2.2.3 The effect of KSB on turnover intention

> Quantitative research: Not supported
> Qualitative research: Supported (Average: 3.4)

The results from the statistical data analysis and interview analysis were contradictory. While the hypothesis was not supported in the survey study, it was relatively supported by interviewees from the qualitative study phase with 3.4 of agreement. Little is known about the examination of the relationship between knowledge sharing and turnover intention in the Gulf

context. Therefore, it is necessary to further investigate this relationship in greater depth in future research.

The findings conducted by Srivastava and Pradhan (2019) examined KS and turnover intention of the faculties in management teaching institutes in India. The results indicated that KS lowered the faculty's turnover intention. However, the study was conducted in a university with homogenous staff. The population of this study includes universities with a diverse workforce. For instance, a participant in the qualitative phase shared his perspective:

> *"It is a factor, yes, but it's as I said, there are so many factors that would decide whether somebody would like to stay or not because not everybody likes to be involved in knowledge sharing"* (I1)

Another participant shared a different perspective:

> *"The more we share knowledge, the more people will grow both professionally and personally, which means they will be happier, and they will remain"* (I7)

Knowledge sharing and turnover intention concepts are complex behaviors that frequently surprise researchers and scholars (Srivastava & Sasmita 2020). Most studies on knowledge sharing have been carried out mainly in the West. Studies in the Middle Eastern region are scarce. The Gulf countries hosts a significant number of expatriates. The Qatarization policy aims to reduce the dependency on foreign workforce and expand the proportion of Qataris in the labor force. As a result, the researcher was inspired to investigate the issue of knowledge sharing behavior given the dynamic nature of the job market in Qatar, where expatriates and nationals are constantly in contact with one another. This situation places the organization at risk of losing knowledge, particularly implicit knowledge, when expatriates choose or are forced to leave (Shamsudin et al., 2016).

In an event titled: "general features of the work program of the population policy of the State of Qatar (2017-2022)", the Population Policy 2017 -2022 announced several initiatives, one of which was to control the staffing of expatriate and increase the number of nationals (Osman, 2021). One participant shared his perspective:

> *"In Qatar and other Arab countries. Turnover is very high. … The turnover is high if you manage to maintain the people here, it is excellent, but if you don't manage to keep the people, at least you have to keep their knowledge"* (I17)

The total population of Qatar was approximately 2.7 million in 2019, according to the Planning Statistics Authority (n.d), with Qatari being less than 15% of the overall population. In order to meet labor market demands, Qatar has proceeded with hiring a large number of expatriate professionals (Ibnouf & Knight, 2014). Investigating the relationship between knowledge sharing behavior and turnover in the Gulf context where policies to reduce dependency on expatriates may furnish the literature further. Other factors such as job security, HRM measures could expand the understanding of knowledge sharing behavior in the Gulf context. The following results from national participants in the qualitative interviews of this research support the argument in the context of Qatar as follow:

> *"Right now, I am on leave and finishing my PhD, I see panels being cancelled because of the topics discussed. So, I'm not that satisfied. There is a space for knowledge sharing, but it's relatively limited. So, it is unfortunate when an institution interferes in student activities specially pertaining to an event that is simply scholarly and related to knowledge sharing…. It is ridiculous that two ** University academics cannot engage in a discussion"* (I16)

When the interviewer asked the participant if this could prompt the interviewee to leave the institution:

> *"I mean, yes. It might prompt me to leave, but it worries me more that I might be pushed to leave. Because I don't necessarily agree with the politics that are happening"* (I6)
>
> *"We have lost so many amazing faculty members over the years….I have interviewed many fantastic faculty members that had to leave or were forced to leave, some of them forced to retire, and these people can still be part of the institution by giving to the institution, but unfortunately have been marginalized, so it is a big loss, a big loss for the student and also on the level of research…. It is a cumulative process, so when you have the system, people gather data and try something and then disappear and someone comes from the beginning and do something similar when we can be building on each other's research and building on each other's work and experience. But we have that unclear"* (16)

In order for Qataris to gain knowledge, it is important to have a system:

> *"For Qataris, I think policies are very important. The evaluation, you need a system. If you don't have a system, this means the knowledge depends on your relationships*

with Qataris and non-Qataris. At the same time, a system for sharing information, we do not have that. For example, if I have a non-Qatari, before I renew his contract, I need to see how many people learned from him? How is the level of Qataris around him?" (12)

"We like to be sure we have many months at least for things to be running. And we need someone to take his place of course…Should someone from inside take the position? Because someone is supposed to have his knowledge…If you don't have that still, if we don't have his experience, that means we have a problem in the system" (12)

It is necessary to address the challenge of knowledge sharing, knowledge hoarding and job security among nationals and expatriates in higher education institutions in Qatar given its dynamic nature:

"Some people get more protective on the information and knowledge they have because they don't want to be replaced" (I4)

"If you are sharing your knowledge and tell everything, you could lose your job, you know, because they don't need you anymore. Some people they don't share their knowledge. So, they keep their job for a long time. I'm not talking about Qataris, I'm talking about none-Qataris. Because he is going to lose his job. For this, he tries to keep everything, so we need him, and he stays. And I don't call this knowledge sharing" (I12)

At the best of the researcher's knowledge, the link between KS and turnover intention had not been empirically examined, especially involving samples of academic teaching staff in the Gulf context. This study offers important insights for policymakers to improve KS and better manage turnover intention and the associated loss of knowledge.

6.2.2.4 Moderating effect of POS between KSB and turnover intention

Quantitative research: Not Supported

Qualitative research: Supported (Average: 4.5)

The findings from the quantitative phase of this research revealed that the effect of the interaction between knowledge sharing and perceived organizational support on turnover intentions were not significant. However, the results from the statistical data analysis and interview analysis were contradictory. While the hypothesis was not supported in the survey

study, it was supported by most interviewees. Little is known about turnover intention in higher education institutions and the role of POS, particularly in the Gulf countries where turnover is high. It is clear that the introduction of the moderating role of perceived organizational support marked a higher percentage of agreement of 4.5 among the participants in the qualitative phase.

Nguyen et al. (2019) suggested that at the individual level of analysis, most knowledge sharing studies focused on its drivers and determinants rather than outcomes. In the context of turnover intention, there are no studies to examine the role of behavioral (i.e. knowledge sharing) and human capital as explanatory factors in examining turnover intentions as an outcome (Lakshman et al. 2021). Therefore, it is necessary to further investigate this relationship in greater depth in future research especially within the Gulf countries where turnover tends to be high.

Bartol et al. (2009) have witnessed a positive association between POS and employee's knowledge sharing held only for staff who, for instance, perceived higher job security from their organization. This is especially true in Qatar, where many expatriate workers are expected to leave within a short period of time due to the Qatari government's policies to localize the labor market. The newly established strategic goal of education is to replace expatriate professionals with native Qataris, a process called 'Qatarisation'.

According to Tsui et al. (1997), employees who perceive their employers to provide them with relatively low job security will be less likely to have a long-term perspective on reciprocity. Knowledge sharing is critical for managing tacit knowledge (Kianto et al., 2016), especially in Qatar where turnover is high. When academic teaching staff leave the country, their knowledge and skills leave with them. As a result, senior management should design strategies and HR policies to retain their expert knowledge. Surprisingly, the moderating effect of POS on knowledge sharing and, thereafter the employee's turnover intention has been relatively less investigated.

Motivation and reward systems were studied greatly with their relationship with knowledge sharing. There is the tendency to hide knowledge when individuals are not motivated to share especially with the absence of rewards. When individuals are rewarded for sharing their knowledge, they learn from each other as well, resulting in organizational learning. (Haq & Anwar, 2016). As a result, organizations should design a proper reward system as well as ample motivation in order to stimulate knowledge sharing. For instance, in the qualitative phase, a participant shared her experience:

> *"I was highly involved in knowledge sharing mentoring new colleagues and staff because I am more experienced, I was very happy because it fulfills my personal*

values. I was happy about it and my work was acknowledged. Unfortunately, when a new position open, I expected to be rewarded for what I did. And it didn't happen. And this really, really impacted me to the point I had to leave my position and move on to a different position……. I'm speaking now I can feel tears coming to my eyes because that was a heartbreaking decision for me. I left a place I absolutely loved and where I was loved. And where my work was really valued And I really you cannot imagine the ideas I had. What I wanted to do. I had a whole vision. Unfortunately, didn't happen. And I had to move on" (I7)

Knowledge sharing practices in organizations should be driven by organizational policies (Srivastava & Pradhan, 2019). So, if an organization has proper KS practices, then it may be able to lower the turnover intention of the faculties. In this regard, a participant participated shared:

"Nobody joins Academia unless they believe in the value of academia or they have passion about it, they are set to share knowledge with students with their colleagues. What hinder all that process actually is sometimes the lack of support in the organization" (I2)

During one of the Consultative Assembly (Shura Council) weekly meeting, H E Ahmed bin Abdullah bin Zaid Al Mahmoud held a session with HE President of Qatar University, Dr. Hassan Rashid Al Derham to discuss matters related to higher education institutions in Qatar. The President and members of the Consultative Assembly remarks stressed on the need to increase the number of Qatari professors and administration staff at the university (The Shura Council, 2021). It is clear that academic leaders in Qatar have great responsibilities and challenges dealing with students, faculty, government and the national vision.

The Qatari universities face the loss of knowledge due to academic staff leaving the organization. As noted, when people leave, their tacit knowledge leaves with them. Sharing knowledge is a voluntary act (Sunardi et al., 2020). As a result, it is critical to have policies and organization wide repository system to maintain expert knowledge. Leaders and policymakers must encourage knowledge sharing practices among their staff, because higher education is individualistic in nature (Fullwood et al., 2013). The findings of the research provide novel insights and make a contribution towards filling the gap in literature by bringing attention to knowledge sharing and knowledge loss due to localization policies in the Gulf region.

6.3 Chapter Summary

This chapter has discussed the results obtained from the quantitative and qualitative phases in response to the research hypotheses of this research. Based on previous empirical studies and the combination of findings from the mixed method approach, each of these findings was discussed and explained in order to answer the research hypotheses. The survey provided quantitative findings that was followed by semi-structured interviews to explain knowledge sharing behavior among teaching academic staff in the context of Qatar. The next chapter will summarize and conclude this research by providing the overview of research, contribution, implications and recommendations for future research.

Chapter 7

Conclusions

7.1 Introduction

Chapter 6 presented the results from the quantitative and qualitative data analyses. This final chapter focuses on providing a summary and discusses the theoretical and practical contributions of this research, followed by the limitations. Finally, suggestions for future research are presented. This research has addressed the following studies:

> **Study 1**: Culturally Diverse Workforce: The effects of curiosity and intercultural communication apprehension on knowledge sharing behavior among academic teaching staff in higher education institutions. The mediating role of cultural intelligence in HEIs.
>
> **Study 2**: To Share or Not to Share: The effect of knowledge sharing behavior on job satisfaction and turnover intention. The moderating role of perceived organizational support in HEIs.
>
> **Study 3**: Exploring the factors that influence knowledge sharing behavior among academic teaching staff in higher education institutions in Qatar.

With reference to the above studies, a research design with a two phase, sequential mixed methods research was selected. This research design allows the researcher to (1) investigate the relationship between (i) curiosity and KS, and, (ii) intercultural communication apprehension and KS, mediated by cultural intelligence; and (2) examine the relationship between (i) KS and job satisfaction, and, (ii) KS and turnover intention, moderated by perceived organizational support, among academic teaching staff in public, private and Qatar Foundation universities in Qatar.

7.2 Theoretical implications

Higher education institutions are knowledge intensive environments in which knowledge is created through research and disseminated through publication. They play an important role by collaborating with businesses and other organizations to foster innovation, learning through their teaching and research training programs (Fullwood et al., 2013). In this sense, universities, like any other organization, should encourage these processes. While there is a substantial body of research on knowledge management and knowledge sharing in business settings, there is a

growing interest in knowledge management in public sector organizations (Brown & Brudney, 2003), research into knowledge management in universities is very limited.

This research has attempted to make a theoretical contribution to knowledge management, expatriation and multicultural relations literature by making several implications. First, this research adds to the body of literature by investigating knowledge sharing in higher education institutions in a new context: Qatari culture and behaviors. As mentioned in the literature review (Chapter 2), lack of empirical research in the university context called for more research in this area (Al-Kurdi et al., 2018, Fullwood and Rowley 2017, Haq and Anwar 2016; Rahman et al. 2015; Saide et al., 2017; Quarchioni et al., 2020), particularly in the Gulf region (Shamsudin et al., 2016). This research used a mixed method approach, and this gave greater understanding about the phenomena being studied. Based on the literature review, most of the studies previously conducted about knowledge sharing in higher education institutions used quantitative research method only (Fullwood et al., 2017). This research has taken a proactive approach to quantitatively and qualitatively investigate knowledge sharing behavior in higher education institutions. As a result, this research attempted to address the necessities highlighted by researchers for further research into knowledge sharing in higher education institutions.

Second, this research introduced emerging constructs to explain knowledge sharing behavior among academic teaching staff in higher education institutions. Based on an extensive review of relevant literature, measures of knowledge sharing are identified. These include such factors as curiosity, intercultural intelligence, intercultural communication apprehension and their effect on academic teaching staffs' knowledge sharing behavior. In addition, factors such as job satisfaction, turnover intention and perceived organizational support have been examined with their relation to knowledge sharing behavior.

Third, several studies examined knowledge sharing in higher education institutions in Asian and Western countries (Al-Kurdi et al., 2018; Cabrera et al., 2006; Van den Hoof and Van Weenen, 2004). Little is known about knowledge sharing behavior in Qatari educational institutions. Therefore, this research provides a new perspective of knowledge sharing practices to be incorporated into KM systems in Qatari universities.

Fourth, the research in knowledge sharing among academic teaching staff with a view to behavioral aspects provides a starting point to evaluate the knowledge-based economy and its effort towards achieving the vision of 2030 and one of the most important objectives for the Ministry of Education and Higher Education in Qatar. At the organizational level, Qataris face administrative and leadership challenges that could affect their job satisfaction and the willingness to participate in knowledge sharing activities. Therefore, the findings of this

research could be valuable for the policymakers of the Ministry of Administrative Development, Labor and Social Affairs.

Fifth, in order to install a culture of knowledge sharing, higher education institutions must go deeper and focus on employees' individual behaviors toward sharing their valuable knowledge. Various universities make the fatal mistake of not paying enough attention to the effects of organizational structure changes on individuals' behavior. Therefore, it is important to introduce organizational changes carefully as this can create job security fears among expatriates, which can result in knowledge hoarding. Successful management of the large expatriate workforce in Qatar can reflect positively in the workplace. Having a large expatriate workforce without proper frameworks or repository to capture their expert knowledge may lead to further loss of valuable knowledge and experiences (for expatriates).

Expatriates are diffusers of knowledge and interviewees agreed that there should be greater trust between nationals and expatriates for a successful knowledge sharing journey. The following are some suggestions for the leaders in higher education institutions:

1) Development of clear processes and procedures to retain knowledge, including the ability to synchronize university funds dedicated on science research to national goals.
2) While knowledge sharing is encouraged, it is important to define the mechanism for this activity to take place and seal any possible intercultural communication apprehension that could occur among expatriates and nationals via social gatherings and internal meetings; and,
3) Relationships between public and private higher education institutions in Qatar must be strengthened further. It is important to establish a feeling of community, forming teams based on academics with common interests; rotating new and seasoned academics within the current university and other universities within the country to build networks; increase the body of knowledge via publications**;** and**,** promote an environment of openness where employees feel safe asking others for support.

This research adds information to the existing body of knowledge concerning knowledge sharing practices in higher education institutions in Qatar. As mentioned earlier, the majority of prior studies were conducted in Asian and Western countries. As a result, this research calls for national researchers and practitioners to further investigate knowledge sharing practices in the Qatari context.

Study 1 started by assessing a conceptual model empirically in the context of HEIs that included knowledge sharing behavior, curiosity, intercultural communication apprehension,

and cultural intelligence. The findings of study 1 showed that curiosity encourages academic teaching staff to participate in knowledge sharing behavior, and intercultural communication apprehension can be reduced by the mediating role of cultural intelligence. Also, this study indicated that Intercultural Communication Apprehension has a direct negative effect on knowledge sharing behavior. This result implies that the more Intercultural Communication Apprehension is present, the less likely employees will engage in knowledge sharing activities.

Moreover, this study is one of the first to examine the mediation role of cultural intelligence and the impact of curiosity, and intercultural communication apprehension on knowledge sharing behavior. This study advances the understanding of the underlying mechanisms between cultural intelligence and its antecedents and consequences. Previous research by Ali et al (2018) has explored the direct effect of cultural intelligence on knowledge sharing. Surprisingly, however, less effort has been devoted to understanding the mediating role of cultural intelligence. This mediation shows the importance of cultural intelligence to work effectively in culturally diverse work environments (Ang & Van Dyne, 2008). Prior studies indicated that cultural intelligence is a critical factor in establishing an environment for knowledge sharing initiatives (Ali et al., 2019; Michailova & Hutchings, 2006). This study confirmed that cultural intelligence has a direct effect on knowledge sharing behavior. The results obtained from the quantitative phase also confirmed the mediating role of cultural intelligence in the relationship between curiosity and intercultural communication apprehension on knowledge sharing behavior of academic teaching staff in higher education institutions. This study's findings suggest that cultural intelligence effectively improve academic staffs' knowledge sharing behavior. By verifying the mediating role of cultural intelligence, this study sheds light on the studied phenomena to foster a positive working environment.

In study 2, the researcher focused on assessing the impact of knowledge sharing behavior on job satisfaction, turnover intention and the moderating role of perceived organization support in universities context. Study 3 assesses the conceptual model empirically. Researchers called for more research suggesting that most knowledge sharing studies focused on its drivers and determinants rather than outcomes (Nguyen et al., 2019). Accordingly, it is considered a contribution to the knowledge management studies. The moderation of perceived organizational support on the relationship between knowledge sharing behaviors and outcomes such as job satisfaction and turnover intention assessed in study 2 is another theoretical contribution to the organizational studies. Previous studies mainly focused on the impact of perceived organizational support on job satisfaction and turnover intention. This study assessed the moderating role of POS on the relationship of knowledge sharing and job satisfaction, and knowledge sharing and turnover intention in higher education institutions.

First, study 2 demonstrates that knowledge sharing is positively associated with job satisfaction. This is in line with previous studies (Bontis et al., 2011; Rehman et al., 2014; Suliman & Al-Hosani, 2014; Trivellas et al., 2015; Yunus et al., 2014). Furthermore, POS was found to have a moderating effect with knowledge sharing and job satisfaction. These findings extend other studies (Erdogan & Enders, 2007; Filipova, 2011).

Second, study 2 shows that knowledge sharing was found not associated with turnover intention. In addition, POS was negatively associated with turnover intention. The finding supports the existing literature as they suggest a negative relationship between POS and turnover intention (Allen et al., 2003; Faisal & Naushad, 2021; Rhoades & Eisenberger, 2002;). Moreover, the moderating role of POS on the relationship between knowledge sharing and turnover intention was not significant, although there are valid reasons for the positive relationship between POS and knowledge sharing, employee–organizational correlation theories (Rousseau, 1995; Shore & Barksdale, 1998; Tsui et al., 1997) indicate that other forces may be able to change the nature of this relationship. For instance, in this study, POS as a moderator was not significantly associated with knowledge sharing and turnover intention. This adds to existing literature on POS, knowledge sharing and turnover intention and calls for more research into the relationships between these respective variables. As a result, the researcher initiated a qualitative study to validate the quantitative results.

In study 3, a qualitative analysis was conducted using NVivo-11 Plus. The researcher conducted interviews with academic teaching staff from various disciplines in public and private universities to understand knowledge sharing behavior from their perspective. Most of the previous studies conducted in universities used quantitative research method only (Fullwood et al., 2017). Moreover, study 3 validated the conceptual models and the outcomes of the quantitative phase of this research (Creswell & Plano-Clark 2011). The qualitative analysis findings show the importance of knowledge sharing behavior in the higher education context, as well as diversity and culture in the education sector.

It was found that curiosity is related with opportunities to learn, an incentive to learn and is a path for innovation. Different backgrounds promote knowledge sharing among academic teaching in higher education institutions. Despite being seen as an opportunity to break down barriers and promote the sharing of intercultural knowledge, intercultural communication apprehension represents anxiety or stress, due to cultural differences**,** that create anxiety and hesitation. Stereotypes, different languages and cultural heritage, as well as different educational backgrounds**,** make intercultural communication more difficult.

Therefore, intercultural communication apprehension is negatively related to knowledge sharing behavior. Cultural intelligence mediates the positive relationship between curiosity and

knowledge sharing. Because cultural intelligence enhances curiosity, it also enhances experience and knowledge and contributes to acceptance of differences and dismantles stereotypes Cultural intelligence mediates the negative relation between intercultural communication and knowledge sharing, since cultural intelligence facilitates communication and knowledge sharing, making people more apt to learn and more apt to clarify. Previous studies have shown that knowledge sharing activities are heavily influenced by individual employees' cultural values (Jennex, 2006; Hutchings & Michailova, 2004; Hofstede, 2001; Pfeffer & Sutton, 2000). In summary, the researcher conclude that higher education institutions do have an embedded knowledge sharing culture; however, the culture is individualistic in nature (Fullwood et al., 2013). This presents challenges for universities seeking to participate in initiatives aimed at enhancing the ways knowledge is created, shared, and disseminated. Additional research would aid in the development of approaches to capitalizing on universities' existing knowledge workers and culture.

Moreover, although job satisfaction is influenced by factors like motivation, financial and non-financial rewards and a positive work environment, the majority of participants agree that knowledge sharing behaviour is positively related to job satisfaction, since a happier work environment promotes commitment, participation and knowledge sharing between employees. Even recognizing that job satisfaction and, then, turnover intention depend on employment engagement and differentiated skills, knowledge sharing behaviour is negatively related to turnover intention, because when people feel unhappy in their institution/work and do not feel valuable, understood and supported, they tend to leave the institution. Perceived organizational support moderates the effects of knowledge sharing behavior on job satisfaction because as people become more satisfied and secure in their jobs, they often feel encouraged to look for and share intercultural knowledge, as well as give guidelines to teaching or investigation work. Perceived organizational support moderates the effect of turnover intention through knowledge sharing behavior because administrative support provides access to knowledge which retains people and diminishes the turnover intention.

This study also explored the benefits of promoting knowledge sharing practices in universities such as development of career, promotion of creativity, and creation of a positive work environment. It was observed that the culture in universities often lacks freedom and a policy to share knowledge. Competition, excessive centralization and authority, poor leadership are ineffective and could lead to failure in facilitating knowledge sharing practices in universities. Furthermore, the results of this qualitative phase revealed some critical success factors to promote knowledge sharing such as open communication, collegial culture, and policies to retain employees. Finally, this study identifies factors such as administration support

(financial and non-financial), development of intercultural communication can assist the management in fostering KS practices within the university.

7.3 Practical implications

The findings of this research suggest that higher education institutions are both the product of community culture and the creator of cultures. Interaction between culture, educational institutions, and other institutions is required for growth and globalization. Many organizations suffer from mistrust and poor communication among their employees**;** higher education context is not an exception. It is important to adopt for more flexibility, open communication, trust and strong organizational support. Universities can increase their academic staff members' knowledge and skills by investing in social capital. Furthermore, universities can also increase their intellectual assets, organizational learning, and information systems.

Successful higher education institutions need leaders to reflect on cultural and organizational aspects. That is, they must manage their universities with cultural awareness. Many studies have found that cultural factors are the most significant deterrents to knowledge management contributors (Davenport & Prousak, 1998; Wong, 2005; Leidner et al., 2006). It is important to establish appropriate strategies to retain valuable staff and improve the efficiency of their human resources including incentive and reward policies. Interaction among academic staff leads to mutual trust. Therefore, it is crucial to develop informal communication channels as well as formal ones. In addition, information systems infrastructure should be in place and user friendly for knowledge sharing activities within the academic groups. Academic staff participation in decision making is critical, as well as easing the organizational intra-level in order for information to flow horizontally throughout the university. The university must design and deploy more sophisticated cross-border sharing systems in order for the institution to communicate knowledge between different units to promote a successful process.

The significant insights derived from this thesis will be of importance in establishing knowledge management systems within the education sector in Qatar given the large expatriate population. The nature of expatriate occupations has significantly changed during the previous decade. Today, expatriates are expected to participate in national staff development and assist in the transfer of knowledge and skills to achieve the national vision of Qatar. It is critical to emphasize the importance of expatriates as vehicles for sharing knowledge across the institutions. Furthermore, this thesis could provide quantitative and qualitative data on the challenges of sharing knowledge among academic teaching staff in relation to culture, diversity and organizational theories. It has provided baseline information for the expatriates and nationals and the demographic dilemma in terms of cultural diversity. The researcher has

conducted interviews to obtain the perceptions of academic teaching staff on current knowledge sharing behaviors and suggestions for future studies. This thesis could also be a review of the demographic changes in Qatar which have been stimulated by governmental visions. From the findings of this research, some practical implications are proposed:

1) The findings of this study show that curiosity could prompt knowledge sharing behavior; thus, organizations need to make an effort to maximize academic staffs' curiosity. For instance, managers and leaders of higher education institutions may need to understand their employees' backgrounds and interests to allocate tasks and projects. Employers need to celebrate differences and hold international events to pique employees' interest and willingness to break down communication barriers.
2) The findings further show that decreased intercultural communication apprehension can result in a favorable working environment. As a result, more knowledge sharing activities should be possible within universities.
3) This study shows that knowledge sharing directly influences employee job satisfaction, and POS can moderate this relationship. Therefore, managers, leaders and decision makers need to recognize that each employee has unique needs and expectations. As a result, they should support their employees by providing a positive workplace environment, flexible working hours, and a fairly paid salary, which can improve job satisfaction (Maan et al., 2020).
4) The findings show that knowledge sharing was found to have insignificant association with turnover intention among academic teaching staff, and the moderating role of POS does not seem to enhance this relationship. Although there are valid reasons for the positive relationship between POS and knowledge sharing, other forces may be able to change the nature of this relationship. Therefore, leaders in higher education institutions should address aspects such as job security, work enrichment and develop adequate compensation policies to encourage academic staff to share their critical knowledge (Pee & Lee, 2015).
5) Finally, leadership must provide encouragement and assistance to motivate employees to share knowledge (Le & Lei, 2019). Senior management must also persuade employees that success in their goals and careers, as well as the company vision, is inextricably linked to knowledge sharing. Employees will be more likely to share knowledge in such cases transitioning the Qatari education sector toward a knowledge society. Moreover, although Qatar hires expatriates

in almost every discipline to fill the workforce shortage, the natural increase of Qatari nationals will eventually force the localization plans. In such case, the accumulated shared knowledge through the extensive intercultural and professional interaction with expatriates shall form a priceless asset for the country. The findings of this research are pertinent to the existing KM and KS literature. The results can assist universities and the Ministry of Education and Higher Education in developing appropriate policies and strategies to address workforce diversity and knowledge sharing.

7.4 Limitations and future research

The thesis makes a useful contribution to the understanding of knowledge sharing and knowledge cultures in higher education institutions. However, just as the case with any research, it has limitations and recommendations for future research. First, the Qatar-based context of the study is a limitation. Future studies may want to investigate the model in other countries with similar characteristics, in order to understand the impact of different national cultures. Second, the researcher also recommends gathering data from various countries to compare results across countries. In this research, the data were collected in a single time point and used a self-reported survey. A longitudinal study would be useful to assess behavior changes over different periods. However, this researcher was not able to adopt a more robust methodology such as a longitudinal study due to cultural constraints. Furthermore, due to Covid-19 restrictions, focus group qualitative research was changed to individual interviews. This made data collection more difficult and time-consuming.

This study suggests the following future research: (1) from the qualitative phase, some factors emerged such as trust, rewards that could be investigated within the Qatari context (Kmieciak, 2021; Ahuja, 2020); (2) a comparative study of the performance of the Qatari education KM systems against developed countries (Btool, 2022); and, (3) further research could investigate the perspectives of senior managers and support staff, for example. This research relies on the research regarding teaching academic staff perspectives on knowledge sharing and knowledge cultures (Al-Husseini et al., 2019).

The absence of clear strategic and performance related outcomes from knowledge sharing activities within higher education institutions creates an additional limitation (Quarchioni et al., 2020). Future research design could add one level to multilevel analysis, namely organizational levels**,** in accordance with organizational behavior theory. Additional research could investigate the relationship between knowledge sharing behavior and organizational success measures such

as creativity, inputs into knowledge-based economy**,** and research outputs. In this thesis, the researcher focused on a variable, turnover intention, which is particularly important in the Gulf context given the government policies intended to localize the labor force (Shamsudin et al., 2016). A fruitful research direction would be to look into potentially similar effects on other aspects of the employment relationship that may cause employees to consider leaving. Potential variables for academic staff might be perceived job security and knowledge hiding (Ali et al., 2020).

7.5 Final conclusion

This thesis was motivated by the limited research on academic teaching staffs' deeper understanding of their own knowledge sharing behavior and educational experiences in higher education institutions. Two conceptual models were developed to assess knowledge sharing behavior that could boost social interaction and communication in a diverse workforce.

Additionally, this thesis offers leaders and managers rich qualitative output to better understand academic teaching staffs' experiences within the higher education system in Qatar. The findings provide valuable policy implications that can aid leaders to enable smooth knowledge sharing by improving local and expatriate employees' cultural intelligence and commitment toward the university's goals and overall objectives. Academic knowledge sharing activities may provide rich information regarding the quality of learning materials, curriculum, and overall activities within the universities. This can have a favorable outcome on students by upskilling the national workforce across various sectors. Higher education institutions, like all organizations, face a variety of challenges that necessitate the development of strategies in order to remain competitive. This requires the knowledge, experience, and expertise of their academic teaching staff. It is important to raise awareness in Qatar and other countries with similar contexts and characteristics that individual factors are important determinants of successful knowledge management initiatives and knowledge sharing.

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Appendices

Appendix A: CITI Certification

CITI PROGRAM

Completion Date 26-Feb-2020
Expiration Date 25-Feb-2023
Record ID 35558522

This is to certify that:

FATMA AL-HEMAIDI

Has completed the following CITI Program course:

Social & Behavioral Research - Basic/Refresher (Curriculum Group)
Social & Behavioral Research - Basic/Refresher (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

Ministry of Public Health, Qatar

CITI
Collaborative Institutional Training Initiative

Appendix B: Survey Consent Form

Project Title: Working Across Cultures: Knowledge Sharing in Higher Education Institutions. A Perspective from Qatar

Introduction

This survey is part of the PhD research of Fatma Al-Hemaidi, ISCTE-IUL.
The research project will explore knowledge sharing between academic teaching staff in knowledge-intensive institutions in Qatar. At present, the literature indicates there has been a limited contribution in understanding knowledge sharing in educational institutions when compared to other sectors. The aim of this study is to examine how academic teaching staff understand and enact knowledge sharing in higher education institutions.

The questionnaire should take about 20 minutes to complete, and please ensure that you hit the "Submit" button to record participation in the survey.

Participation

Your participation is completely *voluntary*. As a participant, your identity will be kept anonymous. Information provided in the survey will be completely anonymous. You can skip any questions you do not wish to answer.

The study will target teaching faculty in the following colleges and disciplines (Arts and Sciences, Business and Economics, Education, Engineering, Law, Pharmacy, Medicine, Sharia and Islamic studies, and Health Science).

Risks/Discomforts

There are no risks for involvement in this study.

Benefits

There are no direct benefits for the participants. However, your participation will assist researchers to learn more about which factors would or would not influence teaching staff to share or not to share their knowledge.

Confidentiality

Your identity will be kept private and confidential at all times. Data will be reported in an aggregate format. Questionnaires will be concealed, and no one other than the primary investigator will have access to them. The data collected will be stored in the HIPPA-compliant, Qualtrics-secure database until it has been deleted by the primary investigator. Electronic data will be stored in PI's computer. PI's computer is password protected and only the PI will have access to the data.

Withdrawal Policy

Participants are able to exist from the online survey at any time or refuse to participate entirely. You can withdraw from the study at any time without providing a reason. When withdrawing from the study, the participant should let the research team know that he/she wishes to withdraw.

Results

The results of this project will be used in the doctoral thesis of Fatma Al-Hemaidi. The results of the project will be available to you on request by email to (Fmsma1@iscte-iul.pt).

Compensation

There is no direct compensation.

Questions about the Research

If you have any question regarding this study, you may contact Fatma Al-Hemaidi, at (Fmsma1@iscte-iul.pt).

Questions about your Rights as Research Participants

If you have any question you do not feel comfortable asking me, you may contact my supervisor:

Dr. Aristides Isidoro Ferreira
Researcher and Associate Professor
Business Research Unit
E-mail: Aristides.Ferreira@iscte-iul.pt

1649-026 LISBOA Portugal
Office: D4.15
ISCTE-IUL, Business School
Phone number: +351 217 903 415 | Ext. 794151

Thank you for your cooperation

Fatma Al-Hemaidi
PhD student
Business Research Unit, ISCTE-IUL

I have read, understood the above and desire to participate in this study.

Appendix C: Survey Questionnaire

Section One: Demographic Information

Q1. Gender

a. Male
b. Female

Q2. Age Group

a. 21-30
b. 31-40
c. 41-50
d. 51-60
e. 60> years

Q3. Level of education

a. Bachelor
b. Master
c. PhD / Doctorate
d. Other:

Q4. Years of experience in Higher Education

a. 0-5 years
b. 6-10 years
c. 11-15 years
d. 16-20 years
e. 26> years

Q5. Academic position

a. Instructor
b. Lecturer
c. Senior Lecturer
d. Assistant Professor
e. Associate Professor
f. Full Professor

g. Researcher
h. Other:

Q6. Employment Status

a. Full-time
b. Part-time

Q7. Department:

Q8. Nationality

a. Qatari
b. Non-Qatari
c. I prefer not to answer

(Expatriate Staff Only)

Q9. Number of years as expatriate in Qatar

a. 0-5
b. 5-10
c. 10>

Q10. Previous experience in different countries: Y / N
Q11. Family in Qatar: Y / N
Q12. Assigned expatriate: Y / N
Q13. Self-initiated expatriate (seeking employment internationally on your own): Y / N

Section Two: Questionnaire

Curiosity (C):

1. Exploring my surroundings
2. Looking for opportunities to grow as a person
3. Investigating options before making a choice
4. Observing different ways of doing things
5. Probing deeply into questions I have
6. Becoming curious about new opportunities

Cultural Intelligence (CQ):

1. I know the ways in which cultures around the world are different
2. I can give examples of cultural differences from my personal experience, reading, and so on
3. I enjoy talking with people from different cultures
4. I have the ability to accurately understand the feelings of people from other cultures
5. I sometimes try to understand people from another culture by imagining how something 6. looks from their perspective
6. I can change my behavior to suit different cultural situations and people
7. I accept delays without becoming upset when in different cultural situations and with culturally different people
8. I am aware of the cultural knowledge I use when interacting with someone from another culture
9. I think a lot about the influence that culture has on my behavior and that of others who are culturally different
10. I am aware that I need to plan my course of action when in different cultural situations and with culturally different people

Knowledge Sharing Behavior (KSB):

1. When I learn something new, I tell my colleagues about it
2. I share information I have with my colleagues
3. I think it is important that my colleagues know what I am doing
4. I regularly tell my colleagues what I am doing
5. When I need certain knowledge, I ask my colleague about it
6. I like to be informed of what my colleagues know
7. I ask my colleagues about their abilities when I need to learn something
8. When a colleague is good at something, I ask them to teach me how to do it

Personal Report of Intercultural Communication Apprehension (PRICA):

1. Generally, I am comfortable interacting with a group of people from different cultures.
2. I am tense and nervous while interacting with people from different cultures.
3. I like to get involved in group discussion with others who are from different cultures.
4. Engaging in a group discussion with people from different cultures makes me nervous.
5. I am calm and relaxed with interacting with a group of people who are from different cultures.

6. While participating in a conversation with a person from a different culture, I get nervous. 7. I have no fear of speaking up in a conversation with a person from a different culture. 8. Ordinarily I am very tense and nervous in a conversation with person from a different culture. 9. Ordinarily I am very calm and relaxed in conversations with a person from a different culture. 10. While conversing with a person from a different culture, I feel very relaxed. 11. I am afraid to speak up in conversations with a person from a different culture. 12. I face the prospect of interacting with people from different cultures with confidence. 13. My thoughts become confused and jumbled when interacting with people from different cultures.
14. Communicating with people from different cultures makes me feel uncomfortable.

Perceived Organizational Support (POS):

1. The organization values my contribution to its well-being
2. The organization fails to appreciate any extra effort from me
3. The organization would ignore any complaint from me
4. The organization really cares about my well-being
5. Even if I did the best job possible, the organization would fail to notice
6. The organization cares about my general satisfaction at work
7. The organization shows very little concern for me
8. The organization takes pride in my accomplishments at work

Turnover Intention (TI):

1. I often think about quitting my present job
2. I will probably look for a new job in the next year
3. As soon as it is possible, I will leave the organization

Job Satisfaction (JS):

1. All in all, I am satisfied with my job
2. In general, I don't like my job
3. In general, I like working here

Appendix D: Interview Consent Form

Interview Consent

Project Title: Working Across Cultures: Knowledge Sharing in Higher Education Institutions. A Perspective from Qatar.

Introduction: This interview is part of the PhD research of Fatma Al-Hemaidi, ISCTE-IUL, on the "Working Across Cultures: Knowledge Sharing in Higher Education Institutions. A perspective from Qatar". The research project will explore knowledge sharing between academic teaching staff in knowledge-intensive institutions in Qatar. At present, the literature indicates there has been a limited contribution in understanding knowledge sharing in educational institutions when compared to other sectors. The aim of this study is to examine how academic teaching staff understand and enact knowledge sharing in higher education institutions.

This interview should take about 45-minutes from the participant.

- I have been given sufficient information about the research project. The purpose of my participation in this study has been explained to me and is clear.
- My participation in this study is voluntary. I can skip any questions I do not wish to answer.
- We do not anticipate any risks associated with your participation. If you feel uncomfortable during the interview, you can request to end the session.
- This interview will be audio recorded. Do you agree?

  □ Yes □ No If No, interview notes will be taken.
- Due to Covid-19 pandemic, the interview will take place via Microsoft Team.
- Interview data will be transcribed with a series of codes. Therefore, your name will not be identified in the research.
- Information obtained will be kept confidential. Data collected will be password protected and kept in the computer of Dr. Aristides Ferreira.
- If you have any questions regarding this project, please do not hesitate to contact us, Dr. Aristides Ferreira, or Fatma Al-Hemaidi.

Date:
Interviewee Initial / Position:

Appendix E: Interview Questions

Interview Questions

1. Introduction

Gender: Age:

Qualification: Academic Position:

Years of work experience at the current institution:

2. Please indicate how much you agree or disagree with the following statements; and provide your comments.

Hypotheses: (Mediation Models)
There is a positive direct effect of curiosity on KS
CQ mediates the relationship between curiosity and KS
There is a negative direct effect of ICA on KS
CQ mediates the relationship between ICA and KS
Hypotheses: (Moderation Models)
There is a positive direct effect of KS on job satisfaction
POS moderates the relationship between KS and job satisfaction
There is negative direct effect of KS on turnover intention
POS moderates the relationship between KS and turnover intention

3. What are the benefits of promoting knowledge sharing practices in universities?

4. How do you share your knowledge with your colleagues?

5. From a cultural point of view, what do you think is a critical success factor to promote knowledge sharing?

6. What could lead to failure in facilitating knowledge sharing practices in universities?

7. What are your suggestions and recommendation for future work?