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The impact of knowledge sharing on building dynamic capabilities: An analytical study of a sample of faculty members from the college of administration and economics - Tikrit University

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Abstract
The goal of this study was to look at how sharing knowledge (explicitly, tacitly, and through a culture of knowledge sharing) affects building dynamic capabilities (sensing, seizing, reconfiguring, and learning) among faculty members at the College of Administration and Economics at Tikrit University. The study used a descriptive-analytical method and gathered data by giving a questionnaire to a group of 180 faculty members. With a correlation coefficient of 0.647 and a coefficient of determination of 0.418, the findings demonstrated that knowledge sharing significantly and favorably impacted dynamic capabilities. The findings also demonstrated that every facet of knowledge exchange positively impacts every facet of dynamic capabilities. According to the study, Iraqi universities should strengthen their knowledge-sharing culture by constructing the necessary facilities and putting in place efficient reward structures.

Keywords: Knowledge sharing, dynamic capabilities, higher education, Tikrit University

Introduction
Since schools are a significant source of knowledge production and sharing, knowledge has emerged as the most crucial strategic resource for businesses. This is due to the rapidly evolving nature of technology and the knowledge economy in which we live. One of the most important things businesses can do to make the most of their intellectual capital and use it as a long-term competitive advantage is to share what they know (Hernández-Linares *et al*., 2024) [4].
But schools, especially colleges and universities, are facing more and more problems that require them to develop dynamic capabilities that let them see changes in their environment, take advantage of new opportunities, change their resources and procedures, and keep learning from their experiences and expertise (Tamirat & Amentie, 2023) [12].
It is important to look into the link between knowledge sharing and dynamic capabilities in the academic setting because faculty members are the most important people involved in creating, sharing, and using knowledge. Faculty members who share what they know are better at coming up with new ideas and getting better, which makes the research and teaching process better (López *et al*., 2024) [9].
This study looks at how sharing knowledge can help faculty members build dynamic capabilities. iletlist included 180 facultypk from Tik calcit uninsured's College of Administration and Economics. The goal of the research is to give a theoretical and practical framework to help people better understand how to improve knowledge sharing and how it affects the growth of dynamic capabilities in Iraqi academic institutions.

Chapter One: The Research's General Framework Chapter One: The Research's General Framework
1.1 The Problem with the Research
The rapid changes in scientific research and higher education have caused many issues for Iraqi universities, particularly Tikrit University. Faculty members' poor knowledge sharing is one of the main issues, which hinders the university's ability to utilize all of its existing experience and expertise (Al-Obaidi *et al*., 2018) [1]. Additionally, field observations reveal that the college lacks dynamic capabilities, as

evidenced by its poor institutional learning mechanisms, slow response to new opportunities, limited ability to adapt resources and processes to new developments, and poor ability to notice changes in the educational environment.

Taking all of this into account, the main question for the research problem can be stated as follows*:*

What effect does sharing knowledge have on helping the faculty at Tikrit University's College of Administration and Economics build dynamic capabilities?

From this main question, we can ask the following sub-questions*:*

1. How much do the college faculty share knowledge in different ways? How much do college faculty members share knowledge in different ways?
2. How high are the college faculty's dynamic capabilities in all of their different areas? What are the different levels of dynamic capabilities among the college faculty:
3. What is the connection between the different parts of knowledge sharing and the different parts of dynamic capabilities? What kind of connection do the parts of knowledge sharing and the parts of dynamic capabilities have?
4. How does each part of knowledge sharing affect the parts of dynamic capabilities? What effect does each part of knowledge sharing have on the parts of dynamic capabilities?

1.2 Why the Research is Important

There are two main reasons why the research is important:

First: Importance in theory

1. 1 The study adds to the body of Arabic literature on knowledge sharing and dynamic capabilities, especially in the context of higher education. Particularly in the context of higher education, the study contributes to the corpus of Arabic literature on knowledge sharing and dynamic capabilities.
2. The study provides a comprehensive theoretical framework that links the concepts of dynamic capabilities and knowledge sharing in the academic context. The study gives a full theoretical framework that connects the ideas of dynamic capabilities and knowledge sharing in an academic setting.
3. It makes the connection between sharing knowledge and building dynamic capabilities in schools clearer. It helps us understand how sharing knowledge affects the growth and development of educational institutions' dynamic capacities.

Second: Real-world importance

1. The study gives college and university administrators useful information about how flexible faculty are and how they share knowledge. The study gives college and university administrators useful information about how faculty members adapt and share knowledge.
2. It gives useful advice on how to improve the college's culture of sharing knowledge and build dynamic skills. He gives good advice on how to improve the college's culture of sharing knowledge and develop dynamic skills.
3. Helps find areas that need to be improved in order to reach academic excellence. It helps you find the things you need to work on and pay attention to in order to do well in school.
4. The research results can be used to make professional development programs for teachers. Using the research results, it is possible to make programs for teachers to improve their skills.

1.3 Goals of the Research

The study's goals are as follows

1. Determining the extent of knowledge sharing among Tikrit University's College of Administration and Economics faculty members by examining three domains: knowledge sharing culture, tacit knowledge sharing, and explicit knowledge sharing. Three factors—explicit knowledge sharing, implicit knowledge sharing, and knowledge sharing culture—are examined to determine the extent to which faculty members at Tikrit University's College of Administration and Economics share their expertise.
2. Assessing the College of Administration and Economics faculty members' perception, assimilation, reconfiguration, and learning in each of the four dynamic capability domains. a review of the college faculty's proficiency with the four dynamic capacities of sensing, absorbing, reconfiguring, and learning.
3. Figuring out what kind of link there is between knowledge sharing and dynamic capabilities and how strong and in what direction it is. Figuring out how knowledge sharing and dynamic capabilities are related and how strong and in what direction this relationship is going**.**
4. Checking how each part of knowledge sharing affects the parts of dynamic capabilities. Testing how each part of knowledge sharing affects the parts of dynamic capabilities**.**
5. Giving useful advice on how to improve knowledge sharing and build dynamic capabilities in colleges and universities. Giving useful advice on how to improve knowledge sharing and build dynamic skills at colleges and universities**.**

1.4 Ideas for Research

After looking at the relevant literature, the following hypotheses were made

The main idea is: H1: Sharing knowledge has a statistically significant effect on the dynamic capabilities of faculty members at Tikrit University's College of Administration and Economics**.**

Sub-hypotheses*:*

- **H1a:** Explicit knowledge sharing has a statistically significant effect on dynamic capabilities**.**
- **H1b:** Sharing tacit knowledge has a statistically significant effect on dynamic capabilities**.**
- **H1c:** The culture of sharing knowledge has a statistically significant effect on dynamic capabilities**.**
- **H2:** There is a positive relationship between all aspects of knowledge sharing and all aspects of dynamic capabilities.

1.5 Limits of the Research

There are some limits to the research

1. **Personal limits:** The study looks at how sharing knowledge with its three dimensions affects dynamic capabilities with their four dimensions.
2. **Human limits:** The study only includes faculty members at Tikrit University's College of Administration and Economics who have master's or doctoral degrees. Human boundaries: The study only looks at faculty members at Tikrit University's College of Administration and Economics who have master's or doctoral degrees.
3. **Geographic boundaries:** Tikrit University in Iraq's College of Administration and Economics. College of Administration and Economics at Tikrit University in Iraq has spatial boundaries.
4. **Time limits:** The data were gathered during the school year 2024-2025. Time limits: The data were gathered during the 2024-2025 school year.

2. Chapter Two: Theoretical Framework and Studies That Have Come Before

2.1 Sharing Knowledge

2.1.1 What it means to share knowledge The idea of sharing knowledge

According to Karwowska and Kucharska (2024) [6], "knowledge sharing is the process through which explicit and tacit knowledge is exchanged between individuals, groups, and organizational units, with the aim of creating new knowledge and adding value to the organization." 5). Ma *et al*. (2022) say that knowledge sharing is an important way for people in an organization to share their experiences, skills, and information with each other. This helps the organization learn and come up with new ideas.

In the academic world, sharing knowledge is especially important because it is the heart of university work, which is all about creating, spreading, and using knowledge. Moordiningsih *et al*. (2024) [11] stress that faculty members sharing knowledge helps to make education, scientific research, and community service better.

2.1.2 Different ways of sharing knowledge

First, sharing clear knowledge

Explicit knowledge is knowledge that has been written down and recorded and can be easily shared and transferred using language, symbols, and numbers (Valamis, 2025) [13]. In an academic setting, sharing explicit knowledge includes: Exchanging educational materials and scientific references.

Sharing published research and studies Writing down what you learn while teaching • Helping to make study programs and curricula • Using electronic platforms to share what you know.

Second: Sharing hidden knowledge

It's hard to put into words what implicit knowledge is, but it comes from experiences, skills, and gut feelings (Valamis, 2025) [13]. Sharing personal stories and insights, giving advice and help to new coworkers, taking part in brainstorming sessions and discussion groups, informally sharing ideas and creative visions, and teaching people practical skills through direct training are all ways to share implicit knowledge.

Third: A culture of sharing knowledge

The culture of knowledge sharing is the way an organization makes it easy for people to share what they know.

It includes (Zamiri *et al*., 2023) [14]:

An organizational culture that encourages sharing of knowledge • The college administration's support for efforts to share knowledge • An atmosphere of trust among faculty members • Enough time for activities that share knowledge • An effective incentive system to encourage sharing of knowledge

2.2 Capabilities that change over time

2.2.1 The idea of dynamic capabilities The idea of dynamic capabilities

According to Teece (2007), dynamic capabilities are "the organization's ability to integrate, build, and reconfigure internal and external competencies to address rapidly changing environments" (Kero & Bogale, 2023, p. 1650) [7]. Dynamic capabilities in higher education mean that an academic institution can change with the times, take advantage of new opportunities, and keep improving its skills (Jutidharabongse *et al*., 2024) [5].

2.2.2 Different aspects of dynamic capabilities

First, the ability to sense

Sensing capability is the ability to watch for and find chances and dangers in the environment around you (Teece, 2007). In the academic world, it means: • Keeping an eye on changes in the educational environment around you • Finding new opportunities in education and scientific research • Staying up to date on scientific and technological advances in your area of expertise

- Looking at what the job market needs to make curricula
- Thinking ahead about problems that will come up in higher education

Second: Taking advantage of capability

"Seizing capability" is the ability to take advantage of opportunities and turn them into something useful (Acosta-Prado & Tafur-Mendoza, 2022) [2]. It means turning new ideas into useful ways to teach; coming up with new ways to teach based on what you know; putting money into chances to help students do better in school; making new programs and activities that meet students' needs; and acting quickly to take advantage of chances as they come up.

Third: Changing Capability

It means being able to change and adapt procedures and resources to fit the new situation (Li *et al*., 2023). It means: • Changing the way you teach to keep up with new developments; • Always improving your knowledge and skills; • Combining what you've learned with what you've already done; • Changing the curriculum based on feedback; • Getting used to new ways of learning and teaching;

Fourth, the ability to learn

Asbari (2024) [3] says that learning capability is the ability to learn new things from experiences and make them into useful habits. Part of it is learning from your coworkers' experiences and knowledge, using what you've learned from sharing knowledge, putting what you've learned into practice, taking part in professional development programs and training courses, and writing down and sharing good experiences.

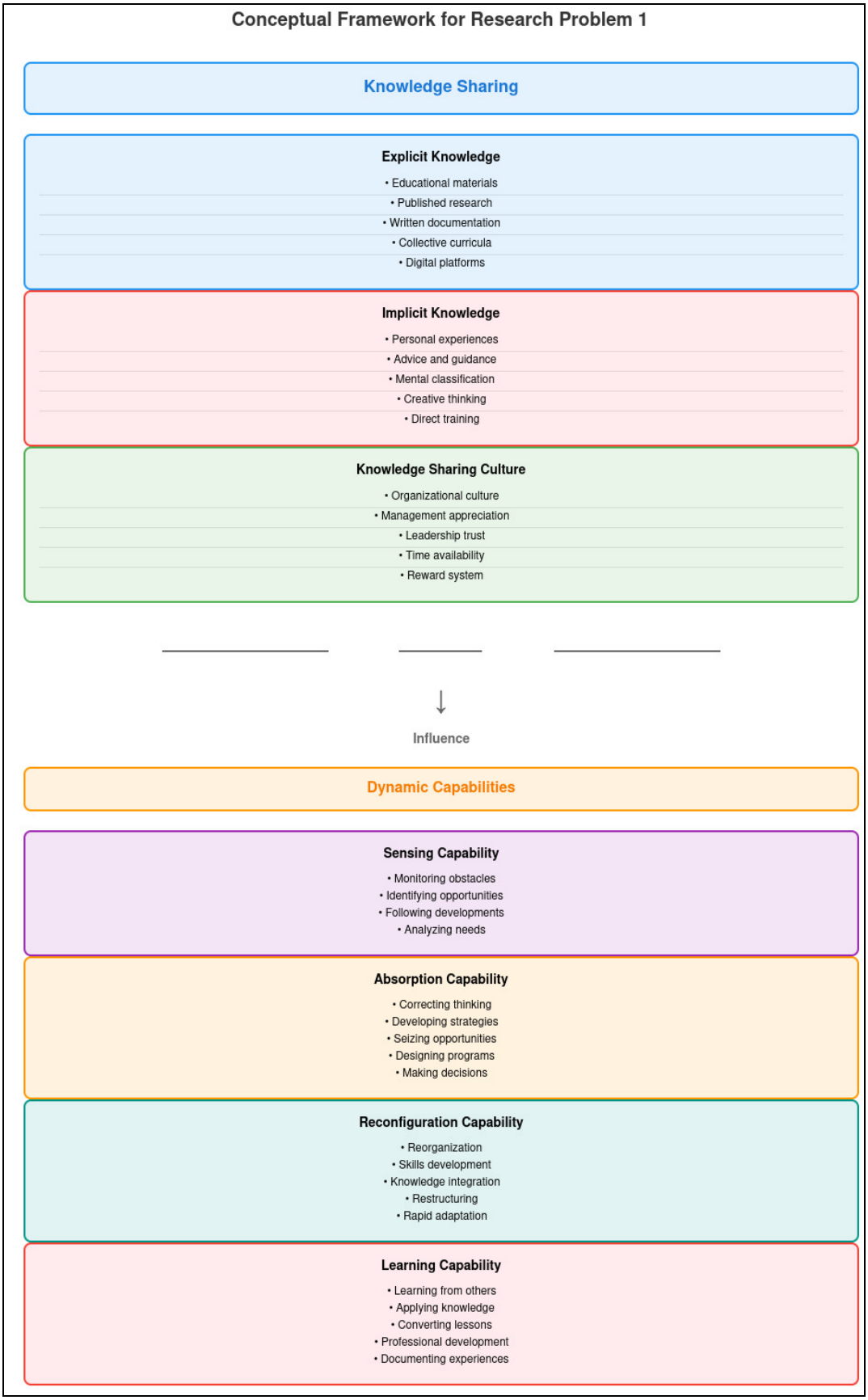

Fig 1: The research's conceptual framework

2.3. The link between sharing knowledge and dynamic capabilities The effect of sharing knowledge on dynamic capabilities

There is a strong link between dynamic capabilities and knowledge sharing in the literature. Knowledge sharing is an important way for businesses to build and improve their dynamic capabilities (Hernández-Linares *et al.*, 2024) [4]. Tamirat and Amentie (2023) [12] say that organizations that share a lot of information are better able to improve their dynamic capabilities.

In the academic setting, it is helpful for faculty members to share what they know:

1. Improving perception by sharing information about new trends and developments in the area of expertise. improving understanding by sharing information about new trends and developments in a specific area of expertise.
2. Sharing best practices and experiences for putting new ideas into action can help people learn more. by sharing experiences and best practices for putting new ideas into action, you can improve your ability to learn new things.
3. Helping people learn together and share their best ideas for changing the way schools work. helping students work together and share their best ideas for changing the school system.
4. Making it easier for people to learn by making the workplace a place where they can try things out and come up with new ideas. encouraging new ideas and trying new things to turn the business into a place where people can learn.

   Al-Obaidi *et al*. (2018) [1] found that knowledge sharing is affected by factors at the organizational, social, and individual levels. This has an effect on the long-term viability of dynamic capabilities in Iraqi academic institutions.

2.4 Studies That Have Been Done Before

2.4.1 Arab Studies

The 2018 study by Al-Obaidi *et al*. looked at how knowledge-sharing factors affected the long-term viability of dynamic capabilities at the College of Baghdad for Economic Sciences. There were fifty-seven faculty members in the sample. The results showed that both social and personal factors affect dynamic capabilities in knowledge sharing. The expected outcomes of sharing had the biggest effect on getting people to share knowledge.

2.4.2 Studies from Other Countries

Hernández-Linares *et al*. (2024) [4] looked at how knowledge-based dynamic capabilities affect business performance through the lens of entrepreneurial orientation. The sample included 1,047 small and medium-sized businesses from Spain and Portugal. The results showed that a company's success is linked to its knowledge-based dynamic capabilities, which are partly affected by the company's entrepreneurial orientation.

The study by Karwowska and Kucharska (2024) [6] looked at how gender affects the link between dynamic capabilities and sharing knowledge. 495 The study was about Polish workers who knew a lot. The results showed that sharing both explicit and implicit knowledge affects the "reconfiguration" part of dynamic capabilities, and that this relationship is affected by gender.

Ma *et al*. (2022) [10] looked at the things that help green innovation and the ways that sharing knowledge and having dynamic capabilities can help green creativity. The results showed that green creativity has both direct and indirect effects on green innovation through the sharing of green knowledge and the ability to adapt to new situations.

Moordiningsih *et al*. (2024) [11] looked at how dynamic capabilities affect how well a business does in the digital age.

The sample had 567 members from schools and colleges. The results showed that dynamic capabilities are very important for helping organizations do better during digital transformation.

3. Chapter Three: How the Research Was Done Chapter 3: How to Do Research

3.1 Method of Research

The study used the descriptive-analytical method, which is thought to be one of the best ways to look at administrative and organizational phenomena as they really are. This method involves describing the phenomenon being studied (knowledge sharing and dynamic capabilities) and looking at how its variables are related. This helps us figure out what these relationships are like and test the hypotheses that have been put forward.

The study also used the quantitative method to collect and analyze data, with the questionnaire being the main tool for collecting data and advanced statistical methods being used for analysis.

3.2 The Sample and the Research Community

3.2.1 Community of Researchers

The research community is made up of all the male and female faculty members in the College of Administration and Economics at Tikrit University who have master's or doctoral degrees. There are 220 of them, and they work in different departments of the college.

3.2.2 Sample for the Study

A stratified random sample was taken from the research population, and 200 questionnaires were sent out. Of those, 186 were returned. After looking over the returned questionnaires, six of them were thrown out because they didn't have all the information needed. This left us with 180 valid questionnaires to analyze, with a response rate of 90%.

3.2.3 Features of the Research Sample

The table below shows how the sample members are spread out based on demographic factors:

Table 1: Characteristics of the Research Sample

Variable	Category	Number	Percentage
Sex	male	135	75.0%
	female	45	25.0%
lifetime	less than 30 years old	6	3.3%
	From 30 to 39	34	18.9%
	From 40 to 49	104	57.8%
	50 and above	36	20.0%
Qualification	Master	103	57.2%
	Doctor	77	42.8%
Scientific title	Assistant Lecturer	32	17.8%
	teacher	35	19.4%
	Assistant Professor	70	38.9%
	professor	43	23.9%
Years of Experience	Less than 5 years	17	9.4%
	5 to 10 years	24	13.3%
	From 11 to 15 years old	47	26.1%
	From 16 to 20 years old	58	32.2%
	More than 20 years	34	18.9%

3.3 Tool for research

The main way to collect data was through the questionnaire, which was based on relevant literature and past studies. There were three parts to the questionnaire:

Part One: Information About the People (5 items)
Section Two: Knowledge Sharing (15 paragraphs) spread out over three areas:

- Sharing knowledge openly (5 paragraphs)
- Sharing knowledge that isn't written down (5 paragraphs)
- A culture of sharing knowledge (5 paragraphs)
- Section Three: Dynamic Capabilities (20 paragraphs) spread out over four areas:
- The ability to sense (5 paragraphs) • The ability to understand (5 paragraphs)
- The ability to change shape (5 paragraphs)
- Ability to learn (5 paragraphs)
- The questionnaire items were answered using a five-point Likert scale, with the following options: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree.

3.4 The Statistical Methods That Were Used

We used the right statistical software to analyze the data and test the hypotheses with a set of statistical methods.

1. Descriptive statistics include frequencies, percentages, arithmetic means, and standard deviations. Frequencies, percentages, arithmetic means, and standard deviations are all examples of descriptive statistics.
2. Cronbach's Alpha: To find out how reliable the research tool is. Cronbach's Alpha is a way to check how reliable the research tool is.
3. Pearson Correlation: a way to find out how strong and in what direction two variables are related. Pearson Correlation: To find out how strong and in what direction the relationship between two variables is.
4. Simple and multiple regression analysis: to see how independent variables affect the dependent variable. Simple and multiple regression analysis: to see how independent variables affect the dependent variable.
5. t-test and F-test: to see if statistical models are important. For testing the importance of statistical models, use the t-test and F-test.

4. Chapter Four: Testing Hypotheses and Analyzing Data

4.1 What the Research Sample Looks Like

As shown in Table 1 in the last chapter, the research sample has the following traits:

- Gender: 75% of the sample members are male and 25% are female. This is similar to the general distribution of faculty members in Iraqi universities.
- Age: More than half of the sample (57.8%) are between 40 and 49 years old, which shows that most of the respondents have a lot of academic experience.
- Level of education: 57.2% have a master's degree and 42.8% have a doctorate, which is a fairly even split.
- Academic title: The most common title was Assistant Professor (38.9%), followed by Professor (23.9%), Lecturer (19.4%), and finally Assistant Lecturer (17.8%)
- Years of experience: Most of the people in the sample have between 11 and 20 years of experience (58.3%), which shows that they are very knowledgeable about academic work.

4.2 Checking for Reliability and Validity

4.2.1 How reliable the research tool is

To find out how reliable the research tool was, we used the Cronbach's alpha coefficient. The table below shows the results:

Table 2: Reliability Coefficients (Cronbach's Alpha)

Variable/Dimension	Number of paragraphs	Cronbach's alpha coefficient
Knowledge sharing (holistic)	15	0.712
Explicit knowledge sharing	5	0.377
Share tacit knowledge	5	0.520
Knowledge Sharing Culture	5	0.624
Dynamic Capabilities (Total)	20	0.822
Sensor capability	5	0.507
Carrying capacity	5	0.560
Reshaping capacity	5	0.497
Learning ability	5	0.602
The tool as a whole	35	0.856

The table shows that the tool's overall reliability coefficient was (0.856), which is a high reliability coefficient. The reliability coefficients for the two main axes are also good: 0.712 for knowledge sharing and 0.822 for dynamic capabilities. Some of the coefficients for the sub-dimensions are low because there are only five items in each dimension.

4.2.2 The Research Tool's Validity

We checked that the tool was valid by

First, face validity: a group of judges who were experts in management and statistics looked at the questionnaire and gave feedback on how to change the wording of some items. Second, we found the construct validity by finding the correlation coefficients between the score of each dimension and the total score of the axis it belongs to. All of these coefficients were statistically significant at the 0.01 level.

4.3 A Descriptive Look at the Research Variables

4.3.1 How much knowledge is shared

Table 3: Means and standard deviations of the dimensions of knowledge sharing

Dimension	Arithmetic mean	Standard deviation	Level
Explicit knowledge sharing	4.117	0.362	High
Share tacit knowledge	4.067	0.409	High
Knowledge Sharing Culture	4.012	0.453	High
Knowledge sharing (holistic)	4.065	0.374	High

The table shows that the college faculty generally share a lot of knowledge (mean = 4.065). Explicit knowledge sharing is the most common (4.117), followed by tacit knowledge sharing (4.067), and then the culture of knowledge sharing (4.012).

4.3.2 How dynamic capabilities are

Table 4: Means and standard deviations of dynamic capabilities dimensions

Dimension	Arithmetic mean	Standard deviation	Level
Sensor capability	4.033	0.380	High
Carrying capacity	4.081	0.400	High
Reshaping capacity	4.043	0.405	High
Learning ability	4.099	0.403	High
Dynamic Capabilities (Total)	4.064	0.380	High

The results show that the college faculty also have a high level of dynamic capabilities (mean = 4.064). Learning

capability is the highest (4.099), followed by comprehension capability (4.081), reshaping capability (4.043), and finally sensing capability (4.033).

4.4 Testing the Hypothesis

4.4.1 Main Hypothesis Test H1: Sharing knowledge has a statistically significant effect on dynamic capabilities.

Table 5: Results of correlation and regression analysis for the main hypothesis

Independent variable	Dependent variable	Correlation coefficient (r)	Coefficient of determination (R^2)	value F	Significance level
Knowledge Sharing	Dynamic Capabilities	0.647**	0.418	128.45	0.000

Important at the 0.01 level

The results show that there is a strong positive relationship between dynamic capabilities and knowledge sharing (r = 0.647).

- Cognitive sharing accounts for 41.8% of the differences in dynamic capabilities ($R^2 = 0.418$).
- The model is statistically important (F = 128.45, $p<0.001$).

Result: The main hypothesis was accepted.

4.4.2 Testing the Sub-Hypotheses

Table 6: Results of the multiple regression analysis on the impact of knowledge sharing dimensions on dynamic capabilities

Independent variable	Regression coefficient (β)	Value T	Significance level
Explicit knowledge sharing	0.312	4.567	0.000
Share tacit knowledge	0.285	4.123	0.000
Knowledge Sharing Culture	0.267	3.892	0.000
$R^2 = 0.486$	F = 55.73	Sig. = 0.000	

The results show that all aspects of knowledge sharing have a positive and significant effect on dynamic capabilities. The most important effect is from explicit knowledge sharing (β = 0.312), followed by implicit knowledge sharing (β = 0.285), and finally the culture of knowledge sharing (β = 0.267).

The result is that all of the sub-hypotheses (H1a, H1b, H1c) were accepted.

4.4.3 Matrix of correlation between the sizes of variables

Table 7: Correlation matrix between the dimensions of knowledge sharing and dynamic capabilities

Dimensions	Remote sensing	assimilation	Reshaping	Learning
Explicit knowledge	0.452	0.423	0.398	0.489
Tacit knowledge	0.387	0.401	0.425	0.412
Sharing Culture	0.367	0.378	0.356	0.389

**At the 0.01 level, all correlation coefficients are important.

The matrix shows that: • The strongest link was between sharing explicit knowledge and being able to learn (r = 0.489).

- All of the correlations are positive and not very strong.
- The culture of knowledge sharing and the ability to reconfigure had the weakest relationship (r = 0.356).

Result: Hypothesis H_2 is accepted: all aspects of knowledge sharing are positively related to all aspects of dynamic capabilities.

5. Chapter Five: The Results and Suggestions

5.1 Talking about the results

5.1.1 A talk about the results in relation to the level of variables

The results showed that the faculty at the College of Administration and Economics at Tikrit University have a lot of knowledge sharing and dynamic capabilities. There are a few reasons why this might be the case:

1. The nature of academic work, which needs faculty members to talk to each other and share their knowledge and experiences all the time. The kind of academic work that needs faculty members to work together and share their knowledge and experiences all the time.
2. Most of the people in the sample have been working in academia for more than 10 years, so they have a lot of experience. The sample's experience has increased because the majority of its members have worked in academia for more than ten years.
3. New developments in higher education necessitate that educators continue to develop their abilities. Higher education has undergone recent changes that require teachers to continuously enhance their abilities.

5.1.2 A discussion of the findings pertaining to the relationships between the variables

The findings demonstrated that knowledge sharing significantly improves dynamic capabilities (r = 0.647, R2 = 0.418). This is consistent with the findings of previous research, such as Al-Obaidi *et al*. (2018) [1] and Hernández-Linares *et al*. (2024) [4].

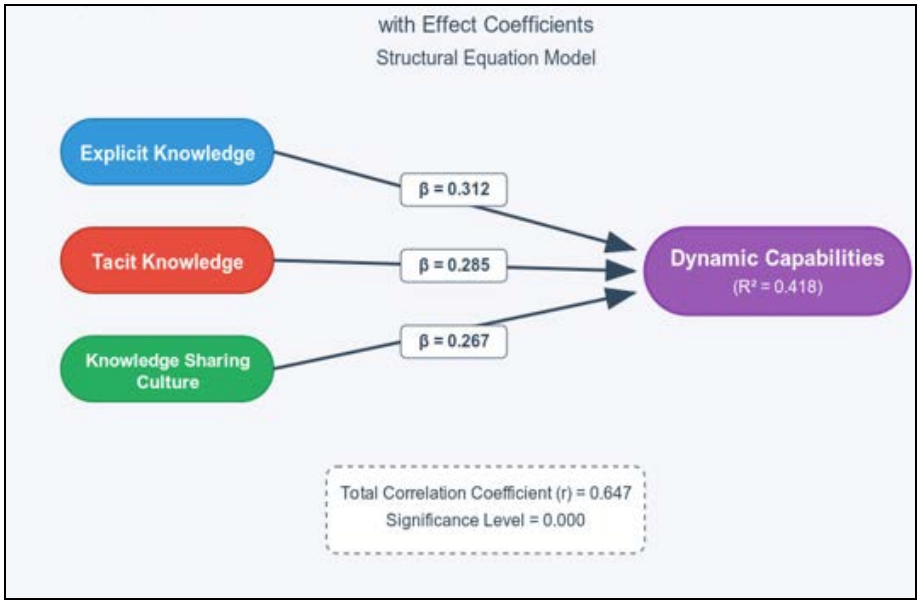

Fig 2: Structural relationships model between research variables

There is a strong connection between these two things because:-

1. Sharing knowledge improves the sensing ability by giving teachers more information about new developments and opportunities.
2. Sharing experiences increases the ability to learn by getting ideas from coworkers and using them in the right situation. Sharing experiences builds the ability to understand by learning from coworkers how to do things well and then using that knowledge in a specific situation.
3. Learning together helps people change by sharing ideas on how to make educational processes better and more effective. Collaborative learning helps people change by letting them share ideas on how to make educational processes better.
4. The culture of sharing makes institutional learning stronger by making it easier for people to try new things and come up with new ideas. When people share, it makes it easier for institutions to learn because it creates an environment that encourages new ideas and experimentation.

5.1.3 Comparing the results to those of earlier studies

The results of this study are in line with the results of a number of other studies:

- The study by Karwowska and Kucharska (2024) [6] focused on how sharing knowledge (both explicit and implicit) affects dynamic capabilities, especially the ability to reconfigure.
- A study by Ma *et al.* (2022) [10] showed how important it is to share knowledge in order to build dynamic capabilities that lead to innovation.
- Al-Obaidi *et al.* (2018) [1]: Stressed how important individual, social, and organizational factors are for getting people to share knowledge and how that affects dynamic capabilities.

5.2 Conclusions

The research results lead to the following conclusions:

1. Sharing knowledge is a key factor in developing dynamic capabilities in schools, as it accounts for more than 40% of the differences in these capabilities.
2. Explicit knowledge sharing is particularly crucial for developing dynamic capabilities, but all facets of knowledge sharing are vital. Building dynamic capabilities requires knowledge sharing in all its forms, but explicit knowledge sharing is particularly crucial.
3. Learning is most closely associated with knowledge sharing, demonstrating the significance of continuing education in the classroom. The most crucial element for learning is knowledge sharing, which highlights the significance of continuing education in the classroom.
4. The high levels of knowledge sharing and dynamic capabilities demonstrate the college's comparatively good academic environment. People at the college have a lot of dynamic skills and share a lot of knowledge, which makes for a pretty good academic environment.
5. Knowledge sharing and dynamic capabilities have a reciprocal relationship that promotes continuous improvement and growth. Dynamic capabilities and knowledge sharing are connected in a way that promotes a positive cycle of development and advancement.

5.3 Recommendations

The researcher makes the following recommendations in light of the study's findings:

5.3.1 Ideas for college and university administration

1. **Establishing the framework required for knowledge exchange: constructing the necessary infrastructure to facilitate knowledge sharing**

- Creating dedicated online forums for the exchange of research and instructional resources
  Providing private spaces for gatherings and workshops
- Developing a comprehensive college knowledge management system

2. **Promoting a knowledge-sharing culture: Enhancing the knowledge-sharing culture**

- Including knowledge sharing in the annual performance evaluation.
- Organizing occasional gatherings to exchange best

practices and experiences
Encouraging collaboration in research and education

3. **Setting up a good system of rewards: How to set up a good incentive system**

- Paying and rewarding people who are good at sharing knowledge with money and praise
- Linking academic promotions to how much people do things that help them learn from others
  Giving people who are actively involved chances to learn and move up in their careers.

4. **Developing flexible skills: Creating dynamic skills**

- Creating specialized training programs to help people learn to sense and understand better.
- Supporting new ideas in research and education
  Getting people to try new things and take smart risks

5.3.2 Recommendations for Faculty Members

1. Actively sharing knowledge by going to and putting on seminars and workshops. Taking part in knowledge-sharing activities by going to and putting on seminars and workshops.
2. Keeping track of successful experiences and sharing them with coworkers on a regular basis. Writing down successful experiences and sharing them with coworkers on a regular basis.
3. Being open to learning from others and putting successful ideas into practice in your own situation. Being willing to learn from others and use what works in a specific situation.
4. Taking the initiative to advance your knowledge by staying current with news and constantly learning new things. taking the initiative to stay current with news and learn new things in order to enhance your own abilities.
   5. Assisting in the development of knowledge networks both inside and outside of academic institutions. supporting the development of knowledge networks both within and outside of colleges and universities.

5.4 Suggestions for Future Research

The researcher recommends conducting the following research in the future:

1. A study comparing university colleges to determine what influences the degree of knowledge sharing and dynamic capabilities. A study comparing university colleges to determine what influences people's flexibility and the amount of knowledge they share.
2. A thorough qualitative study to determine the benefits and drawbacks of knowledge sharing as perceived by faculty members. a thorough qualitative investigation to learn what faculty members believe to be the drivers and barriers to knowledge sharing.
3. A long-term study to observe the evolution of the connection between dynamic capabilities and knowledge sharing. a long-term study to observe how the relationship between dynamic capabilities and knowledge sharing evolves.
4. Research on the benefits of digital technology for knowledge sharing and skill development. An investigation into the ways in which digital technology can facilitate knowledge sharing and the development of dynamic skills.
5. Examine how knowledge sharing and dynamic capabilities as a mediator are impacted by transformational leadership. studies on the relationship between knowledge sharing and dynamic capabilities and transformational leadership.
6. A study comparing international and Arab universities to determine the most effective means of knowledge exchange. conducting comparative studies with international and Arab universities to determine the most effective means of knowledge exchange.

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