



THE ORGANIZATIONAL CULTURE EFFECT IN PROMOTING KNOWLEDGE-SHARING BEHAVIOR ASSESSMENT FACULTY MEMBERS: AN APPLIED STUDY IN A TIKRIT UNIVERSITY

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Article history:	Abstract:
<p>Received: 6th December 2021 Accepted: 8th January 2022 Published: 18th February 2022</p>	<p>This study aims to identify the impact of organizational culture in enhancing the knowledge-sharing behaviors of the teaching staff in the University of Tikrit, and the impact of the dimensions of organizational culture (trust, intellectual conflict, creativity and inclinations towards risk) on knowledge-sharing behaviors. The study sample reached (72). A faculty member in the University of Tikrit, where the descriptive analytical method was relied on, based on a questionnaire with good psychometric characteristics. An average level of knowledge sharing among the teaching staff in the University of Tikrit. The results also showed a statistically significant effect of all dimensions of organizational culture on knowledge sharing, where the dimensions of organizational culture explained the value of (64%) of the changes in the behavior of knowledge sharing, The results also showed that the level of organizational culture as well as the level of knowledge-sharing behavior does not differ according to different demographic variables: gender, college, academic rank, years of experience, age. Omar, the country where the last degree was obtained. A number of recommendations have been presented that work to consolidate the concept of organizational culture in the college and enhance the process of knowledge sharing among members of the teaching staff at Tikrit University.</p>

Keywords: organizational, culture, knowledge sharing, Behavior.

1. INTRODUCTION:

The organizational culture is what distinguishes the organization from the rest of the organizations by forming or building different patterns of behavior in that organization, and therefore in the literature it was called organizational culture because it shows that there is a shared meanings and values common to all individuals working in that organization, and through this We can determine the identity of this organization and its behavior in order to reach its privacy in relation to the rest of the organizations, even if these organizations work in the same field and produce the same products or the same services. The culture of the organization was considered the main determinant in the success and failure of the organization by adopting a set of values and concepts that constitute a model of beliefs and standards that regulates the behavior and intellectual orientations of the individuals in which they work, which makes them more committed and serious in achieving its mission, and that knowledge has an important and prominent role in the progress and development of organizations, and

it is one of the most valuable resources of organizations to be optimally exploited, and it is considered a basic resource for organizations in a way In general, as for the educational ones, they have privacy in the use of this resource. They are considered one of the best knowledge-producing organizations and the main source for it. Educational organizations or institutions are those that work on developing and sharing knowledge and experiences among members of the teaching staff, as they are considered the main element in influencing the knowledge society and creating Change in it, by exchanging experiences and sharing knowledge among faculty members, so that it is possible to bring about processes of change, transformation and development towards quality and excellence, which in itself is a means to achieve success.

2. FIRST AXIS: THE METHODOLOGY OF THE STUDY

Study Problem



We find that organizations in general, and educational organizations in particular, face challenges and risks that threaten not to achieve their goals, objectives and existence among similar organizations. Tikrit University is one of these educational organizations that face many challenges and difficulties in light of what it seeks to achieve in order to obtain reliability. It is a process that requires a lot of knowledge in all fields, through interaction with the environment, we find that cultural difference plays an important role in shaping the behavior of individuals, especially since the University of Tikrit has many different cultures of faculty members, which makes there a cultural and intellectual conflict and creativity fraught with dangers, It encourages the faculty to share knowledge and experiences, and this pushes towards doing this study. Through the foregoing, the problem of the study can be determined by asking the following questions:

- 1- What is the level of availability of dimensions of organizational culture among faculty members at Tikrit University?
- 2- What is the level of knowledge sharing behavior among faculty members at Tikrit University?
- 3- What is the role of organizational culture in improving the process of knowledge sharing among faculty members at Tikrit University?
- 4- Does the level of organizational culture differ among faculty members at Tikrit University according to their demographic characteristics: (gender, department, academic rank, years of experience, age, country of obtaining the last degree)?
- 5- Does the level of knowledge sharing behavior among faculty members at Tikrit University differ according to their demographic characteristics: (gender, department, academic rank, years of experience, age, country of obtaining the last degree)?

3. IMPORTANCE OF STUDYING

The importance of the study is embodied in highlighting the important role that organizational culture plays in defining and highlighting the identity of the organization through the way of thinking of individuals working in that organization and how to support creativity and build knowledge in it, which establishes a system with standards and values that characterize the organizational culture of this organization in light of the changes it is experiencing. Organizations in general and educational organizations in particular, as well as the appropriate dimensions of

the educational organization, which include trust, intellectual conflicts and orientation towards creativity.

4. OBJECTIVES OF THE STUDY

The main objective of the study is to identify the dimensions of organizational culture and the reality of its practice at Tikrit University by achieving the following objectives:

1- Building a theoretical framework for the subject of the current study by tracking the achievements of the specialized literature in this field.

2- Identifying the level of awareness of Tikrit University employees about the characteristics of organizational culture.

3- Identifying the level of knowledge sharing of employees at Tikrit University.

Fourth: The limits of the study

The limits of the current study are clear in the light of the temporal, spatial and research limits as follows:

1- Time limits: 10/1/2020 until 1/6/2021.

2- Spatial boundaries: This study was applied at the University of Tikrit in Salah al-Din Governorate in Iraq.

Data collection and statistical analysis tool

On the field side, the researcher used the questionnaire as a main tool for data collection, and it was presented to a group of specialized experts in different fields in order to test the extent of the apparent and comprehensive validity of the questionnaire. For the sample, in order to show the availability and possession of the university in question to dimensions of organizational culture.

Study population and sample:

The study population consisted of all the teachers working in the University of Tikrit, who numbered (87), and a sample was chosen by the easy random method. The researcher distributed (80) questionnaires to the sample represented by the two teachers, and the number of the retrieved questionnaires was (76).

A questionnaire, and after unloading the retrieved questionnaire from the data, it was found that there were (4) incomplete questionnaires with data, and thus the number of questionnaires valid for analysis became (72).

5. The second axis: the theoretical framework

First: the concept of organizational culture:

Many organizations in our time focus their interest in the culture of the organization and make it a priority in terms of study and analysis because of its structural and behavioral dimensions, in addition to the common values and beliefs among individuals working in the organization that are widely accepted among them,



and whenever their beliefs and values are consistent with each other. The greater the strength of the organizational culture, the more it makes the working individuals adopt certain patterns of beliefs and values that make them stick more in the organization, and the organizational culture as a driving force unites the energies and directs the efforts of the working individuals towards creativity (Robbins, 2008; 585). And also among them (Moradi, et al, 2012:32) that reflects the identity of the organization in two dimensions, visible and invisible. The visible dimension is the one that depicts the culture of the organization in philosophy and values, and the invisible reflects a set of unannounced values.

Second, the importance of organizational culture

Organizational culture has a major role in facing challenges, crises and challenges faced by organizations through prior knowledge of the organization and how to deal with internal and external problems that occur in organizations (Bachanan, 1997:515). It also plays its role in putting pressure on the individuals working in the organization and motivating them to think and act in a way that is consistent with the culture of the organization (Al-Shalawi, 2005: 13). The organizational culture narrows the gap between the beliefs and actions of the working individuals, which enhances the stability of the organization as a homogeneous social entity, in addition to its work as an adhesive substance that binds the parties of the organization to each other. (Robbins, 2009: 589).

Third: Dimensions of organizational culture:

He explained (Al-Askari, 2013:9) that organizational culture has three dimensions:

1- Confidence

Trust is one of the mainstays in work relationships, which in turn helps organizations to strengthen and increase their activities and achieve their goals. It is considered one of the best and best administrative tools in the work of organizations. It in turn creates the appropriate conditions for the success of organizations. , 100-115).

2- Intellectual conflict

Intellectual conflict is one of the situations that are characterized by competition through the endeavor of each party to achieve its goal and prove it at the expense of the other party, and the emergence of aggression is what produces conflict. It can be directed as an effective tool for growth and advancement and motivating individuals towards effective and constructive experiences with high

efficiency. Intellectual conflict has a negative side and a positive side (Al-Sakarna, 2009: 57).

3- Creativity and risk tendencies

The risk is closely related to the behavior, because the behavior must stem from a personality with risks and creativity that does not know fear. Taking it includes a mental aspect and a personal aspect, because the risks are awareness, because it is a process of estimating possibilities. Very (Coakes, 2003, 60).

Fourth: knowledge sharing

He defined knowledge sharing as "the behavior adopted to spread knowledge among working individuals to achieve the added value of knowledge (Ryu et al, 2003:113). (Hou, 2012: 247) indicated that learning occurs at three levels (individuals, group, and organization). Especially when there is a strong interaction, and individuals have been placed at the center of these levels because they are the nucleus and essence of knowledge management, and organizational literature often focuses on individuals because they are the basis of knowledge and learning, which in turn represents a cognitive function that can only be performed by the human mind.

Fifth: The importance of knowledge sharing in universities

Knowledge sharing in universities is often for a personal benefit that benefits the faculty member, as sharing knowledge and sharing information may help him to perform his job more effectively, as well as help him to continue in his job and stimulate his professional development, and may help him achieve more Recognition and Rewards (Yi, 2005).

The process of knowledge sharing in organizations is done by giving space to individuals working in the organization to obtain and share knowledge and then transfer it. The knowledge sharing process is one of the most important knowledge management processes, and knowledge sharing is one of the basics of the success of any organization as it helps support creativity and facilitate the process of generating knowledge New, and that knowledge sharing is of great importance in the organizational process, and the exploitation of the human capital that exists in universities, through administrative support by the administrative leaders in organizations and encouragement to work in a team spirit. Individuals who are able to interact and participate with groups and work teams are more positive and through them. Knowledge is shared and shared (Durra et al., 2018:10)



6. The third axis: the field side

First: the method and procedures

The analytical descriptive approach, which depends on collecting data, data and information related to the status of the subject of the study, was used to describe the opinion of the faculty members the University of Tikrit regarding the impact of organizational culture on the behavior of knowledge sharing among faculty members, then analyzing it and extracting connotations and meanings. Contained in this information.

Second, the study tool

A questionnaire was developed by referring to the literature and previous studies related to the subject. It included three main sections:

Section One: This section is concerned with the demographic data of the study sample members such as (gender, department, academic rank, years of experience, age, country of obtaining the last academic degree).

The second section: includes organizational culture as an independent variable based on three dimensions: (trust, intellectual conflict, creativity and tendencies towards risk), and the number of paragraphs was (15) paragraphs.

The third section: includes the dependent variable through which the cognitive sharing behavior is measured in this study and it consists of (5) items.

Third: statistical methods

The SPSS package was used to analyze the data, and to answer the study questions, where the Cronbach alpha coefficient was used to ensure the stability of the study tool, and the Pearson correlation coefficient to study the relationship between the study variables, and frequencies and percentages were used to describe the characteristics of the study sample,

arithmetic averages and standard deviations to identify On the average presence and dispersion of each variable, the T-Test for two independent samples to test the significance of differences between the arithmetic means of the answers of the study sample, and the One Way Anova to study the significant differences between the arithmetic means of the answers of the study sample, and multiple regression analysis in order to measure the effect of variables The relative importance was determined according to the Likert 5-point scale according to the following formula: length of the period = (the upper limit of the alternative - the lower limit of the alternative) / the number of levels adopted

= $(5-1) / 3 = 1.33$ where the divisions were as follows: high, medium, low, so the arithmetic average is as follows: (1-2.33) the level is considered low, (2.34-3.67) the level is considered medium, (3.68 -5) the level is considered high.

Fourth: the validity of the tool

The validity of the study tool was confirmed using the content validity by presenting it to a group of experienced and specialized arbitrators from the teaching staff at the University of Tikrit who have sufficient qualifications and scientific experience. Taking their notes and modifications, and distributing them to the study sample.

In another aspect of validity, the validity of the tool's construction was verified by calculating the correlation coefficients between the dimensions of the tool, where the correlation coefficients ranged between (0.560-0.709), which are values representing coefficients above the average, all of which are function at the level ($p < 0.01$), which provides support In addition to the validity of the construction of the tool, it was as shown in Table No. (1).



Table No. (1): Correlation coefficients between tool dimensions

first dimension variable		first dimension variable	first dimension variable	first dimension variable
first dimension				
trust		1		
The second dimension		.587**	1	
intellectual conflict		.690**	.655**	1

Table No. (1): Correlation coefficients between tool dimensions

** function at level ($p < 0.01$)

Fifth: the stability of the tool

The reliability coefficients in Table No. (2) indicate that the Cronbach's alpha internal consistency coefficient values for the study tool paragraphs are high and ranged between (0.787-0.932), which indicates the reliability of the study tool and the reliability of the study tool to perform the statistical analysis

Table No. (2): Cronbach's Alpha Stability Coefficients

variable	number of paragraphs	number of paragraphs
overall scale	20	0.787
trust	5	0.932
intellectual conflict	5	0.831
Creativity and risk appetite	5	0.989
Cognitive sharing behavior	5	0.831



Seventh: Characteristics of the study sample

Table (3): Distribution of the study sample according to demographic variables

variable	Category	Repetition	Repetition
sex	Male	42	%58.3
	feminine	30	%41.7
the college	Scientific	32	44.4%
	humanity	40	55.6%
Academic Rank	Mr	21	29.2%
	Assistant Professor	22	30.6%
	Teacher	16	22.2%
	assistant teacher	13	18.1%
Years of Experience	Less than 7 years old	14	19.4%
	From 7 years to less than 12 years	32	31.9%
	More than 12 years	35	48.6%
Age	Under 45 years old	18	25.0%
	From 45 years to less than 55 years	11	15.3%
	Over 55 years old	43	59.7%
The country of obtaining the last educational qualification	Iraq	27	37.5%
	Arab countries	23	31.9%
	Asian countries and Malaysia	18	25%
	Russia	4	5.6%
The total number of the study sample members		72	100%

Eighth: Testing the hypotheses of the study

The answer related to the first question: What is the level of availability of dimensions of organizational culture among faculty members in the University of Tikrit?

Table (4): Arithmetic means and standard deviations of the dimensions of the independent variable

variable	SMA	SMA	SMA
trust	3.02	1.203	middle
intellectual conflict	2.88	1.072	middle
Creativity and risk appetite	2.98	1.137	middle
Organizational culture (total)	2.96	.974	middle

It is noted from the above table that the average availability of organizational culture among the teaching staff in the University of Tikrit from the respondents' point of view reached (2.96) and with a standard deviation of (0.974), which indicates the lack of dispersion of individuals' responses and their closeness to the arithmetic mean, as it appears that After confidence, it is the most positive, as it ranked first with an arithmetic average (3.02), followed by creativity and



risk tendencies with an arithmetic average (2.98), and in the third place is the intellectual conflict with an arithmetic average (2.88).

The answer related to the second question: What is the level of knowledge sharing behavior among faculty members in the University of Tikrit?

Table (5): arithmetic mean and standard deviation of the dependent variable knowledge sharing behavior

variable	SMA	standard deviation	Relative importance
Cognitive sharing behavior	1.061	3.41	middle

It is noted from the above table that the average availability of knowledge-sharing behavior among faculty members in the University of Tikrit from the respondents' point of view reached (3.41) with a medium importance.

The answer related to the third question: What is the role of organizational culture in improving the process of knowledge sharing among faculty members in the Tikrit University?

To answer this question, multiple regression and the Enter method were used to study the moral impact of the dimensions of organizational culture in improving the knowledge sharing process among faculty members at the University of Tikrit, as shown in the following table:

Table (6): Results of the multiple regression analysis test for the effect of organizational culture in improving the knowledge sharing process among faculty members in the Tikrit University.

dependent variable	Form Summary		Variance analysis				regression coefficients			
	correlation coefficient	The coefficient of determination	value (F)	degrees of freedom	Sig	B	T	Sig		
knowledge sharing	(R)	(R ²)	40.317	regression	3	*0.00	trust	.319	3.589	.001*
				the rest	68		intellectual conflict	.282	2.761	.007*
				Total	71		Creativity and risk appetite	.266	3.046	.003*

** a function at the $p < 0.01$ level * a function ($p < 0.05$)

The above table shows the stability of the validity of the model based on the value (F) of (40.317), which is a statistical function at the level of significance ($0.05 \geq \alpha$), where it is noted that there is a direct correlation between knowledge sharing and organizational culture, where the value of the correlation coefficient is (0.80), As for the coefficient of determination, it reached (0.64), meaning that its value (64%) of changes in the behavior of knowledge-sharing results from the organizational culture, which reflects the interpretation of the impact of organizational culture on the behavior of knowledge-sharing, leaving the percentage (36%) to factors other than Phenomenon in the current study model, and it was found that the values of (B) were (.319, .282, and .266), respectively, and explain the prediction of the impact of independent variables on the dependent, and by following up on the values of the (T) test, it becomes clear that confidence, intellectual conflict, in addition to creativity And the tendencies towards risk, have an effect on the behavior of cognitive sharing, where the (T) values reached (3.589, 2.761, 3.046), respectively, and all of them are statistically significant at the level of significance ($\alpha 0.05$).

The answer related to the fourth question: Does the level of organizational culture differ among the teaching staff in the University of Tikrit according to their demographic characteristics: (gender, department, academic rank, years of experience, age, country of obtaining the last degree)?

The (T) test for independent samples was used to show the difference in the level of organizational culture among faculty members in the University of Tikrit according to the gender variable as well as to the department variable as shown in Table (7).

Table (7): Results of the T-test of the independent samples of cognitive-sharing behavior according to the variables of sex and department

variable		number	SMA	standard deviation	قيمة (T)	degrees of freedom	Sig
sex	Male	42	3.2936	1.12459	-1.196-	70	.236
	feminine	30	3.5963	.95770			
Section	humanities colleges	40	3.4805	1.13053	.549	69.494	.585
	Scientific Faculties	32	3.3438	.98173			

The results in the above table indicate that there are no statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the level of knowledge-sharing behavior among the teaching staff at the University of Tikrit according to the gender variable as well as to the department variable. The statistical significance was sig (0.236, 0.585) respectively, and their statistical significance is greater than (0.05).

The One Way Anova test was used to indicate the differences in the level of knowledge-sharing behavior among faculty members in the University of Tikrit according to the variables of three levels or more: (academic rank, years of experience, age, country Obtaining the last scientific degree), as shown in Table No. (10).

Table (8): Results of the (One Way Anova) test of knowledge-sharing behavior according to the variables: (academic rank, years of experience, age, country of obtaining the last academic degree)

variable	Contrast source	sum of squares	degrees of freedom	mean squares	F	Indication level
Academic Rank	between groups	1.188	3	.396	.341	.795
	The error	78.868	68	1.160		
Years of Experience	between groups	.567	2	.284	.246	.783
	The error	79.489	69	1.152		
Age	between groups	3.063	2	1.532	1.373	.260
	The error	76.993	69	1.116		
The country of obtaining the last degree	between groups	1.279	4	.320	.272	.895
	The error	78.777	67	1.176		

It is evident from the above table that there are no statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the level of knowledge-sharing behavior among the teaching staff at the University of Tikrit due to any of the demographic variables.



FOURTH AXIS: CONCLUSIONS AND RECOMMENDATIONS

FIRST: THE CONCLUSIONS

1- It is clear from the results of the arithmetic averages that the general average of organizational culture among the teaching staff in the University of Tikrit was average, as the arithmetic mean reached (2.96), and the results showed that the confidence dimension is the most positive, as the arithmetic mean was (3.02). The reason may be due to the awareness of the teaching staff that trust is one of the most important pillars of work relationships, which is one of the most important administrative tools in the success of the educational process and achieving its goals. It also reflects the willingness and desire of the teaching staff to share their knowledge with others without fear of exploitation. And in the second place came the dimension of creativity and tendencies towards risk with a mean of (3.98), and the reason may be due to the fact that risk is a cognitive characteristic that exists in the personality to varying degrees among the teaching staff, and the reason may be due to the University lack of inventing new means to adapt to the environment and its variables, in addition to That creativity needs various types of moral as well as material support, while the intellectual conflict came in the last rank with an arithmetic average of (2.88), and the reason may be due to the low level of competition between a Faculty members.

2- The results showed that the level of knowledge sharing behavior among the teaching staff was average, as the arithmetic mean reached (3.41), and the reason may be due to the modest adoption of the teaching staff to the behavior of spreading knowledge due to their lack of sufficient belief in the importance of exchanging knowledge with their peers at work and its role in facilitating the process of generating knowledge The new knowledge, which indicates that the training courses in which the faculty members participate are not suited to the work requirements of the University.

3- The results of the study showed a statistically significant effect of the dimensions of organizational culture (trust, intellectual conflict, creativity and tendencies toward risk) on the behavior of knowledge sharing, where the dimension of trust was the most influential of these dimensions on the behavior of knowledge sharing, followed by the dimension of intellectual conflict and then the dimension of creativity. And the tendency towards risk-taking, which reflects the importance of organizational culture in providing an encouraging environment for the practice of knowledge-sharing behavior, which is considered an

influential factor in the development and employment of knowledge.

4- The results showed that the level of organizational culture as well as the level of knowledge-sharing behavior does not differ according to different demographic variables: gender, college, academic rank, years of experience, age, country of obtaining the last academic degree, and the result seems logical to some extent, as all members of the staff Teachers live the same working conditions regardless of gender, age, and other variables and personal factors.

SECOND: RECOMMENDATIONS

Based on the findings of the study, the researcher recommends the following:

- 1- The study recommends establishing an administrative unit responsible for receiving and organizing individuals' ideas and creativity in all faculties and benefiting from them to develop the university's vision and mission to achieve its goals.
- 2- The study recommends holding seminars and lectures outside the university to ensure that there are continuous channels of communication between the teaching staff from the various faculties.
- 3- The study recommends the necessity of subjecting department managers from various faculties of the university to training programs to remedy the causes that would create intellectual conflict.

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