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Review Article

Diagnosing the Factors Influencing Knowledge Hoarding Behaviors: An Exploratory Study of the Opinions of a Sample of Faculty Members at the University of Mosul

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Abstract: The current study aims to diagnose the factors that affect knowledge hoarding and its representation by the following factors: power and authority dynamics, and lack of trust. (job security, competition, ostracism in the workplace, bullying behaviour, culture of participation, incentives) among faculty members at the University of Mosul by answering the questions: "What are the factors affecting the knowledge-hoarding behaviours of the faculty in the colleges of the University of Mosul?" and according to the above, it is possible to diagnose Several questions, as follows: A. Do the individuals surveyed have a perception of knowledge hoarding, as well as the factors influencing it? B. Can (the factors affecting knowledge hoarding) be represented by factors (power and authority dynamics, lack of trust, job security, competition, ostracism in the workplace, bullying behaviour, culture of participation, and incentives) or will the global structure take another form among faculty members? At the University of Mosul? To achieve the above, the questionnaire was designed as a main tool in collecting data to measure the factors influencing knowledge-hoarding behaviors. These obstacles were covered through (40) items included in the questionnaire. The University of Mosul was a research field for the current study as it is one of the most important community organizations, and the opinions of a sample of (40) were investigated. 228) members of the teaching staff with their various academic titles at the University of Mosul. The data was analyzed and analyzed using several statistical methods. The results were extracted using ready-made computer software (SPSS. Ver. 19) and (Amos. Ver. 24), and based on what was done. The results were reached that supported the hypotheses and objectives of the study and indicated a set of conclusions, the most important of which are: The results of the confirmatory factor analysis confirmed that the measurement model for this study was consistent with the standards of the goodness of fit required after conducting a re-test of this model, which indicated the possibility of adopting indicators to measure the factors affecting knowledge hoarding in The University of Mosul, after surveying the opinions of its teaching staff, as indicators that enhance the ability to diagnose the factors affecting the accumulation of knowledge at the University of Mosul through the teaching staff of this university. Based on the results of the study, the thesis concluded with a set of proposals highlighting the possibility of benefiting from diagnosing the factors influencing knowledge hoarding to come up with mechanisms that work to overcome such behaviors and work to reduce behaviors that would lead to knowledge hoarding at the university.

Keywords: Influencing factors, knowledge hoarding, University of Mosul.

INTRODUCTION

Starting from the twentieth century, which can be considered the century of rapid growth of knowledge, global competitiveness is based on the knowledge and skills of working individuals, and it can be said that knowledge capital has become the decisive resource, and therefore organizational leaders see that knowledge management is the most important

technology for achieving their goals. Institutionalization and the main driver of the success of their institutions in the long term, as knowledge management is a complex process driven by power equations within the organization, representing one of the basic parts of knowledge management and in disseminating knowledge and making it accessible to individuals and usable among individuals, as well as organizational units, and in the context in itself, sharing and exchanging knowledge is comple.

With the goal that knowledge owners have different perceptions of organizational ownership or self-ownership of knowledge by making effective decisions about what knowledge to share and with whom? And when? This is because in a highly competitive work environment, knowledge is valuable and cannot be shared casually. There is a well-established fact that individuals cannot be forced to share their individual knowledge and skills with others, so the desire of individuals to share the knowledge they have when the organization needs to it, it is considered the key to sharing knowledge. The recognition of knowledge is a special asset for the individual and as a central resource and source of power, wealth, social status, and necessity as a decisive tool, and thus a competitive advantage for the individual and as a means of maintaining employment even in an environment uncertain; It is necessary for the individual's survival and continuation of his job, as a valuable asset that may not be shared casually, or in other words, 'knowledge hoarding' is one of the basic phenomena of modern organizations. It is seen as the evil twin of knowledge sharing .

From this standpoint, the study's contribution came to the search for diagnosing the factors affecting knowledge hoarding behaviors in the colleges of the University of Mosul. To achieve this, the structure of the study was divided into four chapters. The first chapter was devoted to reviewing previous knowledge efforts and the methodology of the study, while the second chapter discussed the knowledge hoarding concept, objectives, importance, influencing factors, and the third chapter included the practical framework of the study divided into two sections. The first section specialized in describing the characteristics of individuals and describing and diagnosing the dimensions of the study variable, and the second section specialized in testing the research hypotheses, and concluded This study, in its fourth chapter, included two sections, the first was devoted to the conclusions reached, while the second section was devoted to the proposals presented about the study.

The First Axis: Study Methodology

1. Study Problem

In the era of knowledge-based economies, organizations depend on the skills and knowledge of their people to create value for their stakeholders, and it is widely recognized that the effective transfer, exchange and sharing of knowledge not only facilitates organizational development, but plays an imperative role in the context of sustainable organizational competitive advantage. Therefore, the deliberate failure to share and accumulate knowledge is a phenomenon of great importance that prevails among members of the organization as the conscious and deliberate effort made by a person to hide knowledge, which can be considered a strategic concealment of knowledge and its accumulation that may or may not take place. They are shared at a later stage of time, leading to devastating consequences of decreased individual performance and impeding work-related interactions, generating the main question of the study: "What are the factors influencing the knowledge hoarding behaviors of faculty in the colleges of the University of Mosul?" According to the above, several questions can be diagnosed as follows:

A. Do the individuals surveyed have a perception of knowledge hoarding, as well as the factors influencing it?
   for. Can (factors affecting knowledge hoarding) be represented by factors (power and authority dynamics, lack of trust, job security, competition, ostracism in the workplace, bullying behavior, culture of participation, incentives) or will the global structure take another form among faculty members at the university? Mosul?
B. Is it possible to diagnose the factors that most influence the knowledge hoarding of faculty members at the University of Mosul?

2. The Importance of the Study

The importance of the study lies in the following:

A. Academic importance: Its theoretical aspect represented an attempt to show the essential role of knowledge hoarding behaviors in limiting their participation on the one hand, and it addressed the most important factors affecting it that were diagnosed by faculty members in the colleges of the University of Mosul on the other hand. for. Field importance: The data of this study can be used by those in charge of the University of Mosul by providing them with the various factors affecting the behaviors of knowledge hoarding, with the aim of working to find solutions that push towards addressing these behaviors, setting incentives, and finding mechanisms that would encourage its members to behave in the opposite direction to the behaviors. Knowledge hoarding, which expresses the behaviors of sharing and exchanging knowledge in a way that leads to building a solid university knowledge base for faculty members that works to serve all stakeholders associated with it.

3. Objectives of the study

Based on the main study problem, the main goal of this study is to "diagnose the factors affecting Knowledge hoarding behaviors represented by (power and authority dynamics, lack of trust, job security, competition, ostracism in the workplace, bullying behavior, culture of participation, incentives) among faculty members at the University of Mosul. Based on this, a set of objectives can be formulated as follows:

A. Employing the intellectual framework to study the knowledge gap and bridging it regarding the factors affecting knowledge hoarding behaviors among faculty members at the University of Mosul.
B. for. Diagnosing the possibility of identifying the factors that drive knowledge hoarding behaviors among faculty members at the University of Mosul.
C. Diagnosing the factors most influencing knowledge hoarding behaviors among faculty members at the University of Mosul.

4. Study Hypothesis

In line with the objectives of the study and with the intention of identifying the factors that influence knowledge hoarding behaviors mentioned in the study and in which it was adopted, the study was based on a basic hypothesis that states, "(Factors influencing knowledge hoarding behaviors) can be represented by factors (power and authority dynamics, lack of trust, job security." Competition, ostracism in the workplace, bullying behavior, culture of participation, incentives among faculty members at the University of Mosul.

5. STUDY METHODOLOGY

The study adopted the descriptive approach, which is based on collecting, tabulating, analyzing and interpreting data. It provides a detailed description of the case being investigated and is considered an appropriate approach to studying social and behavioral phenomena. This approach is based on a comprehensive analysis of the problem under study and an interpretation of its dimensions. Therefore, the researchers adopted this approach in their study.

6. Limitations of the study

The limitations of the current study were determined as follows:

A. **Time limits:** The time limits for the study were limited to the period from 10/22/2023 until 1/22/2024.
for. Spatial boundaries: The boundaries of the spatial study were determined in the colleges of the University of Mosul within Nineveh Governorate.
B. **Human limits:** The human limits included faculty members at the University of Mosb.

6. Methods of collecting data and information

In order to achieve the objectives of the study within its theoretical and field aspects, a set of methods were relied upon to collect data and information for the study, as follows:

A. **The theoretical aspect:** The theoretical aspect of the study was based on the available foreign and Arab literature, books, periodicals, and studies, in a way that enriched the subject of the study. for. The field aspect: The field aspect was based on a questionnaire form as a primary source in order to obtain study data. The study was then based on measures available in the literature related to the study variable and its factors to represent the first area, while the second area aimed to obtain the necessary data about the opinions of those surveyed. Factors affecting knowledge hoarding behaviors using the five-point scale (strongly agree, agree, somewhat agree, disagree, strongly disagree), giving representative weights (5, 4, 3, 2, 1), the questionnaire form was distributed to a group of faculty members at the University of Mosul, as (228) questionnaire forms were collected from faculty members through two types of electronic and paper distribution processes.

Table 1: Components of the questionnaire form and the sources used in its formulation

Main variables	Dimensions	Description of paragraphs	Number of paragraphs	Approved sources
Factors affecting knowledge hoarding behaviour	Power and authority dynamics	1-5	5	(Webester, 2008), (lee *et al.*, 2011), (Nowlin, 2017), (Aljawarneh *et al.*, 2019), (Mutage and Dewah, 2021), (Wu, 2023)
	Lack of trust	6-10	5	
	Job security	11-15	5	
	Competition	16-20	5	
	Ostracism in the workplace	21-25	5	
	Bullying behavior	26-30	5	
	Culture of participation	30-35	5	
	Incentives	36-40	5	
Source: Prepared by researchers				

In developing the scale items, the researchers used a set of scales to benefit from previous studies, and some modifications were made to them to comply with the requirements of this study. The scales are tools that give the theoretical

side of the study the character of application and testing for the validity of its hypotheses and the efficiency of those scales to predict the movement of variables in the future. The scale has been subjected to in its final form for testing validity and reliability.

The researchers conducted tests on the questionnaire, the aim of which was to verify its validity and reliability, starting with the apparent validity test, which means the ability of the measure used (the questionnaire form) to measure the phenomenon under study. The form was distributed to a number of professors in various specializations with the aim of identifying the gaps and difficulties that may be encountered. The respondents, and in light of the observations and suggestions presented, the questionnaire was modified to become more accurate and expressive to clarify the relationships between the variables investigated. The questionnaire achieved good success in Communicating the desired ideas to the respondents in order to obtain objective responses.

Passing through the reliability test for the study's measurement tool, reliability refers to the consistency of the study measure and the stability of the results that can be obtained from the measure at different points of time. The construct reliability of the measuring tool (Construct Reliability) is verified through the use of the (Cronbach Alpha) scale, and the reliability coefficient was calculated using Cronbach's alpha correlation for the main variables and their dimensions, as in Table (2).

Table 2: Cronbach's alpha reliability of the questionnaire

Axis	Cronbach's alpha coefficient for the variable	Distance	Cronbach's alpha coefficient for the dimension
Factors affecting knowledge hoarding	0.876	Power and authority dynamics	0.837
		Lack of trust	0.888
		Job security	0.866
		Competition	0.909
		Ostracism in the workplace	0.899
		Bullying behavior	0.874
		Culture of participation	0.906
		Incentives	0.895
المصدر: إعداد الباحثان			

It is clear through the table above that the Alpha Kronbach laboratory ranged between (0,837-0,909) at the level of each One of the dimensions of the factors affecting knowledge hoarding, leading to its comparison with the acceptable ratio of the scale in administrative sciences to represent high reliability rates for the purposes of statistical analysis and scientific research, and it is acceptable in descriptive scales, as the acceptable ratio in administrative sciences is (0.60).

8. STATISTICAL ANALYSIS METHODS

The confirmatory factor analysis method was adopted as a basic method in testing the research hypothesis. It is a commonly used method in social and administrative research. It is used to test indicators of factors affecting knowledge hoarding. The current study is consistent with our understanding of the nature of these indicators, as the primary purpose of using this method is to confirm the representation of (Factors affecting knowledge hoarding behaviors include factors (power and authority dynamics, lack of trust, job security, competition, ostracism in the workplace, bullying behavior, culture of participation, Incentives) which includes a set of indicators for (40) items, or will the factorial structure take another form among faculty members at the University of Mosul, in addition to using frequencies, percentages, arithmetic averages, and standard deviations to diagnose the factors most influencing knowledge hoarding behaviors?.

The Second Axis: The Theoretical Aspect

First: The Concept of Knowledge Hoarding

It may be said that the concept of knowledge hoarding is not necessarily due to the idea that individuals have malicious intentions or even interests that are incompatible with their organizations, which causes them to hoard knowledge. Rather, knowledge hoarding may occur out of good faith as a result of their lack of interaction with co-workers and the state of social isolation they live in. In the work environment (Webster *et al.*, 2008, 4), the concept of knowledge hoarding refers to individuals or groups within an organization withholding knowledge or keeping it to themselves, rather than sharing it with others, and often What is seen as negative behavior that hinders the sharing of knowledge and the comprehensive information capabilities of the organization (Hansen, 2011, 3), and it can be said that the term knowledge hoarding is the behavior of individuals who withhold knowledge or keep it to themselves instead of sharing it with others in the organization as a result of individuals feeling a loss of advantage. Or status, bureaucratic and hierarchical cultures, and rigid formal structures and procedures that limit knowledge sharing (Andolsek, 2011, 3). Table (3): Some concepts related to knowledge hoarding.

Table 3: Some concepts related to knowledge accumulation

Researcher	The concept of knowledge hoarding
(Evans *et al.*, 2015, 2)	A self -hidden, self -hidden behavior by individuals as active and strategic factors who are able to store knowledge and hide it from others, believing that this act leads to an increase in their performance and their productions, fooling the fact that this action negatively affects the organization's performance.
(Zhao and Xia, 2017, 4)	The deliberate and strategic individual concealing knowledge and information, even if this is not necessarily required by others
(Anaza and Nowlin, 2017, 2)	The tenderness of knowledge is based on the motive of the need for control that develops the behavior of knowledge of knowledge and the accumulation of knowledge associated and not related to the emotional visions of knowledge, which is seen as an extension of the self, which leads to the difficulty And encouraging him for her assumption that gives priority to the individual performance on the organization's performance and aims to preserve the status of the working individual and his strength related to the lack of knowledge of knowledge
(Bilginoğlua, 2019, 64)	The teaching of knowledge is a satisfactory work within the organization's informational ecosystem, and therefore it is a negative practical in terms of knowledge management practices and information capabilities of the organization and is often rational and well justified from the individual's point of view, but it is destroyed from an organizational point of view.
(Khalid *et al.*, 2020, 1)	Knowledge of knowledge is described as the behavior of working individuals who obscure or intentionally keep knowledge, ideas, information, or valuable opinions for themselves in the work environment that is caused by ostracism in the workplace, as working individuals who feel excluded or ignoring knowledge can be stored as a way to increase their strength Personal negotiation and dealing with the behavior of ostracism in the workplace.
(Al-Abbadi *et al.*, 2020, 1464)	The teaching of knowledge was defined as the perception of the worker that his knowledge is in fact a special intellectual capital, and then he refuses to participate with others in the organization to express the accumulation of knowledge at the present time and that can be shared in the future, a behavior related to the interruption of the flow of knowledge in the organization because of The working individual refused to share his knowledge as a force according to the 'knowledge syndrome' syndrome.
(SILVA DE GARCIA *et al.*, 2020, 1)	The tendency of knowledge is an undesirable behavior through dodging, manipulation, stupidity and rationalization that impedes the participation of knowledge in the organizational environment based on the characteristics of storing knowledge, accumulation, less intense concealment, and not necessarily required knowledge.
(Mutage and Dewah, 2021, 3)	Entry of knowledge is seen as active and deliberate attempts by members of the organization to block or hide the knowledge or information that someone else has requested
(Strik *et al.*, 2021, 243)	It is a concept that refers to cases where the individual possesses knowledge, but he does not deliberately share it with others in a social context, and the tendency of knowledge occurs when individuals do not work closely or have a little overlap in their experiences and knowledge
(Oliveira *et al.*, 2021, 277)	The concept of knowledge of knowledge expresses reverse behavior that must be avoided in organizations for the deliberate concealment of knowledge associated with others that are not required through a set of factors that hinder the flow of knowledge within organizations, which hinders the achievement of organizational goals.
(de Garci *et al.*, 2022, 339-342)	The tenderness of knowledge appears through the behaviors of dodging, rationalization and concealment Their position in the work environment.
(Dash and Saini , 2023, 1)	The tendency of knowledge is an undesirable form of knowledge blocking in the work environment, and it is an unintended behavior and is unlikely to be done through it through specific organizational situations and processes
(Huy, 2023, 77)	The tenderness of knowledge refers to the behavior of individuals who deliberately withholding or restricting the exchange of knowledge with others in the organization, and is seen as a negative behavior that can hinder learning and organizational cooperation.

(Dash *et al.*, 2023, 135)	The concept of knowledge of knowledge is a means used by individuals working to protect themselves from the behaviors they are exposed to in the work environment and in order to gain strength, which leads to low performance, as well as its consequences leading to a decrease in social interaction.
Source: Prepared by the researchers.	

Second: The goals of the teaching of knowledge

Beginning, we would like to mention that the tendency of knowledge is an individual decision whose essence is to protect individual competitive advantages, and it is one of the main reasons for the phenomenon of knowledge of knowledge, although the organizational perfect is destroyed. Improper knowledge as a behavioral feature based on deliberate selfish effects in the interest of a self -personal interest mixed with its influence with a functional defect that reflects negatively on the regulatory competitiveness, and (Hansan, 2011, 63) mention a set of goals for the sequence of knowledge and the following way :

1. Achieving an individual cognitive stock based on individual capabilities within a regulatory context that encourages competition .
2. Seek to build an individual aura towards the person who is hidden knowledge, which reflects negatively on the infrastructure of organizational knowledge .
3. Achieving direct and indirect advantages from the tendency of knowledge by individuals, with a knowledge of knowledge not to share knowledge .
4. The individuals seek to achieve personal interests by ignoring the moral restrictions to share knowledge to achieve individual and personal goals in order to impose influence and acquire position.

While (yang *et al.,*

1. The individuals will take knowledge of knowledge and maintain their competitive advantages.
2. Maintaining individual knowledge through the individual's endeavor to achieve his own interest.
3. Knowledge is seeking to enhance his position in the work environment, as well as seeking power by controlling his chunky knowledge.
4. Individuals are treated to acquire unique benefits through the exclusive ownership of the knowledge owned by the knowledge of knowledge to obtain gains that differ from individuals working in the work environment itself.
5. The higher the level of awareness of the individual with his associated knowledge as a source of strength, the more he encouraged it to take an incentive to control others at the place of work as knowledge is an extension of the individual himself and then he has a feeling of ownership of knowledge and that knowledge is a power .
6. The teaching of knowledge has become a factor to direct others in the workplace as a type of control over others and their leadership through the knowledge of the knowledge of knowledge.
7. The knowledge of knowledge works through his conversion to his knowledge of expanding his influence in the work environment in order to maintain his position in the workplace and then get his goal, whatever it was through this influence.

Oliveira *et al.,*

1. Maktars aims through the behaviors of knowledge of knowledge to achieve specific goals, most notably, to achieve individual goals by receiving personal positions in his organization.
2. The knowledge of knowledge achieves immediate and timely goals related to maintaining its position and ensuring that it is not replaced by others as a result of this, which leads to the tendency of knowledge.
3. Maktars is aimed at obtaining future gains, including obtaining professional promotions and not other co -workers.

Third: The causes of knowledge of knowledge and its incentives

It is possible that the individuals working for the participation of knowledge and may store their knowledge because they want to secure their jobs, and they may be threatened by newly working individuals who take their roles if they have the same knowledge, and the individuals working in knowledge retain because they want to control those who can reach their knowledge, and fear of abuse Using it, in addition to that some working individuals believe that sharing knowledge is uncommon and they are hesitant due to fear of the unknown, and it is mentioned that the frightening and useless environment over a long period of time can push working individuals to the tendency Knowledge has the ability to hinder the learning and growth of working individuals, translating into long-term stagnation and success of the organization (ADEGBOYE, 2018,19-20).

Workers working may obscure knowledge, ideas, or valuable information as a measure of self -protection based on fear, or is due to experimental avoidance that means the tendency to engage in behaviors that seek to change unwanted ideas and feelings, and can reduce the relationship between the osteoporosis and defensive silence And when individuals working in avoiding experiments are involved, and the theory of preserving the logical basic resources that leads to the fact

that the tendency of knowledge will lead to the depletion of resources, including personal resources as well Which ultimately leads to the behavior of knowledge (Khalid *et al.,*

1- The idea adopted by the knowledge of knowledge that the participation of knowledge instead of its embrace leads to personal weakness by revealing his competitive advantage, given his knowledge is necessary for his survival in his work and then continuing it.
2- He may feel that it is better for him to align him instead of sharing what he knows for fear of losing ownership and the location of concession and excellence .
3- There is nothing that motivates them if knowledge is always available and they do not need to compete with other individuals or chase to obtain specific information .
4- Entittenination of knowledge protects the personal value of individuals, with a knowledgeable knowledge, and then the skies of knowledge comes from the fear of repeating personal features, and thus others become a copy of the knowledge of knowledge.
5- Lack of platforms or technologies that can provide an interactive environment to share knowledge and then create a culture of sharing knowledge .
6- The tendency to hoard knowledge and the motivational factor behind this behavior depends on the nature of knowledge that individuals share

Fourth: The effects of the tenderness of knowledge

For working individuals who participate in knowledge management initiatives, knowledge sharing has possible benefits is to improve a person's status, as well as create opportunities to develop new knowledge, and there is a danger to give up individuals working on the source of their expertise, status and strength, in the tendency of knowledge, concentrated Knowledge in only one person or controls it and it can only be obtained through that person, and therefore, it has the advantage that it may protect the individual's experience, however, it poses a threat to the continuity of the organization's knowledge base and its productivity, in the event of leaving the organization's knowledge of the organization, it is done Loss of knowledge because there is no backup source, and in some cases, the convenient knowledge is not the same knowledge, but rather how to reach that knowledge, filter or organize that knowledge, and in both cases, the result of losing knowledge is the same, if he does not leave the knowledge of knowledge, then many Those who can benefit from knowledge will not have an easy way to reach it or may not know its existence, and therefore they must either dispense with knowledge, or waste a precious time in trying to find it, or generate it from scratch as if it were not present, and because the free flow For knowledge increases its value, the tendency of knowledge reduces the value of the principles of knowledge, reduces the possibility of its strengthening, and prevents its use in the largest scale by the largest number of working individuals because it involves the risk of not important knowledge. Knowledge may not be recognized or rewarded (Bilginoğlua, 2019, 64) .

People with knowledge of the organization are burdened with the extent that they suffer from physical fatigue, and this leads to excessive exploitation of individuals, because a very few people have knowledge in a specific field, and they are unable to share their knowledge due to excessive exploitation, and though The tendency of knowledge prevents cooperation and exchange of knowledge, but there are some positive effects of the sequence of knowledge in organizations when considering self -development and how individuals' performance affects the achievement of the goals of the organizations, and withholding knowledge has some benefits such as: it can be a guarantee to improve the organization and lead competition, and ensures preservation On control and power to hire knowledge among working individuals, and ensures the integrity of the individual development of the employee, such as receiving financial incentives and promotions in the position as well as job security with the aim of breaking the culture of hoarding knowledge within the organization, there is a need for a cultural transformation as the exchange of knowledge is encouraged and established in the culture of the organization (Adegboye , 2018, 20-21)

Fifth: Factors Influencing Knowledge Hoarding

Knowledge hoarding behaviors act as barriers to the flow and transfer of knowledge, potentially leading to diminished performance on both personal and organizational levels. These behaviors prompt researchers to focus significantly on factors that contribute to knowledge hoarding, while others examine factors that counteract it by encouraging knowledge sharing. Some focus on the objectives behind hoarding behaviors as drivers of knowledge hoarding, while others explore the antecedents, processes, and reasons for withholding knowledge (Anaza and Nowlin, 2017). Knowledge owners often have differing perceptions regarding the ownership of knowledge—whether it is organizational or personal property—which influences their decision to share knowledge with others. This is especially evident in highly competitive work environments.

According to Bilginoğlua (2019), three primary factors influence knowledge hoarding:

1. Lack of ability to share (cognitive and situational limitations).
2. Motivations for storing knowledge (related to rewards, security, or enjoyment).
3. Lack of awareness about what to share, with whom, and why.

Knowledge hoarding can occur when employees retain knowledge to maintain their status and control within an organization, especially if they possess unique or valuable knowledge. Organizational power dynamics also play a role, as managers with reward power or expertise power may foster an environment where employees feel compelled to hoard knowledge to protect their positions or enhance their status. Political motivations and authority concerns further contribute to hoarding behaviors, with individuals often storing knowledge to make themselves indispensable or gain leverage in organizational politics (Webster *et al.*, 2008).

Interaction theory suggests that individuals may hoard knowledge when they feel pressured to share as a reaction to perceived threats to their control or influence. Additionally, a lack of trust and fear of negative consequences can exacerbate knowledge hoarding. Employees may withhold knowledge if they believe it could be used against them or if they lack trust in colleagues or superiors.

The factors influencing knowledge hoarding include:

1. **Protecting individual competence:** Individuals may hoard knowledge to safeguard their expertise and competitive edge, fearing that sharing knowledge could devalue them or make them replaceable.
2. **Perceiving knowledge sharing as time-consuming:** Sharing knowledge requires time and effort, which individuals may be reluctant to allocate if they consider it a lower priority than their tasks and responsibilities.
3. **Fear of "knowledge parasites":** Some individuals fear that others may take credit for their ideas or use their knowledge for personal gain without reciprocating, leading to distrust and obstructing knowledge sharing.
4. **Risk avoidance:** Knowledge sharing can expose individuals to criticism or scrutiny. Fear of judgment or negative repercussions may deter them from sharing ideas or perspectives.
5. **Aversion to uncertainty:** Knowledge hoarding may stem from a desire to maintain control and certainty. Individuals may withhold information to reduce the risks of errors or retain authority in a specific domain.
6. **Compliance with hierarchy and formal authority:** Organizational culture and structures can influence knowledge hoarding. In hierarchical cultures that emphasize control and restricted knowledge flow, individuals may hoard knowledge to adhere to norms and protect their positions.

According to Mutage and Dewah (2021), additional factors affecting knowledge hoarding include:

1. **Lack of trust:** When trust is absent among employees, they may be less inclined to share knowledge due to unfair treatment, unwarranted criticism, or weak relationships with superiors.
2. **Fear of losing superiority:** Employees may fear losing their advantage or knowledge ownership if they share it with others, leading to a positive attitude toward hoarding.
3. **Lack of recognition and rewards:** When employees are not acknowledged or rewarded for sharing knowledge, they may be less motivated to do so, choosing instead to hoard it.
4. **Organizational culture:** Cultures that do not promote knowledge sharing or teamwork may foster hoarding, especially in environments with individualistic tendencies.
5. **Absence of knowledge management policies:** A lack of clear policies or encouragement for knowledge sharing can lead employees to retain knowledge for themselves.

Other studies, such as those by Anaza and Nowlin (2017), identify additional influencing factors:

1. **Lack of incentives:** Indirectly hinders efforts toward knowledge sharing.
2. **Personality traits:** Extraversion, conscientiousness, neuroticism, agreeableness, and openness to experience can affect hoarding behaviors.
3. **Organizational environment:** The absence of feedback on knowledge sharing from colleagues or senior management can positively influence hoarding.
4. **Knowledge retention behaviors:** Individuals may associate meaning with withholding knowledge and develop excessive knowledge acquisition patterns.

Knowledge hoarding is associated with decreased workplace interactions, impaired decision-making, and a negative work atmosphere. It often disrupts trust and mutual understanding (Xia, 2017). Factors such as fear of losing authority, individual competition for financial rewards, and a lack of workplace fairness contribute to hoarding behaviors. On an organizational level, hoarding affects goal achievement and competitiveness.

Understanding these behaviors is crucial, as they are often tied to the "knowledge as power" syndrome, where individuals refuse to share their "power" with others (Al-Abbadi *et al.*, 2019). Workplace mistreatment, including bullying, can lead to hoarding through decreased trust and perceived injustice. Additionally, electronic incivility and negative reciprocity can encourage hoarding, where individuals intentionally withhold both necessary and unnecessary knowledge (Aljawarneh *et al.*, 2021).

Knowledge hoarding often serves the individual's interests—enhancing personal value, bargaining power, or strategic timing of information disclosure for influence. Organizational context plays a fundamental role, as does the individual's drive to improve performance or safeguard personal or social interests (Evans *et al.,* 2015). These behaviors form the foundation for analyzing knowledge hoarding factors in our current study.

1. Power and Authority Dynamics

There is agreement among researchers in organizational theory that power is an abstract characteristic, difficult to conceptualize and measure. Structural and functional views on the phenomenon of power focus on the effects, sources and imbalances of power, in contrast to postmodern theory, which identifies the paradoxes of power and focuses on the aspect of power within the individual. Three views of power as a characteristic can be distinguished: power as a characteristic of individuals; power as a characteristic of relationships; Power is an integral feature of structures, and power is defined on this basis as the ability to influence the behavior of others. Power in organizations is a complex phenomenon that manifests itself in a variety of ways. It can be observed in relationships between individuals and departments, and in the inherent features of the organizational structure and groups. Power is the ability to motivate, influence, or seduce others, while authority is acquired or granted by the organization. Power is viewed as the ability to achieve one's goals, often through the use of abstract force. Authority from a moral standpoint means the right to persuade others to do what the leader orders. Power can be distinguished from authority, as authority comes from the right to do something, while power gives an individual the ability to make others do what he wants, even if it is against their wishes. Authority is viewed as the power of position, as it gives the group what they have of power and places it in the hands of one individual (Allen, 1998, 29-32). Power is often legitimized by position, individual, and performance, as power is the most obvious form of authority in Organizations (Oksiutycz, 2006, 27), the need for power, which refers to an individual's desire to influence others, can be personal or social (Khan and Batool, 2022, 34), power imbalances can lead to conflicts, and those with power have the ability to determine the process and outcomes of conflicts (Stowell, 2021, 532), and introducing change in organizations can create a need to exercise power to adapt to new circumstances (Fousiani, 2020, 2).

2. Lack of Trust

Trust is defined as the expectation of an individual, group, or team member that a promise, word, or written statement from another individual, group, or team member can be relied upon. Trust is a vital factor in the academic environment, which can taint negative perceptions of knowledge sharing (Nadeem *et al.,* 2021, 2). Trust plays a crucial role in knowledge sharing behaviors, as in the opposite act of knowledge hoarding behaviors. It is a major factor in knowledge sharing among coworkers. Interpersonal trust and perceived comparative advantage are identified as drivers of knowledge sharing behavior. According to the game theory approach, trustworthiness is a major factor in determining an individual's perceived benefit in sharing his or her knowledge. This approach assumes that each actor in the organization maintains the value of trustworthiness for other actors in the organization. Trust is gained through knowledge sharing and lost through defection and knowledge hoarding behaviors. In general, trust is essential to foster a collaborative environment and enhance knowledge sharing within organizations (Al-Gharaibeh and Ali, 2022, 336).

Distrust is often conceived as "distrust of the other" and the concern that the other is behaving in a way that harms one, that the other does not care about one's well-being, intends to act in a harmful way, or is hostile. Distrust is generated when an individual or group is perceived as not sharing key cultural values. Distrust is actually separate from trust, which can be conceptualized as "the willingness of one party to be vulnerable to the actions of another party." Thus, trust predicts risk (Mcknight *et al.,* 2004, 3).

Trust is a crucial factor in mediating the relationship between knowledge hoarding and negative behaviors. Knowledge hoarding can erode trust within an organization, and distrust necessarily leads to knowledge hoarding, which leads to negative behaviors. In general, negative behaviors of individuals working within an organization lead to distrust and then to knowledge hoarding behaviors. For individuals working in knowledge management initiatives, knowledge sharing has a variety of benefits, including improving the Individuals, in addition to creating opportunities to develop new knowledge, there is also a risk that working individuals will give up their source of expertise, status and power. In knowledge hoarding behaviors, knowledge is centered in only one person who controls it and can only be obtained through that person. Trust in the one who owns or carries it is considered a commitment, as the absence or lack of trust will lead to making formal knowledge sharing practices within the organization insufficient to encourage individuals to share their knowledge with others. Individual relationships are based on trust, awareness and influence between individuals working in organizations. Lack of trust leads to a loss of cooperation between individuals working in the work environment and to the emergence of a state of negative behaviors and a lack of social exchange mechanisms (Holten *et al.,* 2015, 5). Studies reveal the significant negative impact of knowledge hoarding on the tool of innocence, as knowledge hoarding was considered a result of a lack of trust between individuals (Al-Abbadi, 70, 2020). Lack of trust leads individuals to hoard information and knowledge. As they gain unique knowledge and perform specific roles in the organization, they increase others' dependence on them (Webster *et al.,* 2008, 4).

3. Job security

Job security within business organizations is an important factor that affects various aspects of organizational performance and employee behavior. Studies have shown that job security has a positive relationship with organizational performance, as it enhances employee commitment and loyalty to the organization, which leads to improved job satisfaction and overall performance (Sverke *et al.,* 2006 19). In addition, job security is associated with reduced deviant behaviors in the workplace, such as counterproductive work behavior; because it enhances the sense of organizational identity among employees (Shoss, 2017, 1912). Job security plays a crucial role in mitigating negative cognitive consequences and job insecurity, then influencing employee attention and stress outcomes and pushing toward knowledge hoarding behaviors (Hur, 2022, 926). Job insecurity can have a significant impact on employee job commitment and attitudes, highlighting the need for active organizational career development programs and a balanced approach to human resource management (Zhang and Li, 2020, 228). Job insecurity has been found to have an impact on employees' knowledge acquisition, and for knowledge workers, job insecurity can positively or negatively affect their innovative behavior, which is a major driver of knowledge acquisition and innovation (Li and Li, 2022, 23). The degree of anxiety caused by job insecurity can lead to knowledge-hiding behavior among employees, which reduces their psychological well-being and hinders knowledge acquisition (Li *et al.,* 2023, 2354).

4. Competition

Competition within business organizations is a prevalent and important aspect that affects various organizational outcomes, and it can be seen in the workplace where individuals compete for status, recognition, and advancement opportunities (Doyle *et al.,* 2022, 1). Competitiveness is highly valued by organizational managers; Because it helps them secure a distinct position in the market and ensure long-term success (Muñoz *et al.,* 2021, 147), the development and sustainability of competitiveness depends on the efficient use of resources, the ability to adapt to the changing environment, and the implementation of innovations. Competition within organizations is a complex and multifaceted phenomenon that requires attention and strategic management to drive success and growth (Stoyanova and Angelova, 2018, 3). Knowledge is a valuable strategic resource that provides organizations with significant benefits and competitive advantage. Knowledge is an intangible asset that is primarily created and stored in the minds of individuals. Knowledge is a power deeply rooted in the minds of individuals. Those who possess knowledge have increased competitive advantage in the workplace. Therefore, individuals are motivated to cling to knowledge as a bargaining capital and are unwilling to share it with others in organizations. Individuals are strongly motivated to seek power and status, and this sense of control over things is an important source of developing knowledge ownership. Moreover, an individual's sense of ownership of knowledge means that he has a strong ability to control and dominate knowledge, and they expect that knowledge will bring them the rights they desire (Xilujunli*et al.,* 2022, 4). Individuals have different perceptions of organizational or personal knowledge and make active decisions about knowledge because in a highly competitive work environment, knowledge is a valuable commodity that cannot be shared. Recognizing knowledge as an individual's private asset as a resource and a source of power is a crucial tool. Knowledge as an individual's competitive advantage is a means to maintain a job, to secure the workers themselves, as necessary for the individual's professional survival. Hoarding often occurs when there is competition in work areas. In organizations with a competitive internal work environment, an idea contributor may assume a great deal of personal weakness by revealing the secrets of his competitive advantage and may feel that it is better for him to hoard rather than share what he knows. They may hesitate to share crucial knowledge for fear of losing ownership, privilege, and superiority. (Bilginoğlua, 2019, 64) Individuals who have high levels of knowledge and adopt knowledge hoarding behavior will take the initiative to store the knowledge required to maintain their competitive advantages, as the individual tends to ignore ethical constraints to pursue personal interests (Yang *et al.,* 2022, 9).

5. Ostracism in the workplace

In the early to mid-century, studies emerged that focused on the phenomenon of ostracism in the workplace, the theory of social exclusion, and the need-threat model of ostracism, which provided a theoretical prediction of ostracism. Ostracism in the workplace is the feeling of being ignored or excluded by others at work. Ostracism has a positive relationship with knowledge hoarding, as ostracized people are more likely to hide knowledge. Despite the great effort that forces working individuals to share knowledge, it seems that working individuals are unwilling to share knowledge for various reasons, including feeling ostracized in the workplace by their colleagues or superiors at work (Al-Nile and Galal, 2022, 6). Workplace ostracism is a complex issue that has been explored in numerous studies. The importance of workplace ostracism is highlighted as a dark behavior that requires urgent attention (Grantham, 2019, 5), including changes in workplace relationships and feelings of belonging (Karlsson, 2011, 146). Workplace ostracism has a detrimental impact on the content of relationships and interactions between individuals, work groups, and organizations (Holm, 2021, 31). Workplace ostracism is defined as the extent to which an individual perceives that they are being ignored or excluded by others in the workplace. The severity of workplace ostracism that employees perceive is closely related to their personal feelings. Ostracism occurs across age groups, cultures, and demographic lines, and most importantly, in organizational settings, where ostracism occurs across all dimensions. Universities rely on social relationships, and they comprise a complex web of interactions where members collaborate to improve their workflow and efficiency. Knowledge hoarding, a deliberate act of concealing knowledge by individuals, is a useful strategy for ostracized workers to cope with workplace

ostracism. An ostracized individual can protect his or her remaining organizational resources by hoarding knowledge. Moreover, workplace ostracism is also a key indicator of knowledge hoarding because it reduces inter-organizational communication and collaboration. Thus, ostracized university professors feel unable to engage in knowledge sharing interaction and communication and are unable to access important resources, information, expertise, skills, and advice under the condition of being deprived of resources, which in tum exacerbates the negative impact. Ostracized university professors need to allocate more resources to cope with greater stress under the combined effects of losing existing resources and blocking access to new resources. In this case, ostracized university professors may enter a defensive mode to protect themselves, which greatly reduces the likelihood of them engaging in knowledge sharing (Wang *et al.,* 2023, 3).

6. Bullying Behavior

This theory was developed by the famous German political and administrative theorist "Friedrich Klassl (1982), who defined workplace bullying as negative behaviors directed at members of the organization or their work context that occur either regularly, repeatedly, or intermittently over a period of time. Bullying behavior also arises between two people, the perpetrator and the victim, who represent the elements of bullying. One of the natural first steps to creating successful strategies to prevent workplace bullying behaviors within organizational contexts is to clarify the precedents associated with committing workplace bullying (Sultan and Nader, 2023, 322).

The concept of bullying means aggressive and negative behaviors of mistreatment and intimidation by the manager or head of the organization or coworkers, which occur repeatedly targeting some workers, making them feel insulted, humiliated, sad, and disappointed. In this case, the worker himself is a victim, and he has no protection from these behaviors carried out by others in the work environment, and the worker is exposed to psychological harm through them, and it affects his achievement to work and achieve the goals of the organization in which he works (Kamel, 2021, 123),

7. Culture of Sharing

Knowledge hoarding is a common practice in many organizations where individuals retain information to maintain power and control. This practice can have many negative consequences, including decreased productivity, reduced innovation, and lowered individual morale (Xingewn, 59, 2032).

The fear of not sharing knowledge due to lack of trust in mutual cooperation will lead them to display behaviors that contradict the principle of reciprocity by refusing to share their knowledge. Individuals have a desire to pursue and maintain their power and influence (Yang *et al.,* 2022, 3).

Individuals choose which knowledge to share or hoard based on their interests. Individuals can be reluctant to share what they know voluntarily with their coworkers and only share when it suits their own interests or because of “expected gains in reputation and mutual benefits.” Individuals’ fear of sharing and retaining knowledge is because the future lacks sufficient absorptive capacity and can be to protect knowledge from competition between organizations or to avoid wasting time and effort (Oliveira *et al.,* 2020, 8)

They will not share their knowledge so as not to make themselves vulnerable to job loss, and thus hoard their knowledge as insurance against redundancy, protect their personal value, reduce their replaceability, and become indispensable within the organization. It is impossible to exercise power without knowledge as a strategic resource because of its scarcity rather than its ubiquity. Scarcity can make a big difference in the value of the knowledge given. Knowledge gives the owner bargaining power, so individuals do not share their knowledge in order to protect themselves (Bilginglu 2019, 63).

8. Incentives

Incentives are one of the most effective ways to encourage employees to share their knowledge with colleagues. It has been proven that organizational incentives such as promotion, rewards, and higher salary are positively associated with the frequency of knowledge contribution (Choudhary & Sarikwal, 2017, 35). One of the main factors that prevent knowledge sharing among employees is the lack of incentives, as the lack of incentives represents a major barrier to knowledge sharing. Based on both social exchange and social capital theories, it has been proven that organizational rewards such as promotion, rewards, and higher salary are positively associated with the frequency of knowledge contribution provided to employees in the organization. In the interaction between individual and group incentives, the positive relationship between group reward and perceived reward for knowledge sharing is stronger when individual rewards increase (Alshurah *et al.,* 2018, 9). An idea or knowledge can have value as a strategic resource that brings rewards to its owner. In fact, incentives are the key factor in organizations and the role that resources play in extracting benefits for the controller of those resources. It may be an instinctive assumption that withholding is driven by a desire or need for power. For example, a manager's reward power, which is based on his ability to provide incentives, may influence a subordinate to hide his knowledge because he expects negative consequences if he is discovered. Similarly, expert power, based on an individual's own knowledge or skills, may also influence knowledge hoarding behaviors. Thus, an individual

hides information in order to enhance his position within the organization and to gain influence that enables him to do so. (Webster *et al.*, 2008, 6).

There may be hesitation in sharing and using knowledge, because individuals feel that their sole control over knowledge gives them power, as they are the only party in the organization who knows how to do the work, and there is less likelihood of being dispensed with, and there is a greater likelihood of them receiving an increase in salaries and wages in the form of incentives, and from an individual point of view, there is no point in allowing others to share the knowledge and skills that they are classified by in conditions characterized by competition (Dahmash, *et al.*, 2008, 6).

Both the tendency to hoard knowledge and the motivational factors behind this behavior depend on the nature of the knowledge to be shared, the national culture of individuals, the relationships between individuals and the culture of the organization. It has the advantage of protecting the individual's expertise if the knowledge hoarder does not leave, as many of those who could benefit from the knowledge do not have an easy way to access it or may not know that it exists (Bilginglu 2019, 64).

(D. Hansen 2011, 76) sees that knowledge hoarding is the point of decline for knowledge sharing, he assumes that hoarding has become restricted at the breaking point as individuals stop thinking about what is best for the organization and start pursuing their own interests. The degree of internal competition has become so important that it has stimulated an environment that promotes the search for fame by individuals.

The third axis: Description and diagnosis of the characteristics of the sample individuals and dimensions of the study variable.

First: Description and diagnosis of the characteristics of the sample individuals.

The data in Table (4) indicate the characteristics of the study sample and its diagnosis as follows:

1. **Description of the gender characteristic and its diagnosis:** The percentage of females in the study sample is greater than the male sample, as the percentage of females in the sample reached (52%), while the percentage of males reached (48%), and thus the percentage of females in the sample is greater than the percentage of males.
2. **Description and diagnosis of the age characteristic:** The age groups came according to the age variable and according to the information included in the questionnaire form, as it showed that the largest percentage of respondents are from the age group (41-50) as their percentage reached (50%) of the study sample, followed by the age group (31-40) as their percentage reached (26%) of the study sample, followed by the age group (51-60) as their percentage reached (20%) of the study sample, followed by the age group (20-30) as their percentage reached (3%) of the study sample, followed by the age group over 60 and their percentage was (2%), and this indicates that the largest percentage of the age groups are those with experience and expertise in the university, and this is a good indicator for the study that the sample being studied is able to answer the questionnaire paragraphs on the one hand, and on the other hand it will reflect the point of view of the young elements of the sample individuals about the university and its activities.
3. **Description of the academic qualification characteristic and its diagnosis:** With regard to the academic qualification of the study sample, (65%) of the individuals surveyed are holders of a doctorate degree, and the remaining percentage of the sample, amounting to (35%), are holders of a master's degree, which explains that the university faculty members have a continuous desire to develop the level of knowledge they possess in a way that enhances their scientific ability.
4. **Description of the academic title characteristic and its diagnosis:** The percentages representing academic titles included those with the title of professor, as their percentage reached (18%), those with the title of assistant professor, as their percentage was (30%), those with the title of assistant lecturer, as their percentage reached (22%), and those with the title of lecturer, as their percentage reached (30%). This is in line with what was determined in that the study sample is a deliberate sample of the individuals surveyed. It is also in line with the structure of academic titles at the university, as those with the rank of professor are certainly lower than those with the rank of assistant professor. Whereas the percentage of those with the rank of lecturer was lower than those with the rank of assistant lecturer.
5. **Description of the characteristic of the number of years of service and its diagnosis:** The years of service varied from one individual to another. The period between (20-11) years came at a rate of (55%), which is the highest rate among the individuals surveyed. After that came the period between (10-1) which came at a rate of (21%), and after that came the period between (30-21), their rate came at a rate of (19%), and after that those whose years of service were over 30, their rate was (4%)

Second: Testing the study hypotheses

The research model included eight basic factors that represented the knowledge hoarding factors (power dynamics, authority, lack of trust, job security, competition and ostracism in the workplace, bullying behavior, and the culture of participation and incentives), and the main purpose of testing the measurement model is to ensure that these factors that were selected in the study work to measure the knowledge hoarding factors within an integrated framework.

The eight factors were measured by adopting 40 measurement paragraphs, as 5 paragraphs were allocated to measure each factor. Confirmatory factor analysis was used to test the model. The results of the model testing in its first stage were as shown in Figure (1).

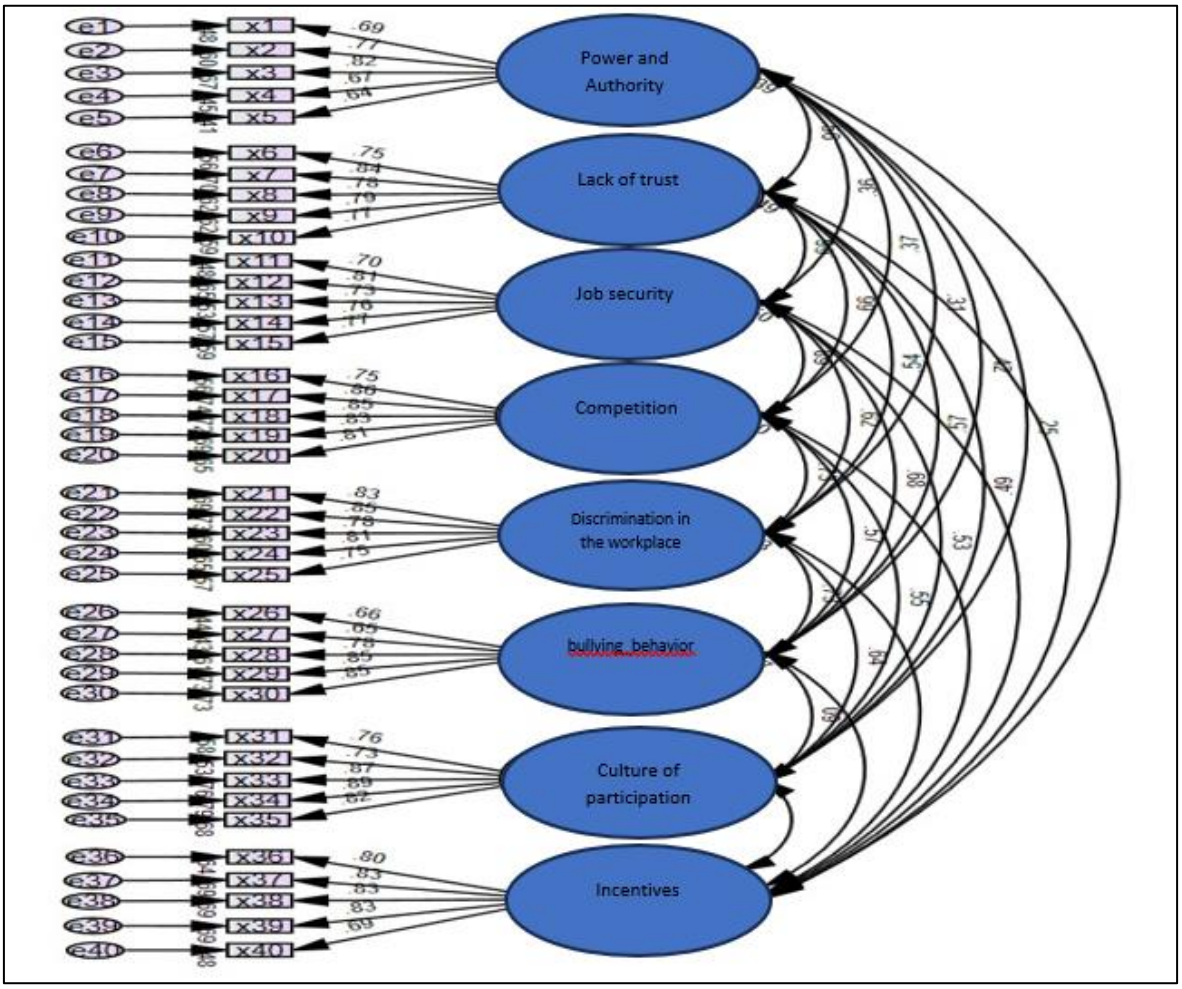

Figure 1: Testing the measurement model for knowledge accumulation (first stage)

As for the model's goodness-of-fit indicators in its first stage, they were as follows:
χ2/df) 2.462; GFI, 0.723; AGFI, 0.681; RMR, 0.087; RMSEA, 0.080; TLI, 0.845 CFI, 0.843.

The analysis results show that the model still needs further examination and scrutiny to reach the best fit, especially since there are indicators that have not reached the required level, such as GFI, AGFI, RMSEA, TLI, CFI. This indicates the model's need for further testing.

As for the results of the regression analysis for the first stage of the measurement model and the indicators of the standardized regression weights and the squared multiple correlation coefficient, Standardized Regression Weights Squared Multiple Correlations

Table 4: Regression analysis indicators for the first stage of the measurement model

			Estimate	S.E.	C.R.	P	SRW	SMC
x1	<---	Power and Authority Dynamics	1				0.694	0.481
x2	<---	Power and Authority Dynamics	1.016	0.1	10.203	***	0.773	0.598
x3	<---	Power and Authority Dynamics	1.105	0.104	10.65	***	0.818	0.669
x4	<---	Power and Authority Dynamics	1.017	0.113	9	***	0.669	0.448
x5	<---	Power and Authority Dynamics	0.962	0.111	8.654	***	0.641	0.411
x6	<---	Lack of trust	1				0.745	0.555
x7	<---	Lack of trust	1.097	0.087	12.662	***	0.839	0.704
x8	<---	Lack of trust	0.919	0.078	11.798	***	0.785	0.616
x9	<---	Lack of trust	1.02	0.086	11.844	***	0.788	0.621

x10	<---	Lack of trust	1.033	0.089	11.564	***	0.77	0.593
x11	<---	Job security	1				0.696	0.484
x12	<---	Job security	1.192	0.109	10.98	***	0.808	0.653
x13	<---	Job security	0.997	0.099	10.042	***	0.731	0.535
			Estimate	S.E.	C.R.	P	SRW	SMC
x14	<---	Job security	1.125	0.109	10.345	***	0.756	0.571
x15	<---	Job security	1.124	0.107	10.47	***	0.766	0.586
x16	<---	Competition	1				0.75	0.563
x17	<---	Competition	1.114	0.083	13.47	***	0.862	0.743
x18	<---	Competition	1.119	0.085	13.234	***	0.848	0.72
x19	<---	Competition	1.068	0.083	12.887	***	0.829	0.687
x20	<---	Competition	1.137	0.091	12.49	***	0.806	0.65
x21	<---	Discrimination in the workplace	1				0.833	0.693
x22	<---	Discrimination in the workplace	0.98	0.063	15.564	***	0.853	0.728
x23	<---	Discrimination in the workplace	0.87	0.064	13.55	***	0.777	0.604
x24	<---	Discrimination in the workplace	0.893	0.062	14.301	***	0.807	0.65
x25	<---	Discrimination in the workplace	0.94	0.073	12.954	***	0.753	0.567
x26	<---	bullying_behavior	1				0.664	0.44
x27	<---	bullying_behavior	0.927	0.105	8.823	***	0.654	0.427
x28	<---	bullying_behavior	1.129	0.11	10.291	***	0.782	0.612
x29	<---	bullying_behavior	1.23	0.112	11.024	***	0.853	0.728
x30	<---	bullying_behavior	1.288	0.117	11.017	***	0.853	0.727
x31	<---	Culture of participation	1				0.76	0.578
x32	<---	Culture of participation	0.838	0.074	11.284	***	0.727	0.529
x33	<---	Culture of participation	1.082	0.078	13.956	***	0.874	0.763
x34	<---	Culture of participation	1.024	0.072	14.222	***	0.888	0.789
x35	<---	Culture of participation	0.932	0.072	12.996	***	0.822	0.675
x36	<---	Incentives	1				0.801	0.642
x37	<---	Incentives	1.028	0.074	13.848	***	0.828	0.686
x38	<---	Incentives	0.99	0.071	13.858	***	0.828	0.686
x39	<---	Incentives	0.963	0.069	13.869	***	0.829	0.687
x40	<---	Incentives	0.818	0.074	11.009	***	0.691	0.477

Source: Prepared by the researchers

It is noted from the indicators in Table (4), especially with regard to the significance of the measurement items in representing the latent factors, that all measurement items were significant, and there was no insignificant indicator. This indicates the possibility of these indicators to represent the factors that were set for their measurement.

As for the standard regression weights, they ranged between 0.641 for the measurement item X5 and 0.888 for the measurement item X34. The values of the square of the multiple correlation coefficient for the same two indicators were 0.411 and 0.789, respectively.

The model was retested (after the first stage) nine times to achieve good fit. The stages of model testing were as shown in Table (5). It is noted by carefully examining Table (5) that the model achieved good fit in its second stage.

Table 5: Conformity indicators

Stage	**Procedure to improve the model**	**Goodness of Fit Indicators**						
		(χ2/df) 1-3 chi-square	**GFI 0.90 (good fit) or 0.80-0.89 (acceptable fit)**	**AGFI 0.90 (Good match) Or 0.80-0.89 (Acceptable match)**	**RMR 0-1**	**RMSEA ≤0.06**	**TLI ≤0.90**	**CFI ≤0.90**
1	-	2.462	0.723	0.681	0.087	0.080	.845	0.843
2	Delete x5, x26, x27	2.171	0.775	0.735	0.081	0.072	0.874	0.887
3	Delete X4	2.110	0.788	0.749	0.073	0.070	0.885	0.897
4	Connect x31, x32	2.066	0.793	0.755	0.076	0.069	0.889	0.901
5	Delete x22	1.985	0.803	0.765	0.074	0.066	0.898	0.909
6	Delete x20	1924	0.815	0.777	0.073	0.064	0.805	0.916
7	Connect x36, 37	1.885	0.819	0.781	0.073	0.062	0.909	0.920

8	Delete x18	1.874	0.827	0.789	0.073	0.062	0.911	0.922
9	Delete x11	1.792	0.839	0.802	0.073	0.059	0.922	0.932

Regarding the goodness of fit index (χ^2/df), it continued to improve in the model testing stages until it reached a value of 1.792, which represents an excellent fit value. The same applies to the goodness of fit index (RMR), which had a value of 0.087 and reached a value of 0.073 in the final stage of model testing, which is an acceptable value within the framework of the standard that indicates that the value of this index ranges between 0 and 1, and the closer the value is to zero, the better, and this is what was achieved in the current model.

As for the RMSEA index, it reached the acceptance level in the ninth stage of model testing and continued to improve to reach 0.059 in the final stage, which is an excellent fit value for the model.

As for the TLI measurement index, the required level for this index was achieved in the seventh stage with a value of 0.909, and reached a value of 0.922 in the final stage of model testing. The CFI index achieved a fit in the fourth stage with a value of 0.901, reaching a value of 0.932 in its final stage.

As for the goodness of fit indices GFI and AGFI, they did not reach a good fit level, but the fit level for these two indices was acceptable and is considered a sufficient level to accept the model according to Doll et al. (1994). The value of these two indices reached 0.839 and 0.802 in the final stage of model testing.

Figure (2) and Table (6) show the results of model testing in its final stage.

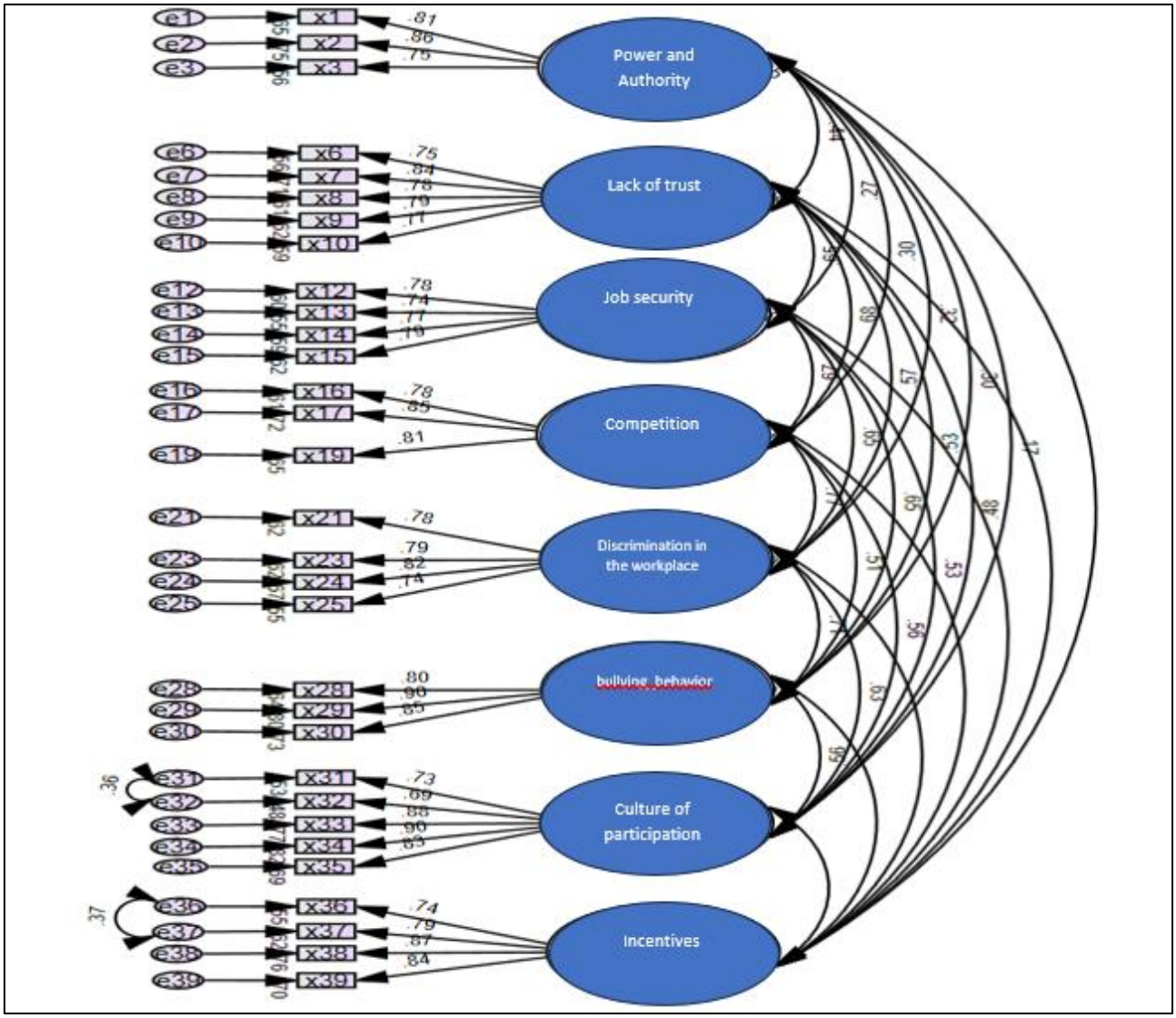

Figure 2: The measurement model in its final stage

Table 6: Regression analysis indicators for the final stage of the measurement model

		Estimate	S.E.	C.R.	P	SRW	SMC
x1	Power and Authority Dynamics	1				0.807	0.652
x2	Power and Authority Dynamics	0.976	0.078	12.553	***	0.864	0.747
x3	Power and Authority Dynamics	0.865	0.076	11.41	***	0.746	0.556
x6	Lack of trust	1				0.749	0.562
x7	Lack of trust	1.096	0.086	12.805	***	0.843	0.711
x8	Lack of trust	0.911	0.077	11.81	***	0.782	0.611
x9	Lack of trust	1.013	0.085	11.893	***	0.787	0.619
x10	Lack of trust	1.021	0.088	11.551	***	0.766	0.587
x12	Job security	1				0.776	0.602
x13	Job security	0.886	0.079	11.222	***	0.743	0.552
x14	Job security	1.001	0.086	11.65	***	0.769	0.591
x15	Job security	1.01	0.085	11.952	***	0.787	0.62
x16	Competition	1				0.781	0.61
x17	Competition	1.055	0.079	13.28	***	0.849	0.722
x19	Competition	1	0.079	12.607	***	0.808	0.653
x21	Discrimination in the workplace	1				0.784	0.615
x23	Discrimination in the workplace	0.935	0.075	12.455	***	0.787	0.62
x24	Discrimination in the workplace	0.959	0.074	12.993	***	0.816	0.666
x25	Discrimination in the workplace	0.984	0.085	11.625	***	0.743	0.552
x28	bullying_behavior	0.894	0.059	15.069	***	0.801	0.641
x29	bullying_behavior	1				0.896	0.803
x30	bullying_behavior	0.996	0.06	16.591	***	0.851	0.725
x31	Culture of participation	1				0.731	0.534
x32	Culture of participation	0.831	0.065	12.847	***	0.694	0.481
x33	Culture of participation	1.129	0.086	13.123	***	0.876	0.767
x34	Culture of participation	1.084	0.08	13.519	***	0.904	0.818
x35	Culture of participation	0.978	0.079	12.397	***	0.829	0.687
x36	Incentives	1				0.74	0.547
x37	Incentives	1.058	0.072	14.594	***	0.787	0.619
x38	Incentives	1.13	.09	12.5	***	0.873	0.762
x39	Incentives	1.055	0.087	12.141	***	0.838	0.702

Table (6) shows that all measurement indicators are still significant in measuring the latent variables that were developed to measure them.

According to the results above, which indicate the acceptance of the measurement model, the main hypothesis of the research is accepted, which indicates that:

AXIS FOUR: CONCLUSIONS AND SUGGESTIONS

First: Conclusions

1. Power plays an important role in knowledge hoarding. Knowledge hoarding is defined as the deliberate concealment of information, which can increase an individual's job performance by enhancing bargaining power and influence
2. Competition has been found to have varying effects on knowledge hoarding behavior. One study found that competition plays a stronger role in knowledge sharing behaviors, but a lesser role in knowledge hiding behaviors
3. Employees who experience workplace ostracism are more likely to hide knowledge rather than share it with their colleagues. This behavior is influenced by factors such as organizational deviance, coworker envy, and job stress.
4. Incentives have a significant impact on knowledge hoarding. Research suggests that both monetary and non-monetary incentives can promote knowledge sharing, but the adequacy of incentives is critical. Participants may not consider non-monetary incentives to be sufficient, leading to decreased knowledge sharing.
5. The results of the confirmatory factor analysis confirmed that the measurement model of this study was consistent with the required quality of fit criteria after retesting this model, which indicated the possibility of adopting indicators to measure the factors affecting knowledge hoarding behaviors at the University of Mosul after surveying the opinions of its teaching staff as indicators that enhance the ability to diagnose the factors affecting knowledge hoarding behaviors at the University of Mosul through the teaching staff of this university.
6. The results of the confirmatory factor analysis indicated that a number of observed variables were excluded from the study model, which may have multiple interpretations, the most important of which are the following:

7. The variables excluded from the model are, according to the statistical interpretation, not representative of the study dimension to be measured, or there is a strong correlation between the variables themselves, which requires their deletion from the model.
8. The existence of a high correlation between the observed study variables reflects the consensus of the researched individuals on certain variables in terms of the level of approval and disagreement towards those variables, which makes the correlation values between them at a high level. The researchers tend towards this interpretation in excluding the confirmatory factor analysis for some of the observed study variables.
9. The results of the field study confirmed that (factors affecting knowledge hoarding behaviors) can be represented by the factors (dynamics of power and authority, lack of trust, job security, competition, ostracism in the workplace, bullying behavior, culture of participation, incentives) among the teaching staff of the University of Mosul, which indicates the importance of the University of Mosul leaders paying attention to finding appropriate mechanisms that work to overcome such factors and behaviors that lead to hoarding knowledge from others and not sharing it.

Second: Proposals

1. The necessity of directing the attention of university leaders towards the subject of knowledge hoarding behaviors, and working to expand their interest in the philosophical and conceptual foundations from which this subject is based.
2. Working to reduce the factors that may lead to knowledge hoarding behaviors in the university, by holding workshops, seminars, conferences, and joint research that serves the lack of knowledge hoarding between the university's colleges and scientific departments.
3. Emphasizing the addition of an organizational character and level with the aim of sharing the knowledge practiced by the colleges of the University of Mosul in building their knowledge resources, and that the leaders of these colleges move towards establishing knowledge containers in which the knowledge of the teaching staff of the concerned college is stored, and then unifying these containers in a main center at the University of Mosul for exploration
4. Enhancing trust and a culture of participation among the teaching staff of the University of Mosul, by strengthening the bonds of cooperation between them by holding meetings, seminars, and mutual dialogues with the aim of overcoming the obstacle of the tendency towards low trust among them
5. University leaders should strive to provide information and communication technology in its various branches with applications related to creating an interactive environment aimed at increasing interaction between the teaching staff of the University of Mosul in relation to various issues and activities related to the teaching staff.
6. Building an organizational climate that encourages the inculcation of a culture of knowledge sharing among the teaching staff of the University of Mosul by enhancing the teaching staff's connection to the work environment, which enhances their sense of belonging with organizational loyalty that leads to achieving knowledge sharing among the teaching staff members in the colleges of the University of Mosul.
7. Dispelling the fear that arises among working individuals from sharing knowledge due to their belief that their jobs are threatened, in addition to the loss of personal distinction and their reliance on individual work.
8. Dispelling the fears of knowledge holders of losing their authority and power as a result of sharing knowledge with others, especially the implicit knowledge they possess.

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