“Investigating the impact of faculty knowledge sharing on performance: The mediating role of job satisfaction in Egyptian universities”

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INVESTIGATING THE IMPACT OF FACULTY KNOWLEDGE SHARING ON PERFORMANCE: THE MEDIATING ROLE OF JOB SATISFACTION IN EGYPTIAN UNIVERSITIES

Abstract

This study investigates the impact of faculty knowledge sharing on faculty performance, emphasizing the mediating role of job satisfaction within Egyptian universities. A quantitative, cross-sectional survey was conducted between September and October 2024, targeting 600 faculty members – both master's and doctoral degree holders – across 48 public and private universities in various Egyptian regions. Data were collected using a structured questionnaire and analyzed with SPSS (version 27) and R software. Analytical methods included correlation analysis, multiple regression, and mediation analysis using bootstrapping techniques.

The findings revealed that knowledge sharing significantly influences faculty performance (R^2 = 63.50%) and has a strong positive effect on job satisfaction (R^2 = 71.57%). Moreover, job satisfaction positively affects faculty performance (R^2 = 76.04%). The mediation model further confirmed that job satisfaction partially mediates the relationship between knowledge sharing and performance, with the overall model explaining 82.30% of the variance.

These results highlight the importance of peer-based knowledge exchange in enhancing both job satisfaction and faculty performance. The study recommends that academic institutions adopt strategies that support collaborative knowledge practices and foster workplace satisfaction to drive performance improvement among faculty members.

Keywords communication, engagement, productivity, wellbeing, motivation, behavior, workplace, institutions

JEL Classification I23, M12, J28, D83

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INTRODUCTION

In today's knowledge-based economy, the capacity to share knowledge effectively has become a crucial factor in performance. This is especially true in higher education settings, where faculty members both influence and are influenced by processes of knowledge generation and sharing. Despite the acknowledged importance of knowledge sharing within universities, many still face challenges in creating environments that provide consistent and meaningful exchange among academic staff.

The fundamental scientific issue arises from a significant gap: while the benefits of knowledge sharing are widely recognized, its actual influence on faculty performance remains inconsistently demonstrated. This inconsistency is particularly prevalent in complex academic systems where performance outcomes are not always aligned with collaborative knowledge practices. As a result, an important question arises:

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How does the act of sharing knowledge influence faculty performance in real-world university settings? And what are the underlying mechanisms or contextual factors that shape this relationship?

Job satisfaction remains a critical yet underexplored area, particularly regarding its intermediary role. Its contribution to motivating employees and supporting their performance is well established; however, few studies have examined its role as a mediator between knowledge sharing and employee performance. Exploring this connection may provide a critical insight into how knowledge-sharing efforts can be transformed into tangible improvements in faculty performance across universities.

1. LITERATURE REVIEW AND HYPOTHESES

In environments where knowledge is central, such as academic institutions, effective knowledge sharing is vital for stimulating creativity and enhancing employee performance. It empowers individuals, supports collaboration, and contributes to organizational growth through collective knowledge development (Alzghoul et al., 2018; Deng & Lu, 2022). When faculty members routinely exchange experiences and skills, they help cultivate a culture of innovation and adaptability (Lee et al., 2021). This ongoing interaction facilitates the seamless transfer of knowledge – an essential element of operational efficiency (Olan et al., 2019). Scholars such as Farooq (2018) have argued that a strong knowledge-sharing culture can reinforce the organizational knowledge base, thereby boosting individual outcomes, while others like Marouf and Khalil (2015) associate it with achieving competitive advantage. Additionally, Nguyen et al. (2021) and Jahmani et al. (2018) point to its value in promoting feedback exchange, creative thinking, and problem-solving.

Knowledge sharing also provides a structured mechanism for enhancing employee learning (Park & Kim, 2015). When considered as the transfer of task-relevant skills, information, and advice, it functions as a critical resource that not only fosters collaboration but also fuels innovation (Ahmad, 2017; Yang, 2006). As such, it is widely viewed as foundational for long-term competitiveness and organizational resilience (Joshi et al., 2014; Ortiz et al., 2017; Deng & Lu, 2022).

Despite this, job satisfaction is an essential factor in individual and team performance. Spector (1997) defined the extent to which employees feel content in their roles, and job satisfaction is shaped by numerous elements, including the work environment, fairness in rewards, and social interactions. Research has shown that satisfied employees demonstrate greater day-to-day engagement (Sittisom, 2020) and show increased collaboration, positively impacting group productivity (Mwesigwa et al., 2020). Conversely, dissatisfaction is often linked to increased turnover, reduced performance, and lower levels of service quality (Wu et al., 2019; Zeffane et al., 2008).

Knowledge sharing also strengthens workplace relationships and builds collaborative cultures (Enwereuzor, 2021). Institutions that embed knowledge-sharing practices into their culture typically report higher levels of job satisfaction (Kianto et al., 2016). For example, Trivellas et al. (2015) found a statistically significant connection between knowledge-sharing environments and employee satisfaction. Moreover, as noted by Hammouri and Altaher (2020), when faculty feel their contributions are valued, their satisfaction and commitment increase. Rafique and Mahmood (2018) added that satisfaction motivates employees to engage in more effective knowledge-sharing behaviors.

Employee performance, defined as how effectively individuals carry out their work duties, is often linked to both knowledge sharing behaviors and job satisfaction (Finriyani et al., 2015). Tools such as structured feedback mechanisms and clearly defined goals are central to managing and improving employee effectiveness (Islami et al., 2018). Nevertheless, performance outcomes are equally shaped by how well employees' roles align with organizational goals and how clearly expectations are communicated (Lakhiara et al., 2021; Ahmad & Shahzad, 2011; Hameed & Waheed, 2011).

As a multidimensional construct, employee performance integrates both qualitative insights and quantitative metrics, offering a comprehensive

means to evaluate advancement toward strategic aims. Gaining insight into the drivers of performance is vital for organizations seeking to boost productivity, operational efficiency, and goal alignment (Bataineh, 2017). It functions as a key indicator of progress at various levels – individual, team, and organizational – reflecting the tangible and intangible contributions made toward achieving desired outcomes (Bas & Isik, 2014).

A comprehensive study indicates that job satisfaction significantly enhances performance. Alessandri et al. (2017) observed that satisfied employees consistently demonstrated higher performance over time compared to their less satisfied counterparts. Similarly, Sasmita et al. (2023) provide empirical evidence of this link, while longitudinal studies (e.g., Shmailan, 2016) reinforce its long-term importance. Job satisfaction also contributes to productivity, retention, and commitment (Schmidt et al., 2009). Donley (2021) and Memon et al. (2023) report that satisfied employees outperform others due to higher intrinsic motivation. Similar findings by Qureshi et al. (2019) underscore its positive influence on workplace outcomes. Furthermore, leadership styles and institutional support directly impact satisfaction, which in turn shapes employee well-being and performance (Anwar & Louis, 2017; Memon et al., 2016; Dall'Ora et al., 2020).

According to Gagné et al. (2019), the exchange of knowledge within teams enhances employees' ability to meet organizational needs. Similarly, Abubakar et al. (2019) emphasized the value of sharing knowledge across departments, and Ahmad and Karim (2019) associated it with improved access to critical information. According Henttonen et al. (2016), such practices expand employees' understanding of their roles, thereby improving individual output. Henttonen et al. (2016) showed that it broadens role understanding, which contributes directly to improved individual performance. Asrar and Anwar (2016) emphasize the role of effective knowledge utilization in driving continuous improvement. Meanwhile, Donate and de Pablo (2015) stress the importance of leadership and culture in enabling both knowledge sharing and job satisfaction – two factors that Rafique and Mahmood (2018) argue are strongly linked to high performance.

Based on this literature, this study examines the impact of faculty knowledge sharing on faculty performance, with an emphasis on the mediating role of job satisfaction within Egyptian universities. Four hypotheses were developed as follows:

H1: Faculty knowledge sharing positively influences faculty performance in Egyptian universities.

H2: Faculty knowledge sharing positively influences job satisfaction among faculty members in Egyptian universities.

H3: Job satisfaction positively influences faculty performance in Egyptian universities.

H4: Job satisfaction mediates the positive relationship between faculty knowledge sharing and faculty performance in Egyptian universities.

2. METHODS

This study adopted a cross-sectional survey design to investigate the relationship between faculty knowledge sharing and performance, with job satisfaction considered as a mediating factor. Data collection took place between September and October 2024 across 48 universities in Egypt. The timing coincided with the academic semester to ensure greater accessibility and availability of faculty participants.

A structured questionnaire served as the primary data collection tool. Prior to full deployment, a pilot test was conducted with 60 faculty members to assess the clarity and relevance of the instrument's items. Feedback from the pilot phase informed minor revisions to improve the questionnaire's comprehensibility. The finalized version was distributed through both digital and physical channels to increase participation rates. All responses were collected anonymously, and respondents participated voluntarily after being informed of the study's purpose.

The study focused on a population of approximately 102,695 faculty members employed across Egyptian universities. The sample size was deter-

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mined according to the following equation proposed by Krejcie and Morgan (1970):

$$n = \frac{\chi^2 NP(1-P)}{d^2(N-1) + \chi^2 P(1-P)}, \quad (1)$$

where χ^2 = Chi-square value for 1 degree of freedom at 95% confidence level) = 3.841; P = Estimated population proportion with the attribute (expressed as a decimal) = 0.50; N = Total population size = 102,695; d = Margin of error (desired precision level) = 0.04; n = Required sample size.

Using these values, the calculated minimum sample size was 597 participants.

To mitigate non-response bias and account for incomplete submissions, 640 questionnaires were disseminated. Following data validation and cleaning, 600 fully completed and usable questionnaires were included in the final dataset.

To achieve a balanced and representative sample, purposive sampling was applied. From the total of 116 officially recognized universities in Egypt, 48 institutions (around 40%) were intentionally selected to reflect variation in university type (public vs. private) and geographic location. This stratified selection strategy aimed to encompass diverse institutional contexts and faculty profiles within the national higher education landscape.

Questionnaire distribution across universities was proportional to institutional size and feasibility of access. A full list of the universities involved, along with the number of respondents from each, is provided in Appendix A. This detailed enumeration contributes to methodological transparency and underscores the representativeness of the sampling approach.

All participants held either a master's or doctoral degree, consistent with the qualifications typically required for academic appointments in Egypt. Participants were briefed on the aims of the study and assured of strict confidentiality.

Statistical analyses were conducted using SPSS version 27 and R software, and included t-tests, regression analysis, and mediation analysis with bootstrapping techniques.

A structured questionnaire was developed in accordance with the study objectives and included 31 items. It is based on pilot feedback, necessary adjustments were made, and the final version was distributed.

The questionnaire consisted of two sections:

1) Section 1: Demographic data (gender, age, education level, and years of experience).

2) Section 2: Closed-ended items covering the three main study variables: faculty knowledge sharing, job satisfaction, and faculty performance.

- Faculty knowledge Sharing (Independent Variable): This construct was measured using eight items derived from the scale developed by Rajakumar et al. (2024), focusing on the extent and quality of knowledge-sharing behaviors within the organization.

- Job Satisfaction (Mediating Variable): Eleven items, adapted from Islamy et al. (2020), were used to capture employees' satisfaction levels across multiple dimensions of their job experience.

- Faculty Performance (Dependent Variable): Performance was assessed using twelve items adapted from Riyanto et al. (2021), aimed at evaluating individual outcomes in relation to work responsibilities and goals.

Each item in the questionnaire was measured using a five-point Likert scale, with response options ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The final instrument comprised 31 items, distributed across the core variables of the study. To enable the application of parametric statistical tests, such as Pearson correlation and regression, mean scores were computed for each variable, thereby treating the ordinal data as interval-level measurements.

The reliability and validity of the instrument were confirmed through Cronbach's alpha and other validity measures, detailed in the Results section.

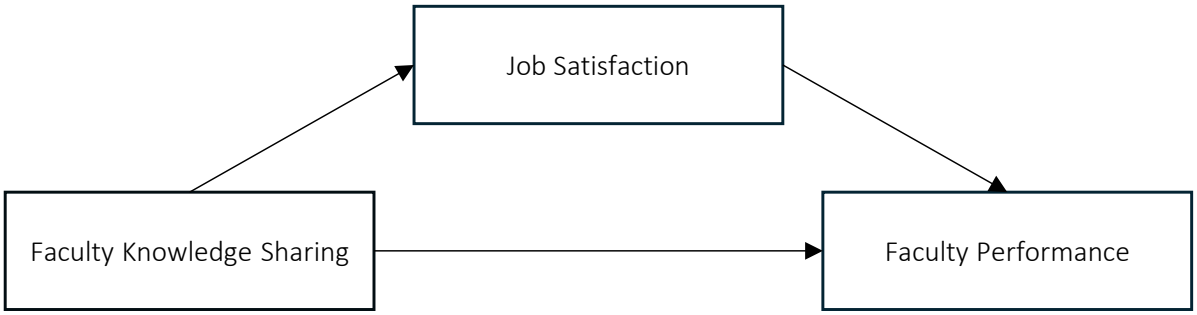

Figure 1. Conceptual framework

Table 1. Summary of study variables and survey items

Code	Variable	Role	No. of Items	Item codes
X	Faculty Knowledge Sharing	independent	8	S1 to S8
M	Job Satisfaction	Mediator	11	S9 to S19
Y	Faculty Performance	Dependent	12	S20 to S31

Note: The full questionnaire and item rationale are provided in Appendix B.

Table 1 summarizes the study variables, detailing the related statements and their designated symbols. The arithmetic mean was used as the representative value for each variable, and the table also outlines the classification of each variable type.

Figure 1 presents the conceptual framework, depicting the interactions between the study variables.

This model illustrates the hypothesized relationships: faculty knowledge sharing (independent variable) influences faculty performance (dependent variable), both directly and indirectly through job satisfaction (mediator).

Demographic information collected included gender, age, educational qualification, and years of experience. Table 2 presents the demographic profile of the sample. Of the 600 respondents, 53% were male and 47% were female. The age group of 41-55 years formed the largest category (39%), followed by 26-40 years (33%). Most respondents held a Ph.D. (68%), and 32% held a master's degree. Regarding experience, 32% of faculty had 11-20 years of service, while 27% had 21-30 years.

Table 2. Demographic characteristics of the study sample

Variable	Category	Proportion (%)
Gender	Male	53
	Female	47
Age	< 25 years	18
	26-40 years	33
	41-55 years	39
	> 56 years	10
Education Level	Master's Degree	32
	Ph.D.	68
Years of Experience	< 1 year	9
	1-10 years	22
	11-20 years	32
	21-30 years	27
	> 30 years	10

Descriptive statistics were calculated using SPSS (version 27) and R. Further analyses included reliability, validity, correlation, regression, and mediation procedures.

3. RESULTS

Cronbach's Alpha and validity coefficients were utilized to evaluate the internal consistency and construct validity of the questionnaire. All study items demonstrated acceptable to excellent reli-

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Table 3. Reliability and validity of survey items by variable

Statement	Cronbach's Alpha	Validity	Evaluation
I participate in the group discussion on the topics that are important to my job	0.856	0.925	Good
I share my problems about my classroom teaching with my colleagues	0.865	0.930	Good
I share the issues related to my development with my colleagues	0.859	0.927	Good
I share my knowledge and experiences with my colleagues on a regular basis	0.862	0.928	Good
I discuss with my colleagues our criteria that we use to function well	0.845	0.919	Good
Colleagues tell me what they know when I ask them about it	0.685	0.831	Acceptable
When I have learned something new, I see to it that my colleagues can learn	0.740	0.860	Good
Social software and communication tools that support information and knowledge collection are used in our university	0.730	0.854	Good
Overall for X (Knowledge Sharing)	**0.873**	**0.934**	**Good**
I am satisfied with my job performance	0. 748	0. 865	Good
I am satisfied with the university's concern for my welfare and life balance	0.899	0.948	Good
I am content with my job	0.908	0.953	Excellent
I am satisfied with my pay	0.890	0.943	Good
I am satisfied with my bonus	0.858	0.927	Good
I am satisfied with my incentive	0.909	0.953	Excellent
I am satisfied with my chances for promotion	0.905	0.951	Excellent
I am satisfied with my learning opportunities	0.866	0.930	Good
I have the opportunity to apply my personal expertise	0.884	0.940	Good
I am satisfied with my director's leadership	0.871	0.933	Good
I am satisfied with my relationship with colleagues	0.888	0.942	Good
Overall for M (Job Satisfaction)	**0.892**	**0.943**	**Good**
I am skilled at work	0.849	0.921	Good
I work accurately	0.859	0.926	Good
I complete work according to the company's quality standards	0.791	0.890	Good
I work according to the expected standard	0.761	0.872	Good
I complete the work faster than the specified time	0.780	0.883	Good
I do not delay work	0.699	0.830	Acceptable
I have skills in the field of work	0.791	0.890	Good
I use the skills I have in the job	0.761	0.872	Good
I understand the task that needs to be done	0.780	0.883	Good
I complete the work according to a pre-determined schedule	0.790	0.889	Good
I take responsibility for the results of the work	0.761	0.872	Good
I am always present on time at work	0.910	0.941	Excellent
Overall for Y (Faculty Performance)	**0.774**	**0.879**	**Good**

ability, with Cronbach's Alpha values exceeding 0.685 and validity coefficients above 0.830. Table 3 displays the reliability and validity metrics for each individual item, as well as for the overall constructs: Faculty Knowledge Sharing (X), Job Satisfaction (M), and Faculty Performance (Y).

All items were tested for reliability (Cronbach's Alpha) and validity. T-tests were also conducted to determine whether item means significantly differ from a neutral benchmark (mean = 3).

All item means were tested against a neutral benchmark value of 3. The results demonstrate statistically significant positive agreement for each item ($p < .05$), supporting the relevance of statements across all study variables, as shown in Table 4.

The results indicate that faculty members responded favorably to all questionnaire items, reflecting a high level of agreement in areas related to knowledge sharing, job satisfaction, and performance.

To evaluate the general trend for each study construct, composite t-tests were calculated. The results in Table 5 show statistically significant agreement across all three variables.

Table 4. One-sample T-test results for individual questionnaire items

Item Code	t- value	P-value	Item Code	t- value	P-value
S_1	34.14	0.000	S_{16}	38.01	0.000
S_2	38.30	0.000	S_{17}	34.79	0.000
S_3	35.86	0.000	S_{18}	36.48	0.000
S_4	28.23	0.000	S_{19}	35.76	0.000
S_5	38.51	0.000	S_{20}	39.62	0.000
S_6	37.43	0.000	S_{21}	40.59	0.000
S_7	36.06	0.000	S_{22}	34.28	0.000
S_8	45.46	0.000	S_{23}	37.74	0.000
S_9	41.64	0.000	S_{24}	38.78	0.000
S_{10}	33.46	0.000	S_{25}	35.48	0.000
S_{11}	38.61	0.000	S_{26}	33.77	0.000
S_{12}	42.59	0.000	S_{27}	36.63	0.000
S_{13}	37.81	0.000	S_{28}	42.58	0.000
S_{14}	32.01	0.000	S_{29}	32.28	0.000
S_{15}	35.04	0.000	S_{30}	40.73	0.000
–			S_{31}	37.82	0.000

Table 5. One-sample T-test results for key study variables

Variables	t-test value	P-value
Faculty Knowledge Sharing X	42.76	0.000
Job Satisfaction M	44.01	0.000
Faculty Performance Y	50.34	0.000

Table 6. Pearson correlation coefficients among study variables

Variables	Job Satisfaction (M)	Faculty Knowledge Sharing *(X)*
Faculty Performance (Y)	R = 0.872**	R = 0.797**
	P = 0.000	P = 0.000
Faculty Knowledge Sharing (X)	R = 0.846**	–
	P = 0.000	

Note: ** $p < 0.01$.

As shown in Table 5, the composite t-test results reveal statistically significant agreement for each of the core study constructs. Given these values, the null hypothesis can be rejected with 95% confidence, confirming that participants positively endorsed items related to knowledge sharing, job satisfaction, and faculty performance.

The Pearson correlation coefficients between the variables were computed to test the direct relationships among them.

As shown in Table 6, the analysis reveals strong and statistically significant positive correlations among the key variables. These findings provide empirical support for hypotheses *H1*, *H2,* and *H3*, confirming that both knowledge sharing and job satisfaction are strongly associated with faculty performance.

Furthermore, the mediating role of job satisfaction (M) in the relationship between faculty knowledge sharing (X) and faculty performance (Y) was evaluated using the approach proposed by Baron and Kenny (1986), complemented by a bootstrapping procedure to ensure robustness of indirect effect estimates.

Mediation analysis emphasizes the significance of total, direct, and particularly indirect effects. The primary aim is to determine whether the indirect pathway – represented as *ab* – is statistically significant. As outlined by MacKinnon, this assessment can be performed using the Large Sample Wald Test. Specifically, the Wald test evaluates whether ab differs from zero, applying the first-order standard error approach suggested by Sobel

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$$z = \frac{ab}{\sqrt{(as_b)^2 + (bs_a)^2}}. \quad (2)$$

Bootstrapping, developed by Efron and Tibshirani (1994), serves as a robust technique for estimating standard errors and confidence intervals when conventional statistical assumptions are violated. Using this resampling method, *B* estimates of the indirect effect (*ab*) were generated. The standard deviation of these *B* estimates provides the bootstrap-based standard error for *ab*, allowing for the construction of a z-test similar to the Wald test. The proposed model is depicted in Figure 2.

The analysis involves assessing both the direct and mediated influences of variable X on variable Y. A reduction in the direct influence of X on Y, coupled with a significant indirect effect through the mediator M, suggests that M plays a mediating role in the relationship. Conversely, if X initially has a significant direct effect on Y, the inclusion of M in the model is expected to reduce this direct effect, indicating that a portion of X's influence is conveyed through M. If this direct effect weakens but remains statistically significant, the mediation is characterized as "partial mediation". However, if the direct effect decreases to the point of being non-significant, this is referred to as "complete mediation."

An analysis of variance (ANOVA) will be performed for the regression models that incorporate the mediating variable, assessing the statistical significance of each model. Regression-based analysis will be conducted to quantify both the mediator's impact and the total effects observed, including direct and indirect pathways across the model.

A summary of the ANOVA results for each regression model is presented in Table 7.

Model 1: Effect of Faculty Knowledge Sharing on Faculty Performance

Statistical analysis provides evidence at a 95% confidence level that Faculty knowledge sharing significantly influences Faculty performance. With an R^2 of 63.5% and a p-value below 0.05, this model supports *H1*.

Model 2: Impact of Faculty Knowledge Sharing on Job Satisfaction

Faculty knowledge sharing also shows a strong, statistically significant effect on job satisfaction, as indicated by an R^2 of 71.57% and a p-value of 0.000. These results validate *H2*.

Table 7. Regression models summary

Models	Dependent Variable	Independent variables	R^2	p-Value
Model 1: *Y = f(X)*	EP (Y)	FKS (X)	63.50%	0.000
Model 2: *M = f(X)*	JS (M)	FKS (X)	71.57%	0.000
Model 3: *Y = f(M)*	EP (Y)	JS (M)	76.04%	0.000
Model 4: *Y = f (X, M)*	EP (Y)	FKS (X)	2.36%	0.023
		JS (M)	82.30%	0.000

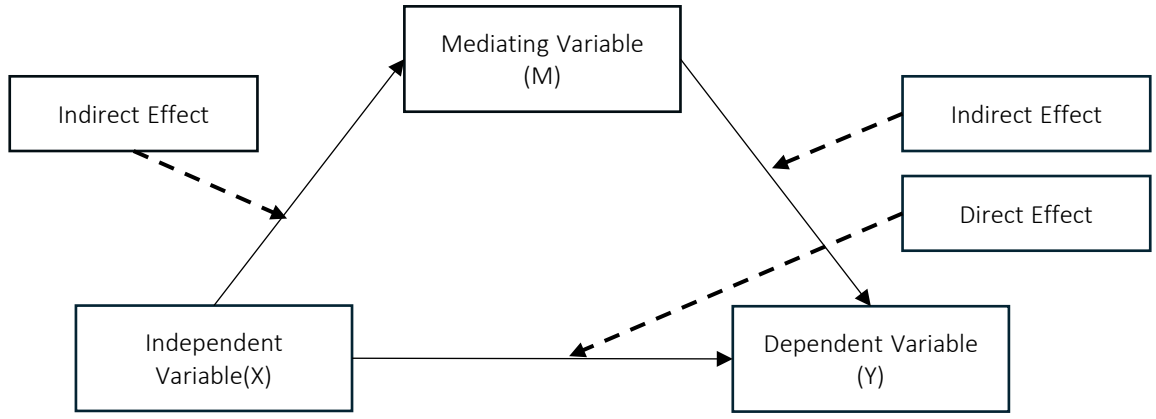

Figure 2. Structural model depicting job satisfaction as a mediating variable

Model 3: Impact of Job Satisfaction on Faculty Performance

Job satisfaction is found to significantly predict faculty performance (R^2 = 76.04%, $p < 0.05$), offering support for *H3*

Model 4: Mediating Role of Job Satisfaction

When both predictors are included, job satisfaction remains a significant contributor (R^2 = 82.30%, p = 0.000), while the effect of knowledge sharing diminishes to R^2 = 2.36% (p = 0.023). These findings indicate a mediating effect, confirming *H4*, where job satisfaction mediates the relationship between knowledge sharing and performance.

Below are the reported regression coefficients for each model, including associated standard errors, t-statistics, and 95% confidence intervals

$$\underset{\left(R^2=63.50\%\right)}{EP} = \underset{(0.049)}{0.071} + \underset{(0.000)}{1.609}KS, \quad (3)$$

$$\underset{\left(R^2=71.57\%\right)}{JS} = \underset{(0.052)}{0.037} + \underset{(0.000)}{1.045}KS, \quad (4)$$

$$\underset{\left(R^2=76.04\%\right)}{EP} = \underset{(0.058)}{0.045} + \underset{(0.000)}{1.049}JS, \quad (5)$$

$$\underset{\left(R^2=84.66\%\right)}{EP} = \underset{(0.048)}{0.042} + \underset{(0.023)}{0.651}KS + \underset{(0.000)}{0.052}JS. \quad (6)$$

Model 1: The impact of Faculty Knowledge Sharing on Faculty Performance.

Model 2: The impact of Faculty Knowledge Sharing on Job Satisfaction.

Model 3: The impact of Job Satisfaction on Faculty Performance.

Model 4: The combined effect of Faculty Knowledge Sharing and Job Satisfaction on Faculty Performance, incorporating Job Satisfaction as a mediator.

Table 8 provides a summary of the path coefficients and their statistical significance.

The analysis confirms that job satisfaction significantly mediates the relationship between faculty knowledge sharing and faculty performance. When job satisfaction is introduced as a mediator, the direct effect of knowledge sharing on performance decreases from 1.609 to 0.596, though it remains statistically significant ($p < 0.001$). This indicates a partial mediation, meaning that job satisfaction accounts for part, but not all, of the effect that knowledge sharing has on performance.

These findings reinforce the conclusion that while knowledge sharing directly improves performance, its influence is strengthened through higher levels of job satisfaction.

The outcomes of the total, direct, and indirect effects, computed using the Bootstrap method, are presented in Table 9.

The bootstrap analysis confirms that job satisfaction partially mediates the relationship between knowledge sharing and faculty performance. The indirect effect is statistically significant, as the 95% confidence interval does not include zero. Although the direct effect remains significant, its reduced value compared to the total effect in-

Table 8. Path coefficients and significance levels for mediation analysis

Dependent variable	Path Direction	Independent variable	Estimate	SE	p-Value	Interpretation
Faculty Performance (Y)	←	Faculty Knowledge Sharing (X)	1.609	0.025	0.000	Significant
Job Satisfaction (M)	←	Faculty Knowledge Sharing (X)	1.013	0.017	0.000	Significant
Faculty Performance (Y)	←	Job Satisfaction(M)	0.596	0.092	0.000	Significant

Table 9. Bootstrap estimates of total, direct, and indirect effects

Effect type	Coefficient	SE	z-value	p-value	95% CI lower	95% CI upper
Total effect	1.609	0.023	47.260	0.000	1.006	1.693
Direct (X → Y)	0.596	0.072	6.868	0.000	0.426	0.767
Indirect Effect (X → M → Y)	1.013	0.452	1.021	0.027	0.390	1.361

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Table 10. Summary of hypotheses and results

No.	Hypothesis	Decision
H1	Faculty knowledge sharing positively influences faculty performance in Egyptian universities	Accepted
H2	Faculty knowledge sharing positively influences job satisfaction among faculty members in Egyptian universities	Accepted
H3	Job satisfaction positively influences faculty performance in Egyptian universities	Accepted
H4	Job satisfaction mediates the positive relationship between faculty knowledge sharing and faculty performance in Egyptian universities	Accepted

dicates that part of the influence of knowledge sharing on performance is channeled through job satisfaction.

These findings offer robust support for the mediating role of job satisfaction and reinforce the relevance of fostering both knowledge exchange and workplace satisfaction to enhance faculty performance.

Based on statistical analysis and the formulated hypotheses, the findings are consolidated and presented in Table 10:

The analysis confirmed support for all four hypotheses. Faculty knowledge sharing was found to directly enhance both job satisfaction and performance. Additionally, job satisfaction emerged as a significant mediator, strengthening the relationship between knowledge sharing and performance.

4. DISCUSSION

This study investigated the impact of faculty knowledge sharing on faculty performance, emphasizing the mediating role of job satisfaction within Egyptian universities. The findings support existing literature while also offering context-specific insights that help clarify the mechanisms behind this relationship.

The primary outcome of the analysis is a statistically significant positive relationship between faculty knowledge sharing and faculty performance, indicating 63.50% of the variance. This suggests that faculty who frequently exchange knowledge are better equipped to access relevant information, collaborate on solutions, and enhance both their teaching and research activities. These results are consistent with the conclusions drawn by Henttonen et al. (2016) who emphasized how exchanging knowledge deepens role clarity and improves individual contributions. Similarly, Abubakar et al. (2019) observed that organizations with well-established knowledge-sharing practices tend to perform more efficiently – an outcome clearly reflected here in the academic setting.

Another key finding is the strong relationship between faculty knowledge sharing and job satisfaction, with the model accounting for 71.57% of its variance. This reinforces the idea that knowledge sharing is not just about information flow – it also fosters positive social dynamics such as trust, recognition, and peer support. These aspects contribute to faculty members' overall job satisfaction, a pattern consistent with the observations of Hammouri and Altaher (2020). Furthermore, Rafique and Mahmood's (2018) conclusion is that satisfaction levels are highest in organizations that promote inclusive and collaborative knowledge cultures.

Job satisfaction itself was also found to significantly predict performance outcomes, contributing to 76.04% of the explained variance. Satisfied faculty members appear more likely to demonstrate enthusiasm, reliability, and commitment in their professional roles. These findings contrast with those of Shmailan (2016), who argued that job satisfaction is a consistent driver of productivity. In this study, that connection is particularly evident in how satisfaction appears to increase the engagement in teaching, research, and administrative functions.

Findings indicate that job satisfaction partially explains the relationship between faculty knowledge sharing and faculty performance. While knowledge sharing retains a direct influence, its effect is enhanced through satisfaction, as demonstrated by the 82.30% variance revealed in the final model. This dynamic reveals insights by Donate and de Pablo (2015), who as-

serted that job satisfaction is a crucial factor in transforming knowledge exchange into productive outcomes. Unlike studies that focus solely on direct relationships (e.g., Henttonen et al. (2016)), this model introduces a valuable psychological dimension, offering a richer understanding of the process.

This study focuses on Egyptian universities, where research on organizational behavior remains relatively limited. By utilizing the mediation model in this region, the study highlights the importance of fostering both faculty knowledge sharing and job satisfaction to support performance.

These findings have practical relevance for university administrators and policymakers. Promoting environments that encourage collaboration – through initiatives like mentoring programs, joint research activities, and digital knowledge platforms – can improve both satisfaction and productivity. In parallel, supporting faculty well-being through professional development, fair recognition, and work-life balance policies can enhance job satisfaction, creating a virtuous cycle of engagement and performance.

From a theoretical point of view, this study extends existing frameworks by confirming the mediating role of job satisfaction and highlighting its interaction with knowledge-sharing behaviors. The integration of psychological and behavioral constructs provides a more comprehensive approach to understanding performance in academic institutions.

Looking ahead, future studies could test this model in other sectors or regions to explore its generalizability. Additional variables, such as organizational commitment or leadership style, may offer further insight into the conditions that amplify or hinder this relationship. Longitudinal approaches would also be beneficial in capturing how these interactions unfold, particularly in dynamic institutional settings.

In summary, this research is an important contribution by demonstrating that faculty knowledge sharing not only contributes to faculty performance but also contributes directly to job satisfaction. These insights are especially valuable in academic contexts, where both interpersonal collaboration and employee morale are key to sustained institutional success.

CONCLUSION

This study aimed to investigate the impact of faculty knowledge sharing on faculty performance, emphasizing the mediating role of job satisfaction within Egyptian universities.

The results showed a significant direct effect of faculty knowledge sharing on faculty performance. Additionally, job satisfaction became a primary mediator, enhancing the positive influence of faculty knowledge sharing on performance outcomes. These findings indicate that while faculty knowledge sharing independently supports improved outcomes, it is beneficial when faculty members are satisfied with their work environment.

From a practical point of view, the results highlight the importance of nurturing academic cultures that prioritize collaboration and employee wellbeing. Institutions that facilitate open knowledge exchange and invest in strategies that boost job satisfaction are more likely to foster committed, high-performing faculty members.

To build on these findings, future studies may examine similar relationships in different sectors or across varying cultural landscapes. Exploring the role of additional factors, such as leadership behavior or organizational commitment, could deepen the understanding of the conditions that enhance or constrain employee performance. Furthermore, longitudinal research would provide insight into how these dynamics evolve over time, providing insight into their long-term effects on institutional success.

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AUTHOR CONTRIBUTIONS

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Investigation: Noha Ahmed.
Methodology: Noha Ahmed.
Project administration: Noha Ahmed.
Resources: Noha Ahmed.
Software: Noha Ahmed.
Supervision: Noha Ahmed.
Validation: Noha Ahmed.
Visualization: Noha Ahmed.
Writing – original draft: Noha Ahmed.
Writing – review & editing: Noha Ahmed.

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APPENDIX A

Table A1. List of universities and the number of questionnaires for each

No.	University	No. of questionnaires	No.	University	No. of questionnaires
1	Cairo University	37	25	Matrouh University	7
2	Ain Shams University	43	26	New Valley University	6
3	Alexandria University	22	27	Luxor University	8
4	Aswan University	11	28	Al-Azhar University	31
5	Assiut University	13	29	King Salman University	6
6	Benha University	20	30	El Alamein International University	4
7	Beni Suef University	9	31	New Mansoura University	7
8	Port Said University	12	32	Nile University	7
9	South Valley University	6	33	French University in Egypt	9
10	Helwan University	34	34	American University in Egypt	12
11	Damanhour University	13	35	British University in Egypt	13
12	Damietta University	11	36	German University in Egypt	14
13	Zagaeq University	12	37	Egyptian Russian University	11
14	Sohag University	15	38	Egyptian Chinese University	10
15	Suez University	24	39	Future University in Egypt	11
16	Tanta University	16	40	Heliopolis University	5
17	Arish University	9	41	Misr International University	9
18	Fayoum University	13	42	Badr University in Cairo	8
19	Suez Canal University	9	43	Madinah University in Cairo	6
20	Kafr El-Sheikh University	18	44	Arab Open University	5
21	Mansoura University	15	45	10th of Ramadan University	7
22	Sadat City University	12	46	Sinai University	6
23	Menoufia University	21	47	Arab Academy for Science, Technology and Maritime Transport	13
24	Minya University	22	48	Sadat Academy for Management Sciences	8

APPENDIX B

QUESTIONNAIRE

Title: Investigating the Impact of Faculty Knowledge Sharing on Performance: The Mediating Role of Job Satisfaction in Egyptian Universities

Dear, Sir/Madam,

Greetings, the attached questionnaire aims to collect data for a scientific research study on the Investigating the Impact of Faculty Knowledge Sharing on Performance: The Mediating Role of Job Satisfaction in Egyptian Universities. We kindly request you to complete the questionnaire. Your responses will be used solely for academic research purposes. We are grateful for your time and contribution.

Please place a check mark (✓) next to the option that best applies to you.

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Table B1. Section One: General Information about the Individual

No.	Variable	Category	✓
1.	Gender	Male	( )
		Female	( )
2.	Age	25 or below	( )
		26-40	( )
		41-55	( )
		56 and above	( )
3.	Educational Level	Master's degree	( )
		Ph.D.	( )
4.	Years of Experience	Less than 1 year	( )
		1-10 years	( )
		11-20 years	( )
		21-30 years	( )
		More than 30 years	( )

Table B2. Section Two: Study Variables

No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	Faculty knowledge sharing					
1	I participate in the group discussion on the topics that are important to my job					
2	I share my problems about my classroom teaching with my colleagues					
3	Îl share the issues related to my development with my colleagues					
4	I share my knowledge and experiences with my colleagues on a regular basis					
5	I discuss with my colleagues about our criteria that we use to function well					
6	Colleagues tell me what they know when I ask them about it					
7	When I have learned something new, I see to it that my colleagues can learn					
8	Social software and communication tools which support information and knowledge collection are used in our university					
	Job satisfaction					
9	I am satisfied with my job performance					
10	I am satisfied with the university's concern for my welfare and life balance					
11	I am content in my job					
12	I am satisfied with my pay					
13	I am satisfied with my bonus					
14	I am satisfied with my incentive					
15	I am satisfied with my chances for promotion					
16	I am satisfied with my learning opportunities					
17	I have the opportunity to apply my personal expertise					
18	I am satisfied with my director's leadership					
19	I am satisfied with my relationship with colleagues					
	Performance Faculty					
20	I am skilled at work					
21	I work accurately					
22	I complete work according to the company's quality standards					
23	I work according to the expected standard					
24	I complete work faster than the specified time					
25	I do not delay work					
26	I have skills in the field of work					
27	I use the skills I have in the job					
28	I understand the task that needs to be done					
29	I complete the work according to a pre-determined schedule					
30	I take responsibility for the results of the work					
31	I am always present on time at work					