DO PERSONALITY FACTORS AFFECT THE KNOWLEDGE-SHARING BEHAVIORS OF UNIVERSITY STUDENTS IN OMAN? AN EMPIRICAL STUDY

Abstract:
Purpose: Investigating how personality traits affect knowledge-sharing behaviors among university students was the goal of this study conducted in Oman. The study aimed to investigate how interaction and cooperation affect learning outcomes and pinpoint obstacles to effective information sharing.
Methodology: To collect data for this study, 200 students from various higher education institutions in Oman participated in quantitative surveys. It was determined whether the constructs and path linkages were valid using structural equation modeling (SEM-PLS). The study's objective was to use statistical methods to analyze and assess the relationships between variables.
Findings: Consciousness and agreeability significantly impact how Oman University students behave when sharing knowledge. The relationship between extraversion, neuroticism, openness, and knowledge-sharing has no effect on knowledge-sharing behavior. Personality factors play a role in shaping student knowledge-sharing behaviors.

Keywords: Personality; knowledge-sharing; behaviors; university; students; Oman.

JEL Codes: L20, I25
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1. Introduction

Sharing knowledge is a form of efficient technique that intensifies the diffusion of learning successes, encourages individual learning behavior, and improves communication and understanding among people. People might exchange information and engage in interac-

tive learning through a knowledge-sharing platform. Feedback and knowledge reconstruction from a sharing platform might affect individual behavior (Xia & Ya,2012). Knowledge sharing is essential in building comprehensive knowledge, acting as a magic bullet for personal and organizational minds to be fused by enhancing their power to learn (Salloum, Al-Emran & Shaalan, 2018).

Knowledge sharing is one of the fundamental components of information management; without suitable knowledge-sharing methods, businesses may not be able to acquire or share knowledge. Fully understand its benefits and Knowledge assets. Sharing knowledge is critical to enhancing organizational value and developing skills and capabilities. Knowledge sharing is the primary facilitator of knowledge management and improved knowledge sharing Work-related benefits individuals and organizations (D'souza & Ali, 2019).

Sharing knowledge is crucial to learning, supporting others' learning processes, and generating new ideas through socialization and opportunity development. They can be characterized as human-serving activities promoting collaboration, cognitive change, organizational learning, and skill development to advance corporate and individual objectives (Ergün & Avc, 2018).

Sharing implicit and explicit knowledge fosters creativity, increases task effectiveness, and boosts organizational performance. Sharing of tacit information is also highly beneficial for the productivity of a business. Individual characteristics are essential because tacit knowledge is closely related to a person's experiences, ideas, and beliefs. They affect the way that people understand and acquire knowledge. Diverse abilities, knowledge, and skills are crucial for enhancing the performance of a company as a whole; the main apprehension of individual motives to share knowledge is vital to all management sciences (Obrenovic et al., 2020).

The voluntary transmission of theories, principles, and models between individuals and organizations is referred to as knowledge sharing. It promotes collaboration and teamwork because it encourages the production of fresh ideas and the sharing of existing ones. (Obrenovic et al., 2021).

It is essential to provide students with the right abilities to share knowledge, so many higher education institutions in Oman offer courses in several fields, such as entrepreneurship, which has been made a compulsory requirement for graduation because it prepares

the student as can enhance and facilitate the process of knowledge exchange among students (Fauzi et al., 2021).

One of the difficulties institutions and universities face as a strategy for accelerating progress is knowledge exchange—the individual and institutional learning processes. Universities increasingly encourage students to share their knowledge, experiences, and abilities. Universities need to manage intellectual assets because they are a dynamic repository of people, knowledge, and activity that contributes to creating and transferring new knowledge to society and plays a significant role in producing the economy. Universities had to confront these difficulties in order to find contemporary approaches that would allow them to continue and improve their capacity for successfully achieving their objectives in light of these developments (Gharieb, 2022).

The personal factors of the individual influence the exchange of knowledge; it has been observed that people with a high level of self-efficacy to exchange knowledge believe that it can support society to address related problems or what can It has an impact on society, Whereas individuals who lack self-efficacy are concerned about the possibility of Mislead others or provide useless messages (Cai et al., 2022).

Knowledge exchange behaviors positively promote more interaction and cooperation between students and others. Still, student participation is multidimensional, as some behaviors affect university students' knowledge exchange. These behaviors can vary depending on many factors. Motivational and contextual factors can change, and their influence on learning outcomes and academic outcomes in and of itself is seen as an essential indicator of student success and well-being. Also, social factors or social relationships affect the student's behavior, so it is possible to set up group lectures that are prevalent in many higher education institutions, which may diminish the interactions between students and teachers and the widespread use of communication programs on a large (Ngoc Hoi, 2021).

Hence the research objectives and research to assess how personality factors (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness) influence the knowledge-sharing behaviors of university students in Oman.

2. Literature Review

Ergün and Avc (2018) examined how undergraduate students' knowledge-sharing self-efficacy, motivation, and community-feeling traits relate to knowledge-sharing behaviors, namely knowledge receiving and knowledge giving. There were students there from two different universities. Stepwise multiple regression analysis was used to identify the variables influencing knowledge-giving and -getting behaviors. They discovered that rewards and a sense of community were the second and third most significant predictors of knowledge-giving and receiving behaviors. Only internal influences impacted knowledge giving, but external effects and goal growth did. They also discovered that independence affects knowledge sharing more favorably than acquiring knowledge.

The relationship between social capital, self-protection, self-presentation, and knowledge-sharing behaviors among higher education students was examined in the study by Qazi et al. (2020). The researchers looked at how these elements affect students' participation in knowledge-sharing activities. To explore the data, they employed partial square structural equation modeling. The outcome demonstrated that threat assessment and knowledge-sharing behavior are positively and significantly impacted by public awareness of information security and awareness of information security policy. Source credibility and knowledge-sharing behavior have a favorable and significant association with social capital.

Nguyen et al. (2019) The direct and indirect consequences of incentives to share information have been explored. They found that higher levels of information sharing were connected with both extrinsic and intrinsic motivational factors, while the effect was more substantial for the latter. Furthermore, the findings showed that the moderation of the variables explained the inherent variance. Additional research showed several variables impacted the association between motivation and information sharing. We found that this relationship was moderated by individual characteristics, such as age and gender; organizational contexts, such as closed versus open systems and IT infrastructure; and cultural contexts, such as collectivism, uncertainty avoidance, performance orientation, and authority

distance. The degree to which motivation influenced knowledge-sharing behaviors was discovered to be impacted by these variables.

Lin & Huang (2020) found that the value of team member contributions and trust significantly impacts the effectiveness of teams and knowledge sharing. In this learning context, knowledge sharing was crucial and served as a critical mediator between team members' increased confidence and their perceptions of the value of their contributions.

Wahyudi, (2019) It is theorized that knowledge-sharing behaviors inside an organization positively impact innovative work behavior. Structural equation modeling (SEM) results demonstrate that the suggested hypotheses are valid. According to the findings of this study, knowledge-sharing behavior and organizational fit have a beneficial impact on creative work behavior.

Srivastava and Josh's)2018) results show a favorable correlation between technology leadership at the group level and knowledge-sharing behavior at the individual level when the role of technology leadership in knowledge-sharing behavior has been studied. Furthermore, the findings showed that IT assistance for knowledge management reduces the mediating impact of Internet self-efficacy, improving its influence on knowledge-sharing behavior.

Naz et al. (2019) studied the relationship between emotional intelligence and the behavior of knowledge and its primary mechanism. In an intensive knowledge era, they used an analyzing an assertion factor and the form of the micro-micro-box to model the structure equation; the results indicate that emotional intelligence is associated with a positive linkage. Moreover, job satisfaction and organizational commitment mediate the relationship between emotional intelligence and behavior of knowledge exchange. In this study, they suggested that the administration must stimulate human resources management programs that develop behaviors and positive functional behaviors for staff and innovate a selection of staff. Le & Lei (2018) have predicted the behavior of knowledge participation of library staff and its impact on achieving sustainable development goals using planned behavioral theory. The study revealed that the situation and self-sustainable control and self-criteria significantly affected the intention of participation. Knowledge exchange positively impacts and is essential to achieve sustainable development goals. Their studies concluded that to contribute significantly to sus-

tainable development goals; they must ensure effective behavior of knowledge exchange on information on sustainable development goals.

Ahmed and Kirim (2019) found in their studies that the results of knowledge exchange are based on three levels: the individual (student), the teams, and finally, the organization (university or university institution). Specific effects are summarized for each group. Thus the most common factors are outlined. Including study is affected by knowledge participation, creativity, learning, and performance.

Tong & LI (2020) compared their studies between technical variables that have emerged in the lecture hall education model to discover the mechanism of knowledge role with students and generate behavior, which is practically essential to enhance teaching effectiveness. The results revealed that teacher support for the interaction and quality of information has significant positive effects on both the perceived use and perceived use and affects the target to share knowledge through the long-term and perceived ease of use; Easy to use, the perceived interest, and mark; it is significantly affecting knowledge exchange. The knowledge is intensified significantly and positively impacts the behavior of knowledge exchange.

The researchers have constructed a research framework to evaluate the association between personality traits acting as independent variables and knowledge-sharing behaviors acting as the dependent variable in this study. In addition to outlining the study's basic structure, the theoretical framework offers a logical basis for conducting a thorough literature evaluation. Investigating how personality traits affect knowledge-sharing behaviors is the goal. This study uses Goldberg's "big five model" (Goldberg, 1990) to explore the influence of personality factors on knowledge-sharing behaviors among university students in higher educational institutions in Oman. The research framework's schematic diagram, shown in Figure 1, visually displays the connections between the variables being studied.

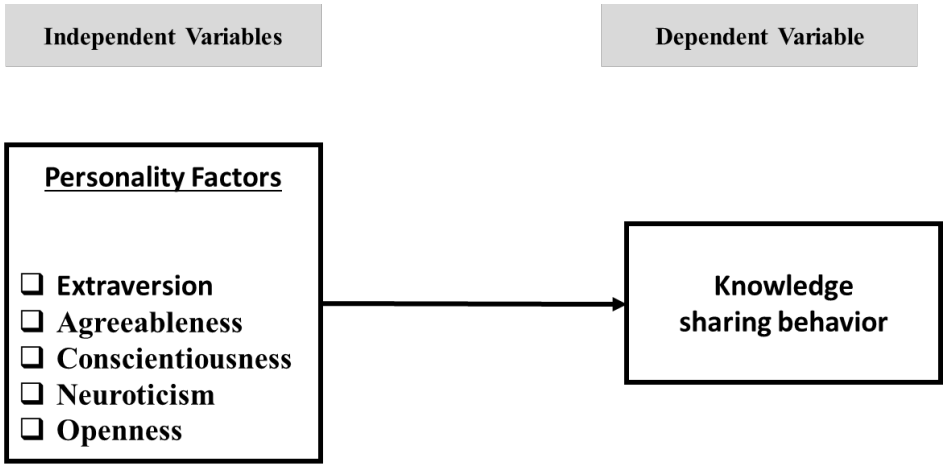


Figure 1. Schematic Diagram of Research Framework

The Link between personality factors and knowledge-sharing behaviors of university students in Oman

Pei-Lee et al. (2011) aimed to determine how people's knowledge-sharing behaviors and the Big Five Personality (BFP) traits relate to one another. The researchers updated the Theory of Reasoned Action framework to include the BFP components. Their study's results offered empirical proof for this new model, showing that the BFP elements influence people's knowledge-sharing behavior. Jami Pour and Taheri (2019) found that the big five personality traits influence students' subjective well-being (SWB), perceived trust, and knowledge-sharing behavior. This study discovered that all of the characteristics—aside from conscientiousness—significantly influenced how students shared information. According to Alam et al. (2020), personal qualities (PTs) influence innovative behavior (IB) favorably. The effect of PTs on IB was most noticeable among staff members of functional departments.

Additionally, it was discovered that knowledge-sharing behavior (KSB) positively moderated the link between PTs and IB. Additionally, there were noticeable changes in the diameters of PTs between the two groups. Hence it is hypothesized that:

H_{01}: Extraversion traits positively influence the knowledge-sharing behaviors of university students in Oman.

H_{02}: Agreeableness traits positively influence the knowledge-sharing behaviors of university students in Oman.

H_{03}: Conscientiousness traits positively influence the knowledge-sharing behaviors of university students in Oman.

H_{04}: Neuroticism traits positively influence the knowledge-sharing behaviors of university students in Oman.
H_{05}: Openness traits positively influence the knowledge-sharing behaviors of university students in Oman.

3. Methodology

Sharing knowledge deepens the spread of learning achievements and promotes shared understanding and communication. The individual can exchange information through the knowledge exchange platform and engage in an interactive learning process. The individual's Personal factors affect knowledge exchange among university students. The data for this study was based on a quantitative approach. A questionnaire was created with a set of questions for students from different disciplines and universities in the Sultanate of Oman to assess the influence of personal factors on the behavior of knowledge exchange among university students in Oman. The independent variable is the personality factor, and the dependent variable is knowledge-sharing behavior. This questionnaire is adapted from Pei-Lee, Chen, Chin, and Siew (2011); Yuen and Majid (2007), which is attached (Appendix-A).

The population of this study consists of students at prominent universities in Oman. The sample size is 126 responders.
A set of survey instruments with questionnaires was used to measure the variables in this study. That affects the knowledge exchange behaviors of university students in the Sultanate of Oman. The study will analyze the data using Partial Least Squares and Structural Equation Modeling (PLS-SEM) software.
It is recommended that Cronbach's alpha and composite reliability be at least 0.6. (Hair et al., 2014) and achieved in this research. The current research composite reliability is shown in Figure 2.

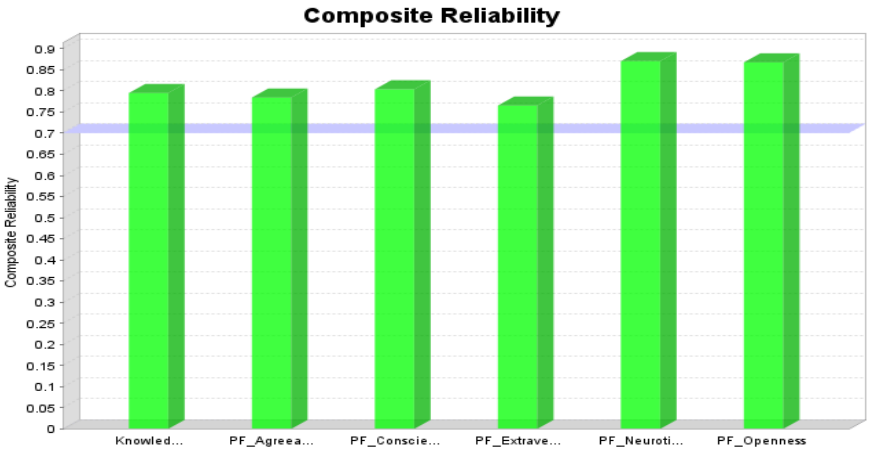


Figure 2. Composite reliability

4. Analysis and Findings

Demographic characteristics

Below, Table 1 provides demographic information for the sample selected in the current study.

Table 4.1

Demographic characteristics

Items	No.	%
Gender		
Male	20	15.87
Female	106	84.13
Total	126	100
Age		
<20	31	24.60
21-40	82	65.08
>40	13	10.32
Total	126	100
Nationality		
Omani	125	99.21
Non-Omani	1	0.79

Total	126	100
Major		
Accounting	28	22.22
Non-accounting	98	77.78
Total	126	100
Graduation		
Graduated	64	50.79
Not Graduated	62	49.21
Total	126	100
CGPA		
0.00-1.99	48	38.10
2.00-3.00	66	52.38
3.00-4.00	12	9.52
Total	126	100

Descriptive Statistics

Table 4.2 below describes descriptive statistics, the mean average of the dependent variables, knowledge-sharing behaviors, represents 4.125 with a standard deviation of 0.483. While for the independent variable, the personality factors of Agreeableness and Conscientiousness, Extraversion, Neuroticism, and Openness show an average of 4.192 and 4.052, 3.774, 2.829, 3.852, respectively, and standard deviation of personality factors Agreeableness and Conscientiousness, Extraversion, Neuroticism, Openness shows 0.525 and 0.531,0.625,0.853,0.687 respectively. The effectiveness of the independent variables will have a positive impact on Knowledge sharing behavior.

Table 2. Descriptive Statistics

Variables	**Mean**	**Min**	**Max**	**Standard Deviation**
Knowledge sharing behavior	4.125	2.000	5.000	0.483

PF_Agreeableness	4.192	2.000	5.000	0.525
PF_Conscientiousness	4.052	1.657	5.000	0.531
PF_Extraversion	3.774	1.768	5.000	0.625
PF_Neuroticism	2.829	1.000	5.000	0.853
PF_Openness	3.852	2.000	5.000	0.687

Discriminant Validity Construct

To test the validity of discrimination, all subjective factors were used to measure their effect on the conformity of the knowledge exchange behavior, where the percentage of a factor ranged from agreeableness to 0.516, and the percentage of conscientiousness was 0.516, Conscientiousness factor 0.530 and the Extraversion was 0.416, Neuroticism -0.261 and Openness 0.399. The results collected from the survey were examined, and the discriminatory validity test assures that each construct is distinct from the others being considered. The discriminant validity test used the AVE square root test with a correlation of latent variables. Specifically, each construct's square root of the AVE must be greater than its highest correlation value with the other constructs (Sudibjo & Prameswari 2021).

Table 3.

Discriminant Validity

Variables	**Knowledge sharing behavior**	**PF_Agreeableness**	**PF_Conscientiousness**	**PF_Extraversion**	**PF_Neuroticism**	**PF_Openness**
Knowledge sharing behavior	0.663					
PF_Agreeableness	0.516	0.652				
PF_Conscientiousness	0.530	0.641	0.715			
PF_Extraversion	0.416	0.534	0.501	0.669		
PF_Neuroticism	-0.261	-0.131	-0.193	-0.277	0.793	
PF_Openness	0.399	0.368	0.446	0.433	-0.152	0.828

R Square (R^2) is used to assess the structural model or inner model for endogenous components. The R2 value for the latent endogenous constructs variable, especially knowledge-sharing behavior, was determined to be 0.381 for the current study's PLS (Partial Least Squares)

model testing. This R^2 value is significant because it shows that the five factors—PF_Agreeableness, PF_Conscientiousness, PF_Extraversion, PF_Neuroticism, and PF_Openness—can account for about 38.1% of the variance in knowledge-sharing behavior. Table 4 contains the PLS results for R Square and R Square Adjusted.

Table 4.

Explanation of the Variance

	R Square	**R Square Adjusted**
Exogenous Variables -> Endogenous (Knowledge sharing behavior)	0.381	0.355

Hypothesis Testing

First, the study shows that, with a path coefficient of beta value β 0.259, PF_Agreeableness significantly influences information-sharing behavior. This suggests that more agreeable people are more inclined to participate in knowledge-sharing activities. Further confirming the association, the coefficient is statistically significant (t=2.135, p=0.033).

Second, as shown by a path coefficient of beta value β 0.243, the results show that PF_Conscientiousness also significantly affects knowledge-sharing behavior. This indicates that conscientious people are more likely to participate in activities that promote information sharing. This relationship's relevance is strengthened by the coefficient's statistical significance (t=2.474, p=0.014).

The analysis, however, shows that PF_Extraversion has a negligibly strong positive connection with knowledge-sharing behavior. The path coefficient of beta value, β 0.050, indicates that information sharing may be less frequent among those with stronger extraversion tendencies. This connection's lack of statistical significance (t=0.478, p=0.633) suggests that extraversion may not significantly affect knowledge-sharing behavior.

Additionally, with a path coefficient of beta value -0.143, the findings imply that PF_Neuroticism has a detrimental effect on knowledge-sharing behavior. This suggests that those who are more neurotic may be less likely to participate in activities that promote information exchange. Similar to extraversion, this link is not statistically significant (t=1.742, p=0.082), suggesting that more research is needed to determine how neuroticism affects knowledge-sharing behavior.

As shown by a path coefficient of beta value -0.143, 0.152, the analysis concludes that PF_Openness is positively associated with information-sharing behavior. This indicates that those more receptive to new things are more likely to engage in knowledge-sharing activities. More research is needed to understand the impact of openness on knowledge-sharing behavior thoroughly. However, this link is not statistically significant (t=1.542, p=0.124), comparable to extraversion and neuroticism.

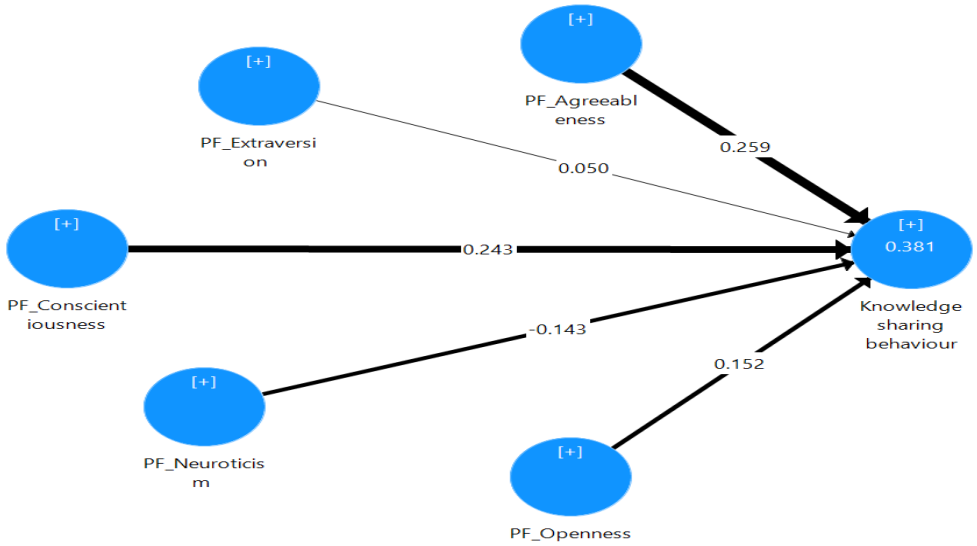
Table 5. Path Coefficients

Hypothesis	β	Sample Mean (M)	Standard Deviation (STDEV)	t Statistics (|O/STDEV|)	P Values	Supported/ Not Supported
PF_Agreeableness -> Knowledge-sharing behavior	0.259	0.272	0.121	2.135	0.033	Supported
PF_Conscientiousness -> Knowledge-sharing behavior	0.243	0.230	0.098	2.474	0.014	Supported
PF_Extraversion -> Knowledge-sharing behavior	0.050	0.071	0.105	0.478	0.633	Not Supported
PF_Neuroticism -> Knowledge-sharing behavior	-0.143	-0.166	0.082	1.742	0.082	Not Supported
PF_Openness -> Knowledge-sharing behavior	0.152	0.140	0.099	1.542	0.124	Not Supported

Note: Significance levels: *** P < 0. 001 (t >3.33), **p < 0. 01 (t >2.33), *p < 0.05 (t >1.605)

SEM-PLS results are shown in Figure 3, the results of testing hypotheses.

Figure 3.
Demonstrate the results of testing hypotheses.



5. Discussion

Personality factors (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness) and their influence on knowledge-sharing behaviors of university students in Oman.

This study aims to determine how personal factors affect knowledge sharing. The efficient facilitation of information exchange is a significant difficulty that institutions and universities face, and it is the focus of this research. This study aims to improve the educational process at both the individual and institutional levels, ultimately resulting in quicker learning and development, by examining how personal characteristics affect information transfer. This study used five independent variables: (extraversion, acceptance, conscientiousness, neuroticism, and openness).

There is a correlation between the effective exchange of knowledge and the traits of extraversion, agreeableness, neuroticism, conscientiousness, and openness, as these five factors can affect the learning outcomes in universities and the development of knowledge.

A study was conducted containing a sample size of 126, and data was collected from a questionnaire that included 126 respondents (28 accounting majors) students studying in various higher education institutions located in the Sultanate of Oman. This study focuses on how to increase and develop knowledge-sharing behaviors (which are our dependent variables) by depending on five factors (independent

variables, which are Personality factors (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness) because both are related to each other and about knowledge-sharing behaviors. So, it is practically essential to enhance the effectiveness of teaching; it is possible to develop the personal factors of individuals by increasing awareness and attention to this aspect, as it affects the purpose of sharing knowledge as well as supporting interaction and quality of information and intensify knowledge, we record about the data that we are getting through our questionnaire (our response).

- Extraversion and its influence on knowledge-sharing behaviors of university students in Oman

Britwum et al. (2022) found the extraversion factor includes the characteristics of joyful individuals, where they have feelings of joy and happiness and are more tolerant, cooperative, and flexible. A study showed that these people have strength and enthusiasm and tend to seize opportunities, as extroverted individuals are characterized by confidence, honesty, and a desire to Deal with social situations, so they are willing to share knowledge with others.

In another study, Harb et al. (2021) found that extraversion impacted a person's beliefs about a specific behavior. These people have positive feelings and are social, talkative, open-minded, and active. Therefore, extroverted students show more significant activity in exchanging knowledge with others.

- Agreeableness and their influence on knowledge-sharing behaviors of University Students in Oman

The result revealed that the personality factors agreeableness have a significant relationship with Knowledge sharing behaviors where it was *$p < 0.05$, $t=2.135$. Harb et al. (2021) found Previous studies that examined the relationship between knowledge exchange and approval concluded that individuals with high agreeability possess feelings of kindness, empathy, and helpfulness and thus support participation in cooperative activities and assistance in knowledge exchange. Also, the agreeable individual tends to be trustworthy and combined with others.

The result revealed that the personality factors agreeableness have a significant relationship with Knowledge sharing behaviors where it was *$p < 0.05$, $t=2.135$. Several personality qualities, including extraversion, agreeableness, openness to experience, and conscientiousness, were found to positively influence students' knowledge-sharing behav-

ior in a study by Suryadi et al. (2022). These characteristics support a higher readiness to impart knowledge to others. However, it was also noted that the temperamental trait neuroticism, characterized by instability, had a detrimental effect on knowledge-sharing behavior. Higher neuroticism among students was associated with difficulties in information-sharing relationships, which may have reduced their willingness to impart knowledge to others.

- Conscientiousness and its influence on knowledge-sharing behaviors of university students in Oman

The result revealed that the conscientiousness personality factors have a significant relationship with Knowledge sharing behaviors where $p < 0.05$ $t= 2.474$. Nishanthi and Munasinghe (2021) found conscientiousness affects social relationships between people, and studies have revealed that people with awareness and self-discipline show a more collaborative personality and have an intrinsic motivation to achieve knowledge-sharing activities compared to those with a lower level of conscientiousness. Being conscientious has a positive effect, as conscientious students have a greater intention to share their knowledge.

- Neuroticism and their influence on knowledge-sharing behaviors of university students in Oman

Harb et al. (2021) found through previous studies that emotional instability, another name for neuroticism, negatively affects knowledge sharing. Whereas emotional stability affects the participatory activities of students, and studies have confirmed that people with high levels of neuroticism tend to feel or experience negative feelings such as anxiety, self-doubt, and melancholy; in contrast, individuals who tend to have low levels of neuroticism are more likely For emotional stability, and therefore individuals who suffer from neuroticism are emotionally unstable and appear to have the problem of anxiety, guilt, and lack of self-esteem. For example, a nervous student has less knowledge-sharing behavior because of his negative feelings.

- Openness and their influence on knowledge-sharing behaviors of university students in Oman.

Nishanthi & Munasinghe (2021) found a previous study that showed that extroverted individuals are curious and desire to obtain new and innovative experiences. Therefore, they have experience in thinking about alternative approaches. These people also enjoy updating their knowledge and learning new things. Therefore, students with a high openness grade are more experienced and eager to share knowledge.

Conclusion

The current research aimed to investigate the personal factors affecting the knowledge-sharing behaviors of university students in Oman. The results and statistics of the respondents were presented by searching for the consequences (knowledge-sharing behaviors and personal factors), where validity was measured between the responses, and a positive relationship appeared in the responses when measuring how personal factors affect knowledge-sharing behaviors. In addition, we showed positive hypotheses and results on personal factors, which means that positive results substantially impact enhancing knowledge sharing (this expresses a positive relationship and their impact on each other).

The results showed that the student's factors are related to knowledge sharing, which indicates that personal factors such as extraversion, openness, good compatibility, and other factors significantly affect the exchange of ideas and knowledge.

6. Implications

The findings of this research have several theoretical ramifications. First, it identifies mindfulness and agreeableness as the two most crucial personality traits that affect how university students exchange knowledge. These results are in line with the correlates of agreeableness identified in earlier research (Asendorpf & Wilpers, 1998; Meier & Robinson, 2004). Institutions and educators can create interventions to encourage knowledge sharing among students by better understanding these qualities. The study highlights how sharing knowledge improves student achievement, self-confidence, and innovation. This emphasizes the advantages of encouraging a culture of information sharing in colleges. The research also implies that information sharing may have effects beyond the confines of academic institutions. The study suggests that universities actively promote and enable information-sharing efforts to improve student knowledge-sharing. To provide a more comprehensive picture of information exchange habits, it also recommends including several colleges outside of Oman in future studies.

With practical implications, by putting the study's conclusions into practice, universities can improve student knowledge exchange and reap the rewards. This can be accomplished through creating cooperative learning environments, encouraging an atmosphere of openness

and cooperation, and giving students venues and chances to share their knowledge with others. Organizations can use the advantages of information sharing to boost productivity and encourage innovation. They can encourage staff members to actively share their expertise and experiences, develop forums and spaces for collaboration, and use knowledge management tools to gather and disseminate essential knowledge throughout the company. The study also recommends examining additional personality traits that could affect knowledge-sharing practices. The effective promotion of information sharing can be aided by identifying and comprehending these characteristics.

7. Limitations and future research directions

This study concentrated on five personality traits and was carried out exclusively in Oman. Future research should consider incorporating a more comprehensive range of universities and cultures to evaluate the generalizability of the findings in other circumstances. Although this study focused on five personality variables, additional characteristics may also affect how people share knowledge.

Future studies should examine the influence of additional personality components to develop a more thorough understanding of the role of personality characteristics on information exchange. Examine the mediating and moderating elements that might affect how personality traits and knowledge-sharing behaviors relate to one another. Investigate social norms, organizational culture, motivation, and technology facilitation. Future research can Examine the elements that affect people's motivation to engage in actions related to information sharing. Examine the interactions between personality traits and internal and extrinsic motivating factors influencing information-sharing behaviors.

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