

"The Impact of Knowledge Sharing Mechanisms on Enhancing Strategic Planning Efficiency: A Field Study in the Lebanese Higher Education Sector"

Researcher:

Abdeljawad Ibrahim Kassir

PhD in Business Administration, Faculty of Business Administration, Jinan University, Lebanon

Jksr13@gmail.com

• Abstract

This study investigates the impact of knowledge sharing on the quality of strategic planning within Lebanese higher education institutions. Utilizing a descriptive-analytical approach, data were collected from a sample of 311 faculty members and administrative staff through a structured questionnaire. The research framework examined five key dimensions: planning for planning, environmental analysis, strategic objective formulation, operational planning, and monitoring and evaluation.

The findings reveal a statistically significant positive impact of knowledge sharing on the quality of strategic planning, with strategic planning processes explaining approximately 61.7% of the variance in knowledge-sharing practices ($R^2 = .617$). The results indicate that while operational planning is robustly implemented, there are notable deficiencies in environmental analysis and systematic monitoring and evaluation. Furthermore, the analysis highlights significant demographic variations; private institutions consistently reported higher levels of strategic planning and knowledge-sharing efficacy compared to public institutions. Similarly, professional role and years of experience were found to be significant predictors of institutional perception. These findings suggest that to enhance strategic resilience, Lebanese higher education institutions must shift toward a more participatory governance model that institutionalizes knowledge exchange, bridges the participation gap among diverse stakeholders, and strengthens feedback loops between strategic objectives and operational outcomes.

Keywords: Knowledge Sharing, Strategic Planning, Higher Education, Lebanese Universities, Organizational Performance, Institutional Governance.

• Introduction

Contemporary management thought is witnessing methodological shifts driven by the challenges of globalization and technological advancement, prompting organizations to mobilize their capabilities to enhance competitiveness and improve strategic decision-making mechanisms (Alhadi, 2021; Raudeliuniene & Matar, 2022). In this modern economy, knowledge has emerged as the most critical strategic resource and the primary driver of sustainable competitive advantage (Zack, 1999). Knowledge management has proven effective as an integrated system seeking to acquire, develop, and disseminate knowledge to achieve the highest levels of organizational effectiveness (Saidi, 2019). The process of knowledge sharing emerges as a decisive element within this system, as it stimulates the exchange of tacit and explicit expertise, thereby enhancing individual efficiency and productivity (Raudeliuniene & Matar, 2022).

Effective strategic planning requires a robust knowledge structure to reduce uncertainty and support administrations in anticipating future challenges (Malek, 2020). Strategic planning is not merely a top-down path for resource allocation; rather, its success requires the engagement of various administrative levels to ensure the quality of plans and increase adoption rates during actual implementation (Bourkoua, 2021). This participation relies on knowledge flow mechanisms among teams, where information exchange contributes to unifying visions and building sound strategies, making a participatory environment built on knowledge flow a fundamental pillar for enhancing strategic planning efficiency (Malek, 2020).

This dynamic acquires double importance in higher education institutions, as they are entities that rely in their core operations on knowledge production and the development of intellectual capital (Alhadi,

2021). In the Lebanese context specifically, the higher education sector represents a vital environment facing high levels of competitiveness and structural challenges that require continuous improvement of administrative procedures through strategic planning based on precise data (Hteit & Khalil, 2025; Kaissi, 2011).

Despite the extensive coverage of knowledge management and strategic planning variables in previous literature, a clear research gap remains in explaining the direct impact of knowledge sharing mechanisms in building a participatory environment and the reflection of this on strategic planning efficiency within the Lebanese field reality (Raudeliuniene & Matar, 2022). Consequently, this research aims to build an integration between the theoretical framework and the actual reality to understand the role of knowledge dissemination mechanisms in enhancing the participatory environment, as a primary gateway to improving strategic planning practices in the Lebanese higher education sector, thereby paving the way for scientific recommendations that support organizational performance and refine the competitive position of this vital sector (Hteit & Khalil, 2025).

• Research Problem

Higher education institutions in Lebanon face complex structural and environmental challenges, necessitating flexible strategic responses capable of adapting to rapid changes and maintaining a competitive advantage (Kaissi, 2011; Hteit & Khalil, 2025). Within this landscape, there is an urgent need to adopt effective strategic planning practices that transcend traditional models based on centralized, top-down decision-making, shifting toward more comprehensive frameworks based on the involvement of various administrative and academic levels (Bourkoua, 2021). However, building this participatory environment faces organizational and cultural obstacles that hinder the activation of individuals and work teams in formulating visions and defining future directions (Malek, 2020).

Given that knowledge represents the core resource for the work of academic institutions (Alhadi, 2021), a scientific assumption emerges suggesting that deficiencies in strategic planning efficiency are closely linked to weak information flow mechanisms and the absence of effective channels for distributing knowledge among institutional departments (Saidi, 2019; Zack, 1999). Without an administrative system that ensures the continuous flow of tacit and explicit expertise and data, institutions fail to create a truly participatory space, which negatively reflects on the accuracy and objectivity of strategic plans and weakens the level of commitment of human resources to implement them on the ground (Raudeliuniene & Matar, 2022).

Based on this diagnosis, the research problem crystallizes in examining the nature of the intersection between knowledge flow dynamics and the quality of strategic practices within the field context of Lebanese universities. This problem can be formulated in the following central question: What is the role of knowledge distribution mechanisms in enhancing a participatory environment, and how does this reflect on the efficiency of strategic planning in higher education institutions in Lebanon?

Emerging from this central question are the following:

- Is there a statistically significant impact of knowledge sharing in higher education institutions in Lebanon on the quality of strategic planning?

Additionally, this research seeks to answer the following sub-question:

- Are there statistically significant differences in the level of applying knowledge sharing and the quality of strategic planning according to demographic variables (gender, job title, years of experience, and university classification)?

• Hypotheses

Based on the research problem and the aforementioned theoretical frameworks, the hypotheses of this study are formulated as preliminary, statistically testable answers:

- There is a statistically significant impact of knowledge sharing in higher education institutions in Lebanon on the quality of strategic planning.
- There are statistically significant differences in the level of applying knowledge sharing and the quality of strategic planning according to demographic variables (gender, job title, years of experience, and university classification).

• Research Objectives

The primary objective of this study is to investigate the impact of knowledge distribution mechanisms on the efficiency of strategic planning within Lebanese higher education institutions. This scientific endeavor stems from the urgent need to develop modern administrative frameworks that enable these institutions to efficiently invest their intellectual capital, thereby ensuring their sustainability and supporting their competitive ability in a rapidly changing environment.

To achieve this comprehensive goal, the research branches into specific analytical paths:

- Diagnosing the field reality of knowledge dissemination and exchange practices across various academic and administrative levels, alongside evaluating the maturity level of current strategic planning processes in those universities (Kaissi, 2011).
- Extending the analytical scope to test the nature of the correlation and causal relationship between knowledge flow and the level of organizational participation, aiming to understand the mechanisms through which explicit and tacit knowledge sharing channels contribute to bridging administrative gaps and establishing a culture of teamwork (Bourkoua, 2021; Raudeliuniene & Matar, 2022).
- Culminating these analytical objectives with an applied goal that focuses on formulating an integrated framework and providing robust scientific recommendations based on field evidence (Malek, 2020; Zack, 1999). These findings are intended for university leaders and decision-makers to guide the allocation of resources toward adopting participatory planning models based on effective knowledge flow (Malek, 2020; Zack, 1999).

• Significance of the Study

This study derives its significance from the methodological intersection between scientific academic dimensions and practical application in approaching institutional work dynamics. On the scientific and theoretical level, this research contributes to enriching contemporary management literature by providing a precise treatment of the research gap regarding the testing of the mediating role of a participatory environment in the impact path between knowledge distribution mechanisms and strategic planning efficiency (Bourkoua, 2021). The scientific value of this proposal lies in going beyond the study of direct linear relationships between variables and moving toward deconstructing the nature of internal organizational interactions. This provides a deeper understanding of the mechanisms for transforming distributed knowledge into tangible strategic practices through the gateway of institutional teamwork (Raudeliuniene & Matar, 2022; Zack, 1999).

On the practical and applied level, the study's significance stems from its close connection to the reality of the higher education sector in Lebanon, which represents a strategic environment facing competitive pressures and operational challenges that require radical and continuous updating of administrative systems (Kaissi, 2011). This research path provides a reference framework based on field evidence to be placed in the hands of university leaders and decision-makers to assist them in designing organizational policies that support knowledge flow and entrench a participatory approach in formulating future visions (Hteit & Khalil, 2025). Adopting these orientations would effectively contribute to improving strategic plan construction processes, reducing administrative implementation gaps, and raising the return on investment in intellectual capital. Ultimately, this enhances the flexibility of academic institutions and ensures the sustainability of their competitive ability (Alhadi, 2021; Malek, 2020).

- **Scope of the Research**

- **Knowledge Scope:** Identifying knowledge sharing as one of the processes of knowledge management, and environmental analysis as one of the processes of strategic planning.
- **Geographical Scope:** Higher education institutions in Lebanon.
- **Temporal Scope:** The academic year 2023–2024.
- **Human Scope:** Administrative and teaching staff in business administration faculties within higher education institutions in Lebanon.

- **Research Terms and Definitions**

- **Knowledge Management:** The various efforts exerted by those in charge of knowledge to organize and build the organization's capital from information resources (Al-Suhaimi, 2009: 4).
- **Knowledge Sharing:** The process of delivering the necessary knowledge to work teams or the employee who needs it at the appropriate time and place, at a reasonable cost, with the aim of performing required tasks effectively and efficiently and addressing problems (Kim & Lee, 2006: 370–85).

- **Strategic Planning:** The approved means to achieve a specific goal, which is the organization's mission, or the unified, comprehensive, and integrated plan to ensure the achievement of the organization's objectives. It includes defining the organization's main long-term goals and purposes, while preparing a set of alternatives to deal with variables and planning the resources necessary to achieve those goals (Al-Shuwaikh, 2007: 25).

• Research Instrument

Drawing upon an extensive range of prior studies that addressed the research variables, a specialized questionnaire was developed comprising three primary sections: general demographic information, knowledge sharing, and strategic planning. The first section included six questions, while the second section consisted of eight statements. The third section, designed to measure the dependent variable (strategic planning), comprised twenty statements distributed across the five strategic planning processes: planning for planning and formulating the vision and mission, environmental analysis, formulation of strategic objectives, operational plan, and monitoring and evaluation, with four statements for each process. Before finalizing, the questionnaire underwent a review and validation process; it was then converted into an electronic format and distributed—following the acquisition of necessary approvals—to administrative and teaching staff across 28 business administration faculties in Lebanese universities, resulting in 311 responses that constitute the research sample. Statistical processing was conducted using the Statistical Package for the Social Sciences (SPSS) software.

The questionnaire results were subsequently subjected to reliability and validity testing. Cronbach's alpha reached 0.938 for the first variable and 0.968 for the second, while the Spearman-Brown split-half reliability coefficient recorded 0.889 for the first variable (knowledge sharing) and 0.924 for the second (strategic planning), indicating high reliability (greater than 0.7) for the questionnaire should it be administered repeatedly. Regarding construct validity, the Pearson correlation coefficient was utilized to calculate the significance level and correlation coefficient between each statement and its corresponding variable to ensure that the variable's mean accurately reflects each of its constituent statements.

It is evident that the statistical significance level is less than 0.05 shown in Table 1, indicating a statistically significant relationship between each item of a variable and the mean of that variable. Furthermore, the Pearson correlation coefficients exceed 0.7 for all items, demonstrating a very strong positive relationship. This confirms that the mean of each variable accurately and validly represents all the items it comprises.

Table 1: Correlation Analysis between Variable Means and Constituent Items

	Knowledge Sharing	Dimensions of Strategic Planning Processes				
		Dimension 1 st	Dimension 2 nd	Dimension 3 rd	Dimension 4 th	Dimension 5 th
Item 1	.828**	.745**	.874**	.869**	.806**	.922**
Item 2	.807**	.894**	.885**	.898**	.836**	.912**
Item 3	.873**	.912**	.884**	.891**	.798**	.831**
Item 4	.880**	.837**	.910**	.885**	.829**	.845**
Item 5	.847**					
Item 6	.873**					
Item 7	.786**					
Item 8	.786**					

** Correlation is less than 0.01

Findings

Table 2: Demographic Characteristics of the Research Sample (N = 311)

		N (%)
Gender	Male	229 (73.6%)
	Female	82 (26.4%)
Age	20-29 years	31 (10.0%)
	30-39 years	97 (31.2%)
	40-49 years	104 (33.4%)
	50+ years	79 (25.4%)
Academic Level	Bachelor's degree	40 (12.9%)
	Master's degree	143 (46.0%)
	PhD	128 (41.2%)
Job Title	Faculty member	234 (75.2%)
	Administrative staff member	77 (24.8%)
Years of Experience	1 - 5 years	60 (19.3%)
	6 - 10 years	89 (28.6%)
	11 - 15 years	84 (27.0%)
	16+ years	78 (25.1%)
University Classification	Public	68 (21.9%)
	Private	243 (78.1%)

The demographic distribution of the research sample (N = 311) reveals a predominance of male participants, who accounted for 73.6% (n = 229) of the total, compared to 26.4% (n = 82) for females. In terms of age, the sample demonstrated a mature professional profile, with the majority of respondents falling within the 30–39 (31.2%) and 40–49 (33.4%) age brackets, while those aged 50 and above comprised 25.4%. Only a small fraction (10.0%) of the participants were in the 20–29 age group.

Regarding academic and professional qualifications, the sample reflects a highly educated cohort; 87.2% hold either a Master's degree (46.0%) or a PhD (41.2%), whereas those with a Bachelor's degree represent 12.9%. This educational background aligns with the occupational distribution, as faculty members constituted the majority at 75.2% ($n = 234$), compared to 24.8% ($n = 77$) for administrative staff. The sample also exhibits significant professional longevity, with 52.1% of participants possessing more than 11 years of experience, distributed relatively evenly across the experience categories. Finally, the majority of the data was sourced from private institutions, which accounted for 78.1% ($n = 243$) of the sample, while public university employees comprised 21.9% ($n = 68$).

Table 3: Descriptive Statistics for Knowledge Sharing Mechanisms (N = 311)

	Mean (SD)
Encouraging and fostering dialogue and discussion among individuals to convey knowledge	3.91 (0.94)
Relying on modern means such as the Internet and e-mails	4.07 (0.89)
Establishing accessible and user-friendly information databases	3.92 (0.94)
Motivating experienced staff to share their expertise and knowledge with others	3.93 (0.92)
Relying on research teams for knowledge distribution	3.78 (0.92)
Adopting training methods by experienced internal or external staff	3.91 (0.93)
Job rotation to allow individuals to acquire diverse knowledge	3.74 (1.00)
Issuing periodic bulletins and informative statements when needed	3.78 (0.90)
Knowledge Sharing	3.88 (0.78)

The descriptive analysis of the knowledge sharing variable reveals a generally high level of institutional implementation, with an overall mean score of 3.88 ($SD = 0.78$) on a five-point scale. Among the various mechanisms assessed, the reliance on modern communication tools, such as the internet and e-mail, attained the highest level of adoption ($M = 4.07$, $SD = 0.89$), reflecting the sector's reliance on digital infrastructure for information dissemination.

Furthermore, the results indicate that motivating experienced staff to share their expertise ($M = 3.93$, $SD = 0.92$) and establishing accessible, user-friendly information databases ($M = 3.92$, $SD = 0.94$) are key pillars in the current knowledge management landscape. Conversely, mechanisms such as job rotation ($M = 3.74$, $SD = 1.00$) and the issuance of periodic bulletins ($M = 3.78$, $SD = 0.90$) received the lowest relative mean scores, suggesting potential areas for institutional development in diversifying the methods used to foster cross-departmental knowledge flows.

Table 4: Descriptive Statistics for Planning for Planning and Formulating Vision and Mission Statements (N = 311)

	Mean (SD)
The institution establishes a timeline for strategic planning	3.98 (1.04)
The institution provides the necessary information to develop realistic strategic plans	3.89 (1.07)
Determining the material, human, and intangible resources required for strategic planning	3.80 (1.15)
The institution fosters alignment on common values and priorities by promoting the vision and mission among staff, faculty, and students	3.69 (1.12)
Planning for Planning and Formulating the Vision and Mission Statements.	3.79 (0.93)

The results regarding the initial phase of strategic planning—planning for planning and the formulation of vision and mission statements—demonstrate a consistent implementation across the surveyed institutions, with an overall mean score of 3.79 (SD = 0.93). The most highly rated practice in this dimension is the establishment of a clear timeline for the strategic planning process ($M = 3.98$, $SD = 1.04$), indicating a strong institutional commitment to structured and time-bound administrative procedures.

Furthermore, institutions reported a robust capacity to provide the necessary information for developing realistic strategic plans ($M = 3.89$, $SD = 1.07$), and demonstrated diligence in identifying required material, human, and intangible resources ($M = 3.80$, $SD = 1.15$). Conversely, fostering institutional alignment on common values and priorities through the promotion of the vision and mission among staff, faculty, and students recorded the lowest mean score ($M = 3.69$, $SD = 1.12$). This disparity suggests that while the technical aspects of planning are well-managed, the cultural and communicative efforts required to internalize the organization's mission and vision among all stakeholders represent a critical area for future institutional enhancement.

Table 5: Descriptive Statistics for Environmental Analysis Processes (N = 311)

	Mean (SD)
Effective identification of internal environmental factors	3.84 (1.00)
Effective identification of external environmental factors	3.60 (1.10)
Constructing and effectively analyzing a coherent and integrated environmental matrix	3.55 (1.06)
Fostering positive participation of stakeholders in the environmental analysis process	3.58 (1.09)
Environmental Analysis	3.67 (0.92)

The results pertaining to the environmental analysis dimension reflect a moderate level of institutional application, with an overall mean score of 3.67 (SD = 0.92) on the five-point scale. The data indicates that institutions demonstrate greater proficiency in identifying internal environmental factors ($M = 3.84$, $SD = 1.00$) compared to external ones ($M = 3.60$, $SD = 1.10$), suggesting that internal diagnostic processes are currently more established within the Lebanese higher education sector than external monitoring.

Furthermore, the processes of constructing integrated environmental matrices ($M = 3.55$, $SD = 1.06$) and fostering stakeholder participation in the analysis process ($M = 3.58$, $SD = 1.09$) received the lowest relative evaluations. These findings highlight a gap in adopting comprehensive analytical frameworks that bridge internal and external realities, as well as a need to broaden the base of stakeholder

engagement—a critical component for ensuring the objectivity and strategic relevance of the resulting environmental analyses.

Table 6: Descriptive Statistics for the Formulation of Strategic Objectives (N = 311)

	Mean (SD)
Strategic objectives are characterized by clarity, attainability, and measurability	3.75 (1.08)
Formulation of strategic objectives based on environmental analysis outcomes	3.75 (1.03)
Positive participation of internal and external stakeholders in formulating strategic objectives	3.69 (1.04)
Continuous review for developing strategic objectives in alignment with environmental developments	3.77 (1.01)
Formulation of Strategic Objectives	3.71 (0.89)

The descriptive statistics for the formulation of strategic objectives demonstrate a consistent level of implementation across the sampled institutions, with an overall mean score of 3.71 (SD = 0.89). The findings indicate that institutions prioritize the alignment of strategic objectives with environmental developments through continuous review (M = 3.77, SD = 1.01), underscoring a proactive approach to maintaining strategic relevance in a volatile environment.

Furthermore, the data reflects a balanced approach to the design of these objectives, where they are characterized by clarity, attainability, and measurability (M = 3.75, SD = 1.08) and are informed by the outcomes of environmental analysis (M = 3.75, SD = 1.03). However, the participation of both internal and external stakeholders in the formulation process remains at a relatively lower mean score (M = 3.69, SD = 1.04). This suggests that while institutions have established formal, technically sound mechanisms for objective setting, there remains scope to further integrate participatory practices, which are essential for enhancing institutional commitment and ensuring that strategic objectives reflect the diverse perspectives of all relevant stakeholders.

Table 7: Descriptive Statistics for Operational Planning Processes (N = 311)

	Mean (SD)
The operational plan effectively achieves strategic objectives	4.01 (0.84)
The operational plan demonstrates implementation priorities and practical sequencing	3.86 (0.84)
The operational plan accounts for uncertainty and includes risk management	3.78 (0.90)
The operational plan is flexible to accommodate environmental changes	3.76 (0.90)
Operational Plan	3.84 (0.71)

The descriptive analysis concerning operational planning processes indicates a high level of institutional performance, with an overall mean score of 3.84 (SD = 0.71), representing the most robustly executed dimension in the strategic planning framework. The data highlights that the operational plan is primarily perceived as an effective instrument for achieving strategic objectives (M = 4.01, SD = 0.84), suggesting a strong alignment between tactical implementation and long-term institutional goals. Additionally, institutions display effective prioritization and logical sequencing of tasks (M = 3.86, SD = 0.84), which facilitates a disciplined approach to execution. However, the results also show a relatively lower

emphasis on incorporating uncertainty and risk management procedures ($M = 3.78$, $SD = 0.90$) and maintaining flexibility to accommodate environmental changes ($M = 3.76$, $SD = 0.90$). These findings point to a potential vulnerability in the current operational models; although they are effective under stable conditions, there is a clear strategic imperative to integrate more dynamic risk-responsive and adaptive capabilities to better navigate the volatility inherent in the Lebanese higher education landscape.

Table 8: Descriptive Statistics for Monitoring and Evaluation Processes (N = 311)

	Mean (SD)
Utilization of clear standards and performance indicators	3.67 (1.09)
Periodic evaluation of the strategic planning process	3.63 (1.05)
Adoption of specific mechanisms for monitoring plan implementation	3.61 (1.05)
Utilizing previous plan evaluation results to inform future planning	3.68 (1.10)
Monitoring and Evaluation	3.66 (0.93)

The descriptive analysis for the monitoring and evaluation dimension reveals a moderate level of institutional application, with an overall mean score of 3.66 ($SD = 0.93$). The findings indicate that institutions exhibit a functional focus on the iterative aspect of planning, with the utilization of previous evaluation results to inform future planning achieving the highest mean score ($M = 3.68$, $SD = 1.10$), closely followed by the reliance on clear performance indicators ($M = 3.67$, $SD = 1.09$).

Furthermore, the data suggests that while institutions engage in periodic assessments ($M = 3.63$, $SD = 1.05$), the adoption of specific, formalized mechanisms for monitoring the real-time implementation of plans remains the least utilized practice ($M = 3.61$, $SD = 1.05$). This modest performance in monitoring and evaluation across all indicators suggests that, despite the strengths identified in the operational planning phase, the feedback loops connecting actual performance outcomes back into the strategic cycle require further institutional refinement. Strengthening these control mechanisms is essential to ensuring that tactical progress is consistently aligned with the overarching strategic trajectory.

Table 9: Descriptive Statistics for Strategic Planning Dimensions and Overall Strategic Planning Efficiency (N = 311)

	Mean (SD)
Planning for Planning and Formulating the Vision and Mission Statements.	3.79 (0.93)
Environmental Analysis	3.67 (0.92)
Formulation of Strategic Objectives	3.71 (0.89)
Operational Plan	3.84 (0.71)
Monitoring and Evaluation	3.66 (0.93)
Strategic Planning	3.74 (0.80)

The descriptive analysis of the strategic planning framework reveals an overall favorable implementation level within the surveyed Lebanese higher education institutions ($M = 3.74$, $SD = 0.80$). Among the five key dimensions examined, the operational planning phase emerged as the most effectively implemented process ($M = 3.84$, $SD = 0.71$), reflecting a relative strength in translating

strategic intent into actionable tasks. This was followed by the initial stage of planning and vision/mission formulation ($M = 3.79$, $SD = 0.93$) and the formulation of strategic objectives ($M = 3.71$, $SD = 0.89$), suggesting a solid grounding in the conceptual and structural phases of the planning cycle.

Conversely, the processes of environmental analysis ($M = 3.67$, $SD = 0.92$) and monitoring and evaluation ($M = 3.66$, $SD = 0.93$) recorded the lowest mean scores. These findings indicate a potential systemic imbalance where the technical execution of plans (operational phase) is emphasized more than the analytical inputs (environmental analysis) and the rigorous oversight mechanisms (monitoring and evaluation) required to sustain them. To optimize strategic planning efficiency, institutional leadership may need to prioritize the integration of more sophisticated environmental diagnostic tools and robust feedback loops, thereby fostering a more comprehensive and adaptive strategic management cycle.

• Research Hypotheses

H1: There is a statistically significant impact of knowledge sharing on the quality of strategic planning in Lebanese higher education institutions at the significance level of 0.05.

- Null Hypothesis (H_0): There is no statistically significant impact of knowledge sharing on the quality of strategic planning in Lebanese higher education institutions.
- Alternative Hypothesis (H_1): There is a statistically significant impact of knowledge sharing on the quality of strategic planning in Lebanese higher education institutions.

Table 10: Simple Linear Regression Analysis for the Impact of Strategic Planning on Knowledge Sharing (N = 311)

Model	R	R ²	Adjusted R ²	F-value	Sig.	B	Beta	t-value
Regression	.785	.617	.616	497.668	.000	.767	.785	22.308

The simple linear regression analysis demonstrates a statistically significant positive impact of strategic planning on knowledge sharing within the studied higher education institutions. The correlation coefficient ($R = .785$) indicates a strong positive relationship between the two variables. Furthermore, the coefficient of determination ($R^2 = .617$) reveals that strategic planning explains approximately 61.7% of the variance in knowledge sharing, suggesting that institutional strategic processes are a primary driver for knowledge distribution practices.

The ANOVA results confirm the validity of the regression model, with an F-value of 497.668, which is statistically significant at the $\alpha \leq 0.05$ level. This provides robust evidence to reject the null hypothesis and accept the alternative hypothesis. Regarding the coefficients, the standardized beta ($\beta = .785$) confirms the strength of the impact, while the unstandardized coefficient ($B = .767$) suggests that for every one-unit increase in the quality of strategic planning, knowledge sharing practices improve by approximately 0.767 units. With a t-value of 22.308 ($p < .001$), it is evident that strategic planning is a

highly significant predictor of knowledge sharing in the Lebanese higher education context, thereby validating the structural influence of the former on the latter.

H2: There are statistically significant differences in the levels of knowledge sharing and the quality of strategic planning among the respondents, attributable to their demographic characteristics (gender, job title, years of experience, and university classification) at the significance level of $\alpha \leq 0.05$.

Sub-Hypotheses:

- **H_2.1:** There are statistically significant differences in the levels of knowledge sharing and the quality of strategic planning due to the respondent's **gender**.
- **H_2.2:** There are statistically significant differences in the levels of knowledge sharing and the quality of strategic planning due to the respondent's **job title**.
- **H_2.3:** There are statistically significant differences in the levels of knowledge sharing and the quality of strategic planning due to the respondent's **years of experience**.
- **H_2.4:** There are statistically significant differences in the levels of knowledge sharing and the quality of strategic planning due to the **university classification** (public vs. private).

Table 11: Statistical Differences in Knowledge Sharing and Strategic Planning based on Demographic Variables (N = 311)

		Knowledge Sharing			Strategic Planning		
		Mean	SD	Sig.	Mean	SD	Sig.
Gender	Male	3.85	0.76	0.258	3.73	0.78	0.839
	Female	3.97	0.82		3.75	0.86	
Age	20-29 years	3.76	0.98	0.002	3.65	1.00	0.009
	30-39 years	3.66	0.79		3.55	0.84	
	40-49 years	3.97	0.65		3.79	0.64	
	50+ years	4.08	0.76		3.94	0.79	
Academic Level	Bachelor's degree	3.97	0.51	0.749	3.79	0.57	0.892
	Master's degree	3.87	0.82		3.73	0.81	
	PhD	3.87	0.80		3.73	0.84	
Job Title	Faculty member	3.76	0.81	0.000	3.61	0.84	0.000
	Administrative member	4.27	0.50		4.13	0.46	
Years of Experience	1 - 5 years	3.81	0.77	0.000	3.58	0.85	0.000
	6 - 10 years	3.60	0.87		3.40	0.87	
	11 - 15 years	3.93	0.66		3.88	0.61	
	16+ years	4.21	0.66		4.10	0.65	
University Classification	Public	3.33	1.12	0.000	2.99	1.12	0.000
	Private	4.04	0.56		3.95	0.51	

The analysis of demographic variations, conducted via independent samples t-tests and one-way ANOVA, reveals complex patterns in how institutional roles and professional backgrounds influence the perception of knowledge management and strategic planning.

Non-Significant Demographic Factors

Data indicates that gender and academic qualifications (Bachelor's, Master's, PhD) do not exert a statistically significant influence on perceptions of knowledge sharing ($p = 0.258$ and $p = 0.749$, respectively) or strategic planning ($p = 0.839$ and $p = 0.892$). This suggests that within the Lebanese higher education context, these specific demographic markers are less predictive of organizational attitudes than functional or environmental factors.

Significant Demographic Factors

In contrast, age, job title, years of experience, and university classification demonstrate highly significant variations ($p < 0.05$ across all these categories). Notably:

- **Job Title:** Administrative staff reported significantly higher mean scores for both knowledge sharing ($M = 4.27$) and strategic planning ($M = 4.13$) compared to faculty members. This likely reflects the administrative nature of their roles, which require closer engagement with the structural mechanisms of planning and internal communication.
- **University Classification:** A stark divide exists between public and private institutions. Respondents from private universities perceived significantly higher levels of knowledge sharing ($M = 4.04$) and strategic planning efficiency ($M = 3.95$) than their counterparts in public institutions ($M = 3.33$ and $M = 2.99$, respectively). This reflects structural disparities in resource allocation and the agility of institutional processes between the two sectors.
- **Experience & Age:** Both age and years of experience show a positive trend; as tenure increases—particularly in the 16+ years category—respondents' positive evaluation of institutional practices increases. This indicates that more experienced professionals may have a deeper appreciation for, or greater involvement in, the institutional processes, whereas mid-career cohorts (6–10 years) report the lowest satisfaction scores, potentially highlighting a period of peak professional demand or organizational frustration.

The statistical evidence clearly suggests that institutional management needs to address these internal discrepancies, particularly the satisfaction gap in public universities and mid-career faculty cohorts, to ensure a more uniform and effective application of strategic planning and knowledge-sharing initiatives across all demographic segments.

- **Discussion**

The findings of this study offer empirical insights into the interplay between knowledge sharing and strategic planning within Lebanese higher education institutions. The statistical evidence validates a robust, positive relationship between these two variables, suggesting that the dissemination of organizational knowledge acts as a foundational driver for the quality and execution of strategic planning processes.

The regression analysis, which revealed that strategic planning explains 61.7% of the variance in knowledge sharing, underscores that institutional strategic frameworks are not merely administrative

formalities; they are active facilitators of the knowledge ecosystem. When institutions define clear timelines, establish structured communication channels, and integrate risk management, they inherently foster a culture where knowledge is documented, shared, and utilized. This alignment is critical in the Lebanese context, where institutional agility is tested by frequent economic and social volatility.

However, the demographic analysis introduces a more nuanced perspective. The significant disparity between public and private institutions points to a structural imbalance in institutional maturity. Private universities, characterized by higher mean scores across all dimensions, appear to have more successfully integrated knowledge-sharing mechanisms into their daily operations. Conversely, the lower scores within public institutions suggest that systemic challenges—perhaps related to bureaucratic complexity or limited digital infrastructure—hinder the full realization of strategic potential.

Furthermore, the data regarding professional roles and experience levels provides a roadmap for institutional development. The higher satisfaction reported by administrative staff compared to faculty members indicates a "participation gap." Faculty involvement, which is essential for the success of any academic strategic plan, appears to be less aligned with the formal planning cycle. Additionally, the dip in satisfaction among mid-career professionals (6–10 years) warrants attention. This cohort represents the institution's operational backbone; their lower perceptions of efficacy may signal a need for more targeted professional development or a more inclusive approach to strategic decision-making that bridges the gap between leadership and operational staff.

In essence, while the technical pillars of strategic planning—such as goal setting and operational sequencing—are generally well-established, the "human" and "analytical" components of the cycle, particularly environmental analysis and continuous monitoring, remain underdeveloped. To transcend current limitations, institutions must move toward a more participatory model of governance that institutionalizes feedback loops and treats knowledge as a strategic asset rather than a byproduct of administrative processes. Such a shift is essential for fostering institutional resilience and ensuring that strategic plans remain relevant, adaptive, and deeply rooted in the collective expertise of all stakeholders.

• Recommendations

Based on the study's findings and the preceding discussion, the following recommendations are proposed to enhance the effectiveness of strategic planning and knowledge-sharing practices within Lebanese higher education institutions:

1. Bridging the Institutional Gap (Public-Private Sector Alignment) Given the significant performance disparity between public and private institutions, there is an urgent need for the Ministry of Education and Higher Education to facilitate knowledge-exchange platforms. Public universities should be encouraged to adopt agile, digitized governance models, similar to those found in the private sector, to streamline administrative procedures and improve the integration of knowledge-management tools.

2. Enhancing Participatory Strategic Governance To address the participation gap identified between administrative staff and faculty members, institutions should shift from a top-down planning approach to a more inclusive, stakeholder-centric model. Implementing cross-departmental focus groups and

participatory workshops during the environmental analysis and objective-formulation phases will ensure that strategic goals are grounded in the practical expertise of those who execute them.

3. Tailoring Professional Development for Mid-Career Cohorts The lower satisfaction scores among professionals with 6–10 years of experience suggest a critical area for organizational intervention. Institutions should implement targeted mentorship and leadership development programs for this cohort, effectively bridging the gap between operational execution and strategic decision-making. Engaging them in the planning cycle will not only increase their sense of institutional ownership but also improve the overall success rate of operational plans.

4. Strengthening Monitoring and Feedback Loops The findings indicate that while institutions are proficient in planning, they are less effective in continuous monitoring and evaluation. It is recommended that institutions move beyond periodic assessments and establish real-time monitoring systems, utilizing integrated digital dashboards to track progress against clear performance indicators. These systems must be designed to capture both quantitative metrics and qualitative feedback, allowing for immediate strategic adjustments in response to environmental shifts.

5. Institutionalizing Knowledge Sharing Knowledge sharing should be formally embedded into the academic and administrative culture. This includes incentivizing senior faculty to document and share institutional knowledge and investing in user-friendly, centralized databases. By shifting the perception of knowledge from an individual asset to an institutional commodity, higher education entities can better preserve their intellectual capital and ensure long-term stability amidst regional uncertainty.

• Conclusion Summary

This study has provided an empirical examination of the nexus between knowledge sharing and the quality of strategic planning within the Lebanese higher education sector. By analyzing the structural, operational, and evaluative dimensions of strategic management, the research demonstrates that knowledge sharing is not merely a peripheral administrative activity but a cornerstone of institutional effectiveness. The findings reveal a robust positive correlation between the free flow of internal knowledge and the precision of strategic formulation, confirming that institutions which prioritize collective intelligence are better equipped to navigate the complex challenges inherent in the current Lebanese academic landscape.

Despite the identified strengths in operational execution, the study highlights critical systemic gaps, particularly regarding the integration of environmental analysis and the maturity of monitoring and evaluation mechanisms. The data further emphasizes a significant divide between public and private institutions, as well as disparities in stakeholder engagement, suggesting that current strategic practices are not uniformly distributed across the sector.

Ultimately, this research serves as a catalyst for institutional transformation. By transitioning toward a more inclusive, data-driven, and participatory model of governance—one that actively incentivizes knowledge exchange and bridges the professional development gap for mid-career academic and administrative staff—Lebanese higher education institutions can enhance their strategic resilience.

Strengthening these internal feedback loops is imperative to ensuring that long-term institutional goals remain both achievable and responsive to the evolving educational demands of the 21st century.

• References:

1. Alhadi, S. (2021). Quality of higher education institutions and excellence in academic performance. UST Journals, Arab Journal for Quality Assurance in Higher Education.
2. Al-Shuwaikh, A. A. O. (2007). The reality of strategic planning in technical education institutions in the Gaza Governorates [Master's thesis, Islamic University of Gaza].
3. Al-Suhaimi, Z. A. (2009). Readiness of public organizations for knowledge management. Riyadh.
4. Bourkoua, A. (2021). Knowledge management and its role in enhancing the performance of economic enterprises [Doctoral dissertation, University of Algiers 3]. DSpace Repository.
5. Hteit, R., & Khalil, I. (2025). Bridging research and policy in Lebanon's education sector: A strategic analysis. Center for Educational Research and Development (CERD) Proceedings, Lebanese University.
6. Kaissi, B. (2011). Quality assurance for higher education in Lebanon: Challenges and opportunities. International Network for Quality Assurance Agencies in Higher Education (INQAAHE).
7. Kim, S., & Lee, H. (2006). The impact of organizational context and information technology on employee knowledge sharing capabilities. Social Science Journal, 66(3), 370–385.
8. Malek, A. (2020). Strategic planning and its effectiveness in facilitating control: A field study [Master's thesis, University of Ghardaia]. DSpace Repository.
9. Raudeliuniene, J., & Matar, I. (2022). Knowledge management practice for sustainable development in higher education institutions: Women managers' perspective. Sustainability, 14(19), 12311. <https://doi.org/10.3390/su141912311>
10. Saidi, M. (2019). The role of strategic information systems in knowledge management [Master's thesis, University of Biskra]. Biskra University Archives.
11. Zack, M. H. (1999). Developing a knowledge strategy. California Management Review, 41(3), 125-145. <https://doi.org/10.2307/41166000>