Contemporary Readings in Law and Social Justice
ISSN: 1948-9137, e-ISSN: 2162-2752
Vol 16(1), 2024
pp. 1869 - 1895

Knowledge Management As A Tool For Enhancing Academic Performance And Improving The Work Environment In Higher Education Institutions

Field Study on the Colleges of the Academic Complex in Muhayil - King Khalid University - Kingdom of Saudi Arabia

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Abstract

This study aims to explore the role of knowledge management in enhancing academic performance and improving the work environment in higher education institutions. The results showed a statistically significant relationship between the use of knowledge management and higher employee performance, which contributes to organizational development. The study also confirmed that the use of knowledge management helps improve the academic work environment and enhances collaboration between faculty members and students.

It was found that many educational institutions suffer from a lack of investment in available knowledge, which negatively impacts the quality of educational services. The findings highlighted the need to provide advanced infrastructure and modern technology to support knowledge management and enhance organizational culture.

The study recommended that educational institutions invest in technology upgrades and provide training programs for faculty and staff. It also recommends developing mechanisms that encourage individuals to share knowledge and developing strategic plans that support the implementation of knowledge management, with a focus on leveraging internal expertise.

Keywords: Knowledge management, performance, work environment

Received 03 August 2024 **Revised** 19 Sep 2024 **Accepted** 27 Sep 2024

Introduction:

The end of the twentieth century witnessed the emergence of a set of new concepts and systems in the field of public administration, such as Total Quality Management (TQM), re-engineering, and restructuring. Western governments began to pay great attention to companies and organizations with a superior level of knowledge, reflecting their ability to acquire, process, and apply knowledge effectively.

In this context, the concept of "knowledge management" has emerged as a contemporary intellectual development. The role of knowledge management has become crucial in achieving c

ompetitive advantage in business organizations. This has been demonstrated by the emergence of new positions within the organizational structures of some organizations, particularly large ones, reflecting knowledge management responsibilities.

The knowledge society, considered a post-capitalist society, is characterized by the fact that its primary resource is knowledge, not capital, raw materials, or other factors of production. Despite the abundance of Western literature on knowledge management and the existence of multiple models emerging from different perspectives, there is still no model accepted by the research community that encompasses the multiple dimensions of this concept, especially in public organizations.

To implement knowledge management, some major companies in the United States and Western Europe, as well as some cities in Australia and England, took the necessary measures to achieve effective knowledge management within the organization, which led to the concept of the "Learning Organization."

This study will address this vital topic in the public university education sector, focusing on the need to implement this modern administrative approach in this sector, with the aim of improving academic and administrative performance and enhancing the ability of educational institutions to meet contemporary challenges.

First: Methodological Framework

- Study Problem and Questions

The study's problem lies in the inability of many higher education institutions to effectively utilize knowledge to enhance academic performance and improve the work environment. Despite the availability of vast amounts of information and resources, there are gaps in how to manage and utilize them in ways that contribute to achieving academic and training objectives.

Given that higher education institutions are characterized by the diversity of their activities, departments, and divisions, it is imperative to improve their management methods to better meet the needs of beneficiaries. Knowledge management is a fundamental pillar contributing to institutional improvement, having significantly impacted the performance of various educational sectors.

The study problem can be summarized through the following main question:

• To what extent are the components of knowledge management available in the colleges of the Al-Mahala complex in Khamis Mushait, and how can they contribute to organizational development and raising the level of employee performance?

Sub-questions

1. What activities help improve the performance of employees in the sector under study?

2. What are the foundations that promote organizational development within the public education sector?

Objective of the Study

This study aims to explore how to enhance knowledge management in the colleges of the Al-Mahala Complex, focusing on identifying the necessary components for its implementation and examining its impact on academic performance and the work environment. This will contribute to the development of effective strategies for improving institutional efficiency.

Importance of the Study:

This study derives its importance from the following:

Scientific Importance: This study derives its importance from its addressing a modern administrative topic that is at the core of the work of educational institutions.

Practical Importance

Educational institutions face numerous obstacles that lead to a decline in the quality of services provided to stakeholders. This necessitates the need to explore methods and approaches that enhance the quality of services offered, as well as improve the performance of employees.

Study Methodology: The researcher employs a descriptive and analytical approach.

Previous studies

1/ Momcilovic, J. (2009) study, titled "Knowledge Management and Value Creation"

This study aims to explore the importance of the organizational environment in promoting knowledge management, and how a positive work environment affects innovation and high academic performance in educational institutions. The study results showed that institutions that effectively implement knowledge management strategies achieve higher academic performance. The study recommended the need to create work environments that encourage collaboration and knowledge sharing. It also recommended adopting effective knowledge management strategies to improve organizational performance.

2/ Zhan et al.'s (2021) study, titled "Knowledge Management and Its Impact on Innovation in Higher Education," aimed to explore how knowledge management impacts innovation in higher education institutions. The study relied on a descriptive approach to analyze data from several universities. The study concluded that knowledge management enhances innovation capacity and improves the quality of education.

3/ Alsaad et al.'s (2022) study, "The Impact of Knowledge Management Culture on Academic Performance," aimed to evaluate the impact of organizational knowledge management culture on academic performance in universities. Using a descriptive approach to survey the opinions of faculty members and students, the study confirmed that knowledge management culture leads to improved academic performance and increased job satisfaction.

4/ Elsharnouby et al.'s (2022) study, titled "The Impact of Knowledge Management on Improving the Quality of Education," aimed to assess the extent to which knowledge management impacts the quality of education in academic institutions for both teachers and students. The study concluded that knowledge management leads to improved educational quality and increased teaching effectiveness.

5/ Jasim & Majeed's study (2023), entitled: "The Role of Knowledge Management in Improving the Work Environment in Higher Education Institutions," aimed to understand the impact of knowledge management on the academic work environment. The study conducted a field study on a group of universities and concluded that the application of knowledge management enhances cooperation and reduces stress among employees.

6/ A study by Yang et al. (2023), titled "Knowledge Management and Competitiveness in Universities," aimed to analyze the relationship between knowledge management and the competitiveness of universities. The results of the study confirmed that knowledge management plays a vital role in enhancing the competitiveness of universities.

The most important features of the current study are:

A. The current study focuses on the link between knowledge management, academic performance, and improving the work environment, which contributes to providing a comprehensive view of the effects of knowledge management.

b. The study focuses on higher education institutions in a specific region (such as the colleges of the Mahalah complex), helping to understand local challenges and opportunities.

c. The study seeks to provide practical, applicable recommendations for improving knowledge management in educational institutions, enhancing its usefulness to practitioners.

d. The study seeks to involve faculty members and students in data collection, reflecting their opinions and enhancing community interaction. After reviewing the previous studies presented above, the researcher concluded several important points that serve the study's objectives:

Points of agreement:

1. The current study agreed with all in adopting descriptive methodologies, reflecting a preference for using questionnaires and interviews to collect data.

2. Most studies, including the current study, agree that knowledge management positively impacts academic performance and educational quality.

3. Several studies (such as Jasim & Majeed) highlight the importance of knowledge management in improving the work environment, a key focus of the current study as well**.**

Differences:

1. While the current study differs in that it focuses on the comprehensive link between knowledge management, academic performance, and the workplace environment, previous studies focus on specific aspects, such as innovation or organizational culture, without integrating them with academic performance and the workplace environment.

2. The current study targets colleges in the Al-Mahala complex, providing a thorough local analysis. However, previous studies often focus on other countries or institutions, which may limit the local applicability of the findings.

3. The current study aims to provide specific practical recommendations for improving knowledge management in educational institutions, whereas previous studies may lack a focus on practical findings and applicable recommendations.

4. The current study seeks to actively involve faculty members and students in data collection, whereas previous studies may not have included the same level of interaction with the academic community.

Third: Study Hypotheses: The study hypotheses consist of a main hypothesis:

Knowledge management positively impacts the academic work environment, contributing to enhancing collaboration between faculty members and students and reducing levels of tension and friction between them**.**

Part Two: Theoretical Framework and Conceptual Framework

First: Knowledge Management: Concept, Importance, and Stages

The concept of knowledge management first emerged with Don Marchand in the early 1980s as the final phase of hypotheses related to the evolution of information systems. Drucker predicted that the model workplace would be knowledge-based, consisting of knowledge workers who direct their performance through feedback from colleagues and customers. Some trace the origins of knowledge management back to 1985 when Hewlett Packard implemented it. However, during this period, many were not convinced of knowledge management's impact on business, and even Wall Street, the largest financial market in the world, initially ignored it, particularly the attempts to assign a monetary value to knowledge, although it later became interested in the concept.

Since the early 1990s, there has been growing practical and academic interest in the concept of organizational knowledge management. This interest has increased in recent years as many organizations worldwide have adopted it. In 1999, the World Bank allocated 4% of its annual budget to developing knowledge management systems.

1. The concept of knowledge management (Nonaka, I., & Takeuchi, H., 1995)

Knowledge management is defined variably based on different approaches to the concept, as well as the disciplines and backgrounds of researchers and writers in this field. This variation is also due to the

expansive and dynamic nature of the concept, which undergoes rapid changes. Some of the prominent definitions of knowledge management include:

A. Knowledge management is an administrative process that involves inputs and outputs operating within an external environment that influences its interactions. This process is divided into sequential and interconnected steps such as creating, collecting, storing, distributing, and using knowledge, with the aim of sharing knowledge in the most efficient ways to maximize organizational value.

B. It is the result of interaction between the individual and the organization, integrating explicit and tacit knowledge.

C. It includes processes that help organizations generate and acquire information, select, organize, use, and disseminate it, transforming important information and essential experiences for administrative activities such as decision-making, problem-solving, and strategic planning.

D. It is the organized process of searching, selecting, organizing, and presenting information in a way that enhances employee understanding and optimizes the use of business resources.

E. It is the process of efficiently gathering and innovating knowledge, managing a knowledge base, and facilitating its sharing to effectively apply it within the organization.

Nonaka, I., & Takeuchi, H. (1995) view knowledge management as a modern concept that has gained increasing importance in today's business world. It aims to organize and direct knowledge within organizations to promote innovation and achieve strategic objectives. In an era characterized by accelerating technological change and intense competition, knowledge has become a key asset that contributes to achieving competitive advantage.

Davenport and Prusak (1998) assert that knowledge management consists of a set of processes that involve collecting, storing, distributing, and effectively using knowledge. It aims to foster a culture of collaboration and communication among individuals within the organization, enabling them to exchange ideas and experiences. Knowledge is considered a fundamental source of innovation, allowing organizations to develop new products and improve processes. Through effective knowledge management strategies, organizations can achieve sustainable improvements in performance and enhance their ability to adapt to changes in the business environment.

Types of Knowledge

- Explicit Knowledge: This refers to experiences and information stored in books, documents, or any other medium, whether printed or electronic. This type of knowledge is easily accessible, clearly articulated, and can be widely disseminated.
- Tacit Knowledge: This is the knowledge that resides in individuals' minds, acquired through the accumulation of past experiences. It is often personal in nature, making it difficult to access, despite its high value, as it is stored in the minds of its owners.

The Difference Between Information Management and Knowledge Management

It is important to note the distinction between information management and knowledge management, as well as between information and knowledge. Information refers to organized and structured data that meets specific needs, while knowledge is "what people understand from information and how they benefit from it."

2. Importance of Knowledge Management

The presence of knowledge management in the context of information explosion is linked to the significance of knowledge in every scientific achievement and technological advancement, whether in the production of material means of life or in the production of human thought and culture (Saad, 2007, p. 45). It provides solutions that are not merely technological; rather, they are business solutions that utilize information technology to achieve and implement these solutions to help address complex organizational

and operational problems. All modern managements have a strong awareness of the importance of the accumulated knowledge and experience of their employees and the value of the knowledge they possess.

3. Impact of Knowledge Management on Employees

Knowledge management has a strong impact on contemporary organizations, and this impact is evident through its essential components, which include:

A. Impact on Individuals

This impact on employees within the organization manifests through three important aspects: learning, adaptation, and satisfaction, as follows:

A1. Impact on Individual Learning

Learning is the relatively stable change in human behavior, meaning it is the process through which an individual can acquire information, skills, and attitudes by interacting with the cultural and social systems surrounding them in the external environment. Learning occurs spontaneously for each individual through the interaction of their abilities and personal circumstances with the cultural and social conditions around them, aiming to invest in their learning to develop themselves and their capabilities. Individuals can also learn from one another and from various external sources, especially when programs and activities are designed to help discover new knowledge. (Nasser et al., 2011, p. 153)

A2. Impact on Individual Adaptation

Continuous learning contributes to increasing the knowledge and information available to employees within the organization, enhancing their ability to respond to new circumstances and situations they encounter. As a result, they become more capable of accepting change and development, thereby adapting to all the new challenges and conditions they face in their work, both inside and outside the organization.

A3. Impact on Organizational Processes

Knowledge management helps improve the functions and processes within the organization, including production, marketing, finance, and human resources. This improvement occurs through three ways: effectiveness, efficiency, and creativity.

4. Concept of Knowledge Management in Educational Institutions

Knowledge is a collection of concepts, facts, beliefs, methodologies, visions, and judgments (Barnes, 2002).

Knowledge management in educational institutions is defined as the approach that enables employees within these institutions to develop various activities that assist them in gathering information. This leads to the emergence of many positive practices and behaviors that help educational institutions improve the quality of their products and services. From this concept, it is clear that knowledge management connects three fundamental sources within the organization: "human resources, technology, and processes," aiming to empower the organization to leverage its capabilities, utilize the information and knowledge it possesses, and share them effectively (Petrides & Nodin, 2003, p. 10).

5. Impact of Knowledge Management on Strategic Planning and Administrative Services in Educational Institutions

Kidwell and Johnson (2000, p. 32) argue that knowledge management enhances the ability to develop long-term strategic plans that meet labor market needs. Additionally, it improves the process of exchanging internal and external information, aiming to reduce excessive efforts and burdens, while facilitating the flow of information to various stakeholders.

Knowledge management improves the administrative services provided in colleges, promoting a shift towards decentralization in work methods and service delivery. It also aids in the development of

administrative policies and procedures, positively impacting all components of the educational system, which include (Abu Khdeir, 2009, p. 18):

A. **Input Units**: This includes students, faculty members, all administrative bodies, as well as systems, regulations, policies, and administrative procedures.

B. **Administrative Processes**: This encompasses all management elements—planning, organizing, directing, and controlling—along with academic processes represented by research, training, supervision, and student services.

C. **Output Units**: This refers to the level of graduates, innovations, and services that can benefit the community.

Table No. (1): Availability of knowledge management application requirements in the colleges under study

College	Number of subscribers	Number of users per subscription	Number of users	Percentage of the number of students
College of Arts and Sciences	35	4	140	11.2%
College of Applied Sciences in Khamis Mushayt	25	3	75	6%
Faculty of Nursing	20	5	100	8%
College of Health Sciences	25	4	100	8%
College of Engineering	20	3	60	4.8%
the total	125	-	475	

Source: Prepared by the researcher 2025

Second: Employees' job performance

The term performance refers to the act of doing something and making an effort to achieve a specific goal. It is a "quantity achieved by a person or group of people after making a specific effort and is judged by efficiency and effectiveness." Developing human resources is one of the factors that help develop organizations, and evaluating employee performance is one of the most important development factors.

Performance is defined as the interaction between behavior and achievement—that is, between behavior and results. (Cokins, 2009)

Organizational performance is the measure that reflects an organization's ability to achieve its goals using available resources effectively and efficiently. This concept includes aspects such as productivity, quality, and innovation and is considered an essential element for assessing the success of any organization. (Neely, A., 1998)

Third: Managing and Improving the Work Environment in Higher Education Institutions

1- Work Environment:

The work environment in higher education institutions is a critical element in their success. A positive work environment enhances employee productivity and stimulates innovation, leading to improved educational quality and the achievement of institutional goals.

The researcher believes that the work environment refers to the conditions surrounding employees while they perform their duties.

Elements of managing and improving the work environment (Robinson, S. P., & Judge, T. A., 2019):

A- Promoting effective communication

- Creating interactive platforms that enable the exchange of ideas and feedback among members.

- Organizing regular meetings for academic and administrative teams to enhance coordination and cooperation.

B- Providing training and development

- Offering courses and workshops to improve academic and administrative skills.
- Encouraging faculty and staff to participate in external conferences and events to enhance knowledge.

C- Improving Facilities and Equipment

- Investing in modern equipment and facilities to support learning and research.

- Providing comfortable and stimulating work environments to enhance employee productivity.

D- Promoting a culture of teamwork

- Organizing group activities to foster team spirit and knowledge sharing.

- Honoring teams and individuals who achieve outstanding results to enhance motivation.

e- Providing psychological and social support

- Providing counseling services to help employees cope with psychological stress.

- Organizing recreational and health activities to promote work-life balance.

3. Using knowledge management to improve the work environment

Knowledge management is one of the most important modern management methods and strategies that help drive development and achieve competitive advantage for organizations in today's era. Its significance has been proven in the production, industrial, and health sectors (Hegazy, 2005, p. 11). Organizations must strategically define organizational knowledge management along with their shared goals and visions, as it cannot be viewed as a simple and straightforward process; it requires organizational resources and long-term effort (Aliyan, 2008, pp. 187-188).

Knowledge management strategies have a positive impact and contribute to creating new value within the organization (Momcilovic, 2009, pp. 191-203) because knowledge is the source of economic success, and managing this knowledge is the strategic advantage that helps create commercial value and influences organizational performance (Du Plessis, 2007, pp. 91-101). Additionally, knowledge management strategies should clarify the role of knowledge in creating value and integrated activities within their stages, leading to a clear understanding of the existing knowledge resources within the organization, resulting in quick gains in the short term and benefits in the long term (Hamshari, 2013, p. 107).

Knowledge management is also related to a set of other management concepts, including organizational change and development. It requires changes and improvements in organizational structures, organizational culture, processes, procedures, technology, and the nature of employees within organizations (Aliyan, 2008, p. 128).

Knowledge management is not the same as re-engineering (administrative engineering), which is known as business process re-engineering. Knowledge management involves continuous change and development aimed at the future, fundamentally focusing on employees. In contrast, re-engineering targets processes and ways of working to establish new processes and methods. Additionally, knowledge

management aims to create knowledge through education, learning, and re-education (Giordano Yonne, 1998, pp. 20-35).

Goals of Organizational Change and Improvement

According to Al-Amyan (2004), there are several clear goals for organizational improvement and change, which can be summarized as follows:

A. Enhancing employee performance levels and achieving high motivation and cooperation, along with clear communication methods, reducing turnover and absenteeism rates, lowering costs, and minimizing organizational conflicts.

B. Avoiding deterioration in employee performance and improving effectiveness through adjustments in organizational structure.

C. Eliminating bureaucratic systems and administrative and financial corruption.

D. The development and change program should aim to increase the organization's ability to adapt to internal and external environments. It should be based on the assumption that levels of organizational effectiveness and individual performance rise sufficiently to allow optimal integration between individual and organizational goals.

E. Building an atmosphere of trust and openness among employees and groups within the organization (Al-Amyan, 2004, p. 349).

F. Elevating organizational performance to maximize efficiency and effectiveness, leading to innovation and development of current organizational conditions (Idris, 2002-2003, p. 367).

G. Fostering a sense of belonging to the work and developing positive attitudes toward it, while increasing expansion in all areas of training and comprehensive qualification, and developing the three management levels: senior, middle, and executive.

Part Three: Study Methodology

First: Study Approach

This study relies on the descriptive analytical method, which focuses on describing and analyzing the phenomenon to reach accurate conclusions and interpretations. To achieve the study's objectives, two main sources of information were utilized as follows:

1. Secondary Sources: The researcher relied on Arabic and foreign books, scientific journals and periodicals, as well as articles, bulletins, and reports at local, Arab, and global levels to form the theoretical framework.
2. Primary Sources: The researcher conducted personal interviews and prepared a survey questionnaire on the research topic, which was directed to the sample in order to test the validity of the study's hypotheses.

Second: Study Population and Sample

1. Study Population: The research population consists of higher education institutions in the Kingdom of Saudi Arabia. The researcher focused on a sample from this population, specifically from several colleges at King Khalid University.
2. Study Sample: The study employed a stratified random sampling method from the colleges at King Khalid University, which is a decentralized university. Due to the large number of research subjects, the categories included in the study were female employees and faculty members from the following colleges: Applied Sciences, Nursing, Engineering, Arts and Sciences, and Applied Health Sciences. The total number of subjects was 125, with a confidence level of 95% and a margin of error of 5%, conducted during the second semester of the academic year 2025.

Third: Study Tool

The researcher relied on a questionnaire as the primary tool for collecting data from the study sample. The study tool consisted of two main sections:

1. Section One: This section included the personal data of the study sample.
2. Section Two: This section covered the areas of the study and consisted of several items distributed to the study sample.

Fourth: Questionnaire Measurement Criteria

The researcher verified the validity of the questionnaire through the following:

- Validity of Judges (Content Validity): The researcher presented the initial version of the questionnaire to a group of specialists in accounting, management, and statistics, gathering all the opinions agreed upon by the judges.

Procedures for Testing Questionnaire Items' Reliability:

The researcher used the Cronbach's Alpha method to test the correlation between the measurements reflecting the opinions of the study sample. The reliability coefficient was found to be 0.80, which is greater than the minimum acceptable threshold of 0.70. This indicates a high degree of reliability, allowing for confidence in the results of the statistical analysis.

Fourth: Statistical Analysis Methods

After completing the data collection, a computer was used with the Statistical Package for the Social Sciences, abbreviated as SPSS, to conduct the appropriate statistical analysis of the data and test the validity of the study's hypotheses.

4.1. Individual Data

Table (2): Frequency Distribution of Study Sample Individuals by Job Title

Job Title	**Frequency**	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
Valid	1	0.8%	0.8%	0.8%
Manager	50	40.0%	40.0%	40.8%
Head of Department	20	16.0%	16.0%	56.8%
Administrative Staff	12	9.6%	9.6%	66.4%
Academic Staff	42	33.6%	33.6%	100.0%
Total	**125**	**100.0%**	**100.0%**	

Source: Prepared by the researchers, 2025.

The table shows that the majority of respondents are managers (40%), followed by academic staff (33.6%), heads of departments (16%), and administrative staff (9.6%). This indicates the high qualifications of the respondents.

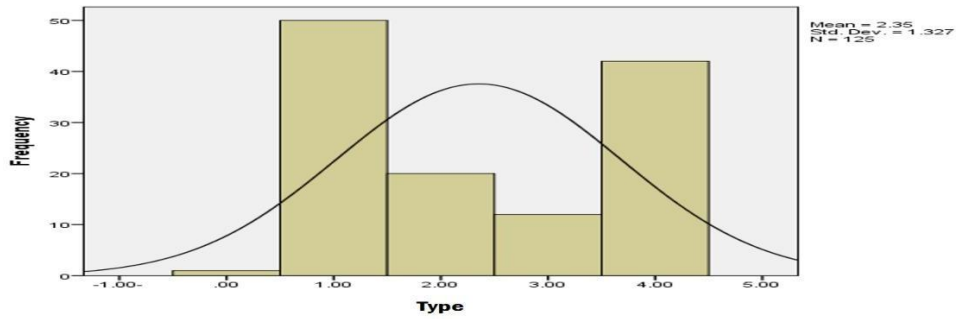

Table 3: Frequency Distribution of Study Sample Individuals by Years of Experience:

Years of Experience	Frequency	Percentage	Valid Percentage	Cumulative Percentage
1–5 years	28	22.4%	22.4%	22.4%
6–10 years	20	16.0%	16.0%	38.4%
11–15 years	31	24.8%	24.8%	63.2%
15+ years	46	36.8%	36.8%	100.0%
Total	**125**	**100.0%**	**100.0%**	

Source: Prepared by the researchers, 2025..

The table indicates that most respondents have extensive experience, with 36.8% having over 15 years of experience, followed by 24.8% with 11–15 years. This highlights the respondents' competencies and expertise.

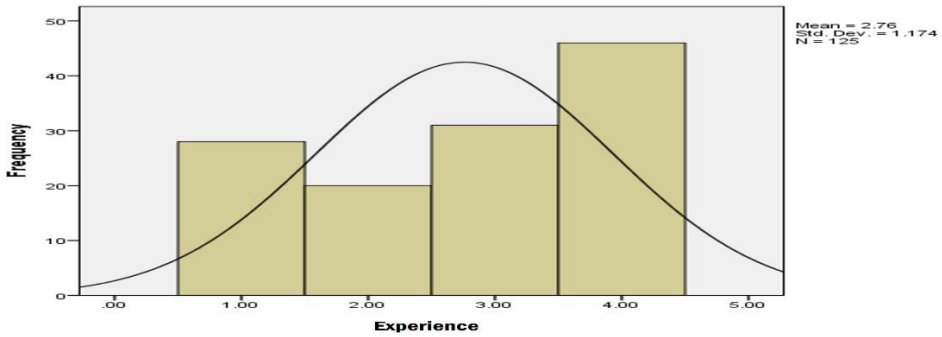

Table 4: Frequency Distribution of Study Sample Individuals by Job Level

Job Level	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Executive Management	12	9.6%	9.6%	9.6%
Middle Management	14	11.2%	11.2%	20.8%
Senior Management	45	36.0%	36.0%	56.8%
Other	54	43.2%	43.2%	100.0%

Job Level	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Total	**125**	**100.0%**	**100.0%**	

Source: Prepared by the researchers, 2025.

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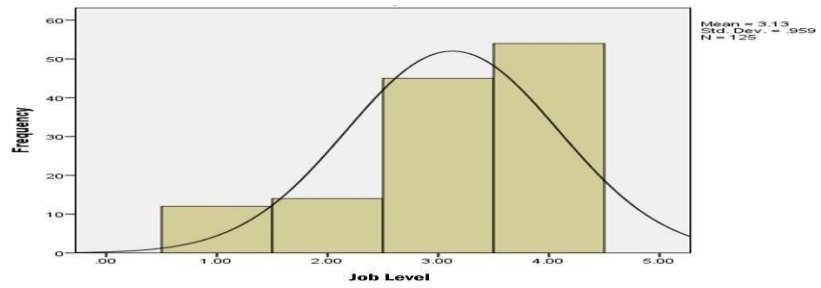
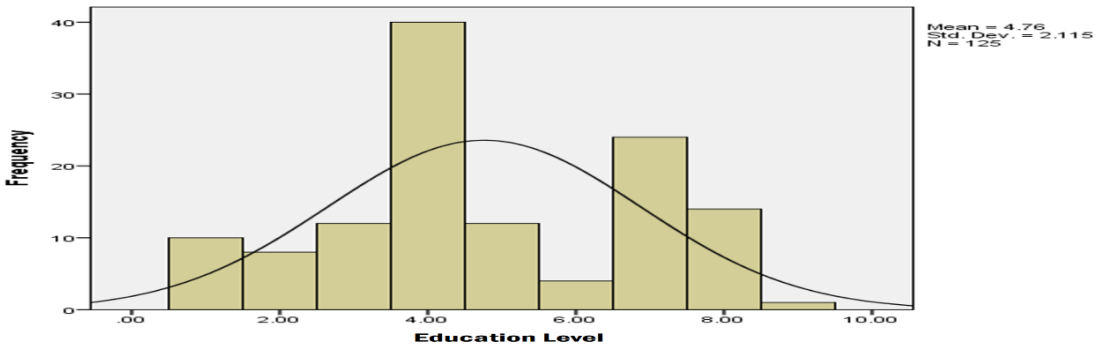


The table reveals that 36% of respondents are from senior management, 11.2% from middle management, and 9.6% from executive management. This reflects respondents' interest in knowledge management implementation.

Table (5): Frequency Distribution of Study Sample Individuals by Educational Level

Educational Level	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Bachelor's Degree	10	8.0%	8.0%	8.0%
High School or Equivalent	8	6.4%	6.4%	14.4%
Master's Degree	12	9.6%	9.6%	24.0%
PhD	40	32.0%	32.0%	56.0%
Other	12	9.6%	9.6%	65.6%
Total	**125**	**100.0%**	**100.0%**	

Source: Prepared by the researchers, 2025.

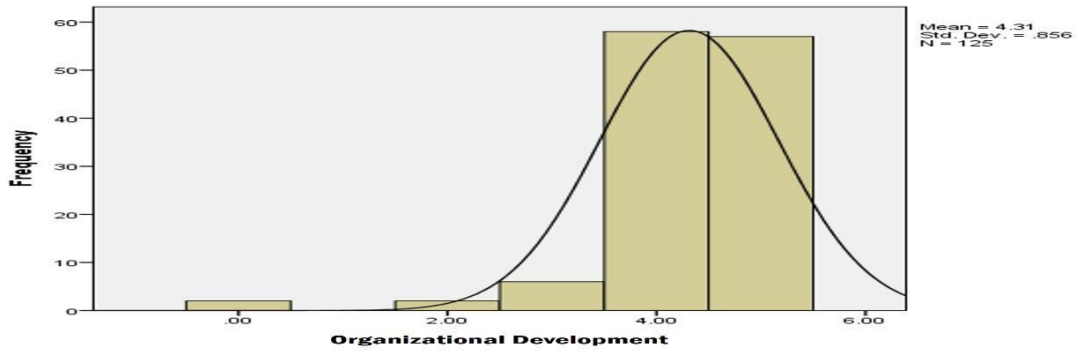


4.2. Study Data and Hypothesis Testing

Table (6): Frequency Distribution and Percentages for the First Question Statements:

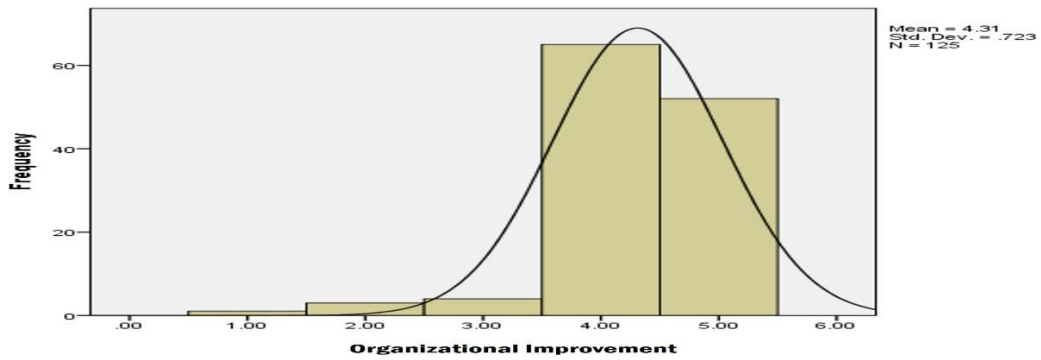
Statement	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	2	1.6%	1.6%	1.6%
Disagree	2	1.6%	1.6%	3.2%
Neutral	6	4.8%	4.8%	8.0%
Agree	58	46.4%	46.4%	54.4%
Strongly Agree	57	45.6%	45.6%	100.0%
Total	**125**	**100.0%**	**100.0%**	

Source: Prepared by the researcher, 2025.



Improvement in the Entire System within the Organization

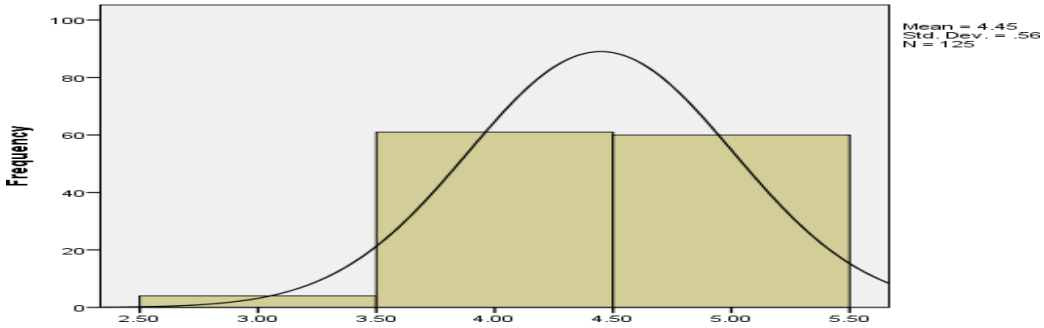
Response	Frequencies	Percentage	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	1	.8	.8
Disagree	3	2.4	2.4	3.2
Somewhat Agree	4	3.2	3.2	6.4
Agree	65	52.0	52.0	58.4
Strongly Agree	52	41.6	41.6	100.0
Total	125	100.0	100.0	



Increase in the Knowledge Capacity of Work Teams and Their Interaction for Collaborative Solutions and Generating New Ideas

Response	Frequencies	Percentage	Valid Percentage	Cumulative Percentage
Valid	Somewhat Agree	4	3.2	3.2
Agree	61	48.8	48.8	52.0
Strongly Agree	60	48.0	48.0	100.0
Total	125	100.0	100.0	

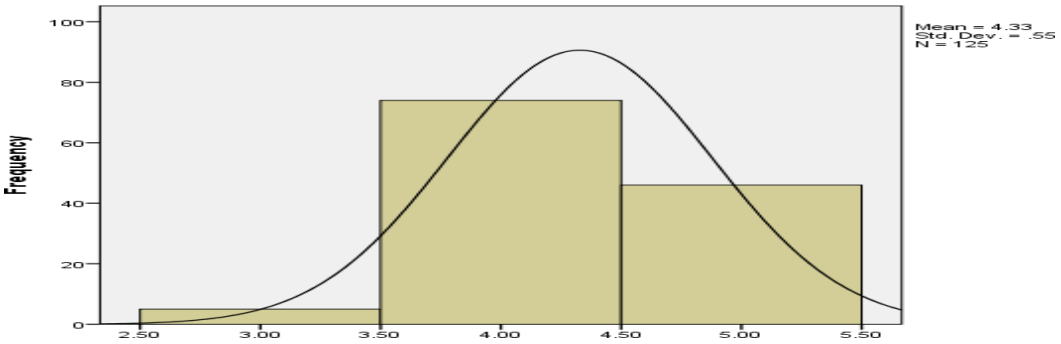
Source: Prepared by the researchers, 2025.



Increase in the Level of Participation Among Employees

Response	Frequencies	Percentage	Valid Percentage	Cumulative Percentage
Valid	Somewhat Agree	5	4.0	4.0
Agree	74	59.2	59.2	63.2
Strongly Agree	46	36.8	36.8	100.0
Total	125	100.0	100.0	

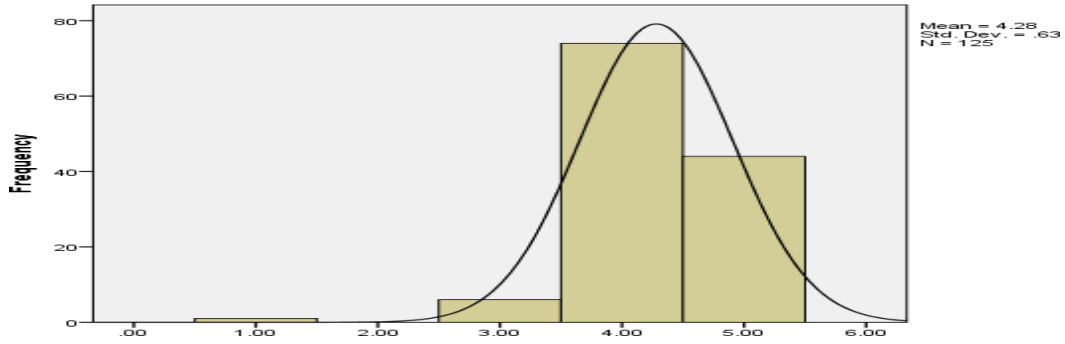
Source: Prepared by the researchers, 2025.



Contributes to the Quality of Educational Capacity

Response	Frequencies	Percentage	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	1	.8	.8
Somewhat Agree	6	4.8	4.8	5.6
Agree	74	59.2	59.2	64.8
Strongly Agree	44	35.2	35.2	100.0
Total	125	100.0	100.0	

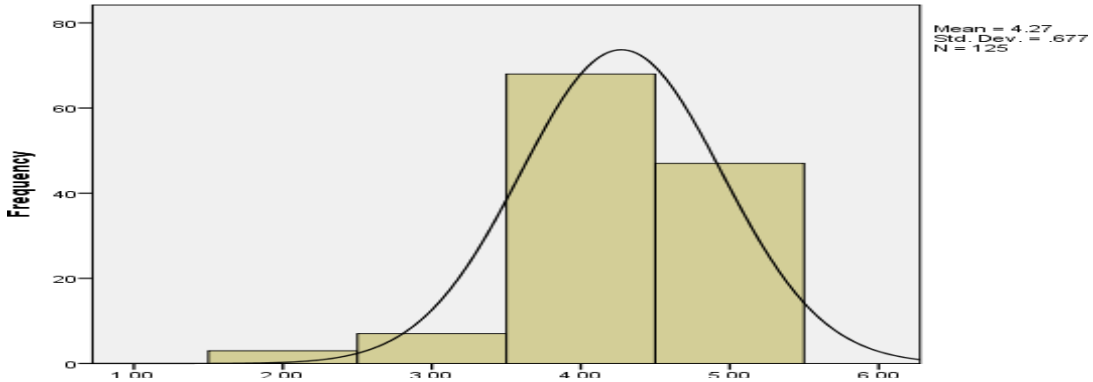
Source: Prepared by the researchers, 2025.



Increase in the Level of Innovation Among Employees

Response	Frequencies	Percentage	Valid Percentage	Cumulative Percentage
Valid	Disagree	3	2.4	2.4
Somewhat Agree	7	5.6	5.6	8.0
Agree	68	54.4	54.4	62.4
Strongly Agree	47	37.6	37.6	100.0
Total	125	100.0	100.0	

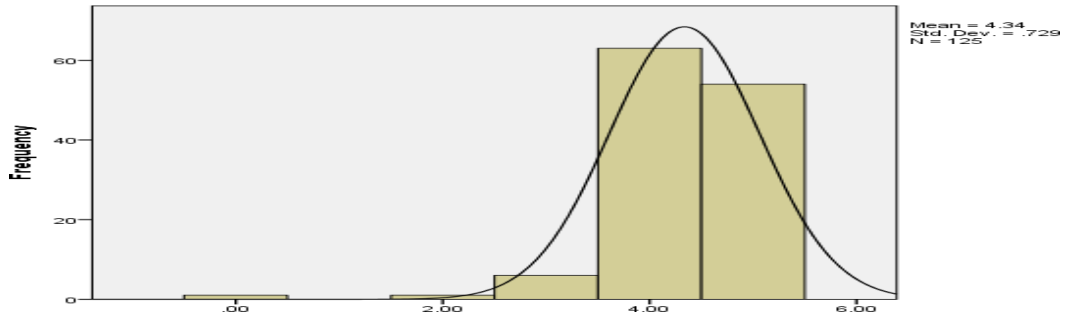
Source: Prepared by the researchers, 2025.



Improvement in the Process of Managing Administrative Issues

Response	Frequencies	Percentage	Valid Percentage	Cumulative Percentage
Valid	.00	1	.8	.8
Disagree	1	.8	.8	1.6
Somewhat Agree	6	4.8	4.8	6.4
Agree	63	50.4	50.4	56.8
Strongly Agree	54	43.2	43.2	100.0
Total	125	100.0	100.0	

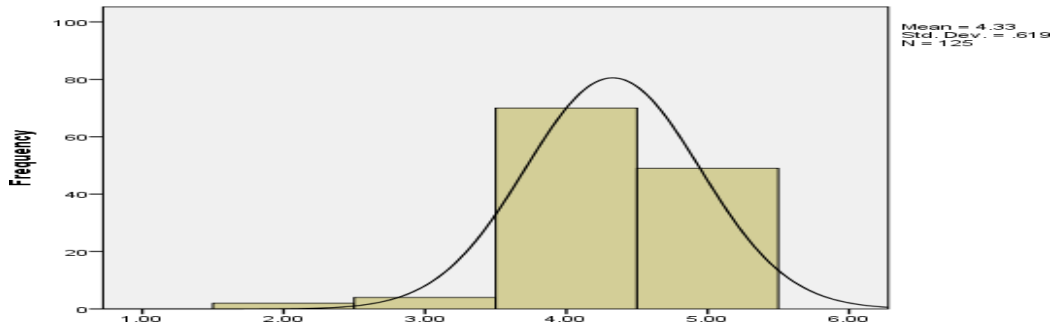
Source: Prepared by the researchers, 2025.



Improvement in the Level of Employee Training Programs

Response	Frequencies	Percentage	Valid Percentage	Cumulative Percentage
Valid	Disagree	2	1.6	1.6
Somewhat Agree	4	3.2	3.2	4.8
Agree	70	56.0	56.0	60.8
Strongly Agree	49	39.2	39.2	100.0
Total	125	100.0	100.0	

Source: Prepared by the researchers, 2025.

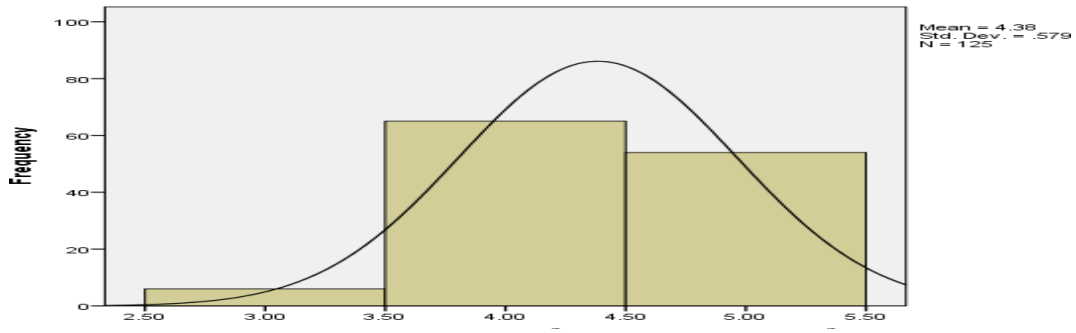


The frequency distribution and percentages for the statements of the second question.

Feasibility of Implementing a Knowledge Management Model Based on Human Element

Response	Frequencies	Percentage	Valid Percentage	Cumulative Percentage
Valid	**Somewhat Agree**	**6**	**4.8**	**4.8**
Agree	**65**	**52.0**	**52.0**	**56.8**
Strongly Agree	**54**	**43.2**	**43.2**	**100.0**
Total	**125**	**100.0**	**100.0**	

Source: Prepared by the researchers, 2025.



Feasibility of Implementing a Model Through Knowledge Storage

Response	Frequencies	Percentage	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	1	.8	.8
Somewhat Agree	7	5.6	5.6	6.4
Agree	71	56.8	56.8	63.2
Strongly Agree	46	36.8	36.8	100.0
Total	125	100.0	100.0	

Source: Prepared by the researchers, 2025.

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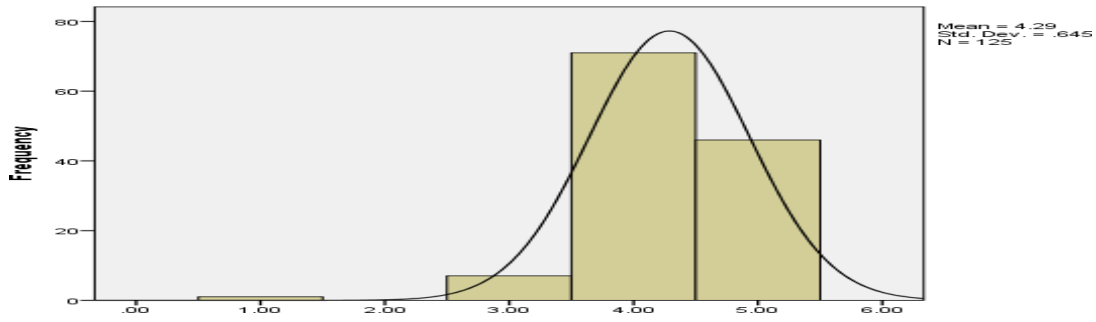
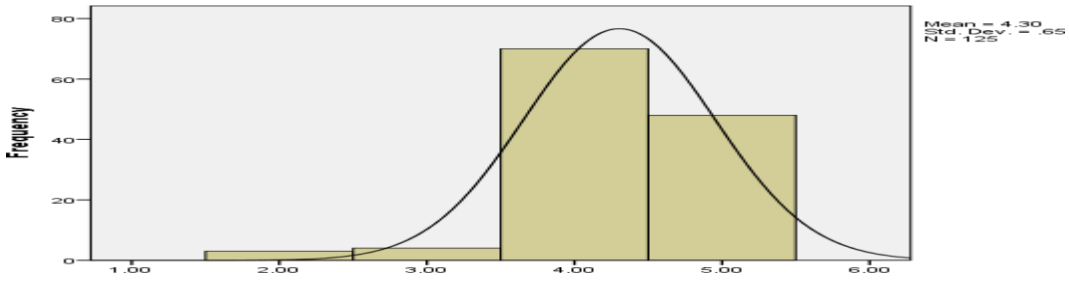


The Model Helps Generate Knowledge and Utilize Internal Experiences and Resources

Response	Frequencies	Percentage	Valid Percentage	Cumulative Percentage
Valid	Disagree	3	2.4	2.4
Somewhat Agree	4	3.2	3.2	5.6
Agree	70	56.0	56.0	61.6
Strongly Agree	48	38.4	38.4	100.0
Total	125	100.0	100.0	

"The possibility of applying a model based on the integration of determinants (employee job satisfaction, workgroup cohesion, and service quality) with the knowledge management process."



Feasibility of Implementing a Model Based on Promoting Organizational Culture

Response	Frequencies	Percentage	Valid Percentage	Cumulative Percentage
Valid	Disagree	1	.8	.8
Somewhat Agree	7	5.6	5.6	6.4
Agree	70	56.0	56.0	62.4
Strongly Agree	47	37.6	37.6	100.0
Total	125	100.0	100.0	

Source: Prepared by the researchers, 2025.

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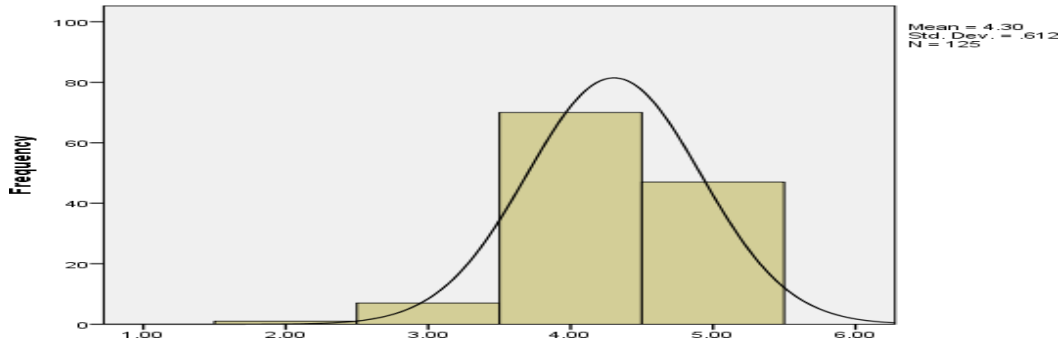
The frequency distribution and percentages of the statements in question three.



Providing the Latest Devices, Equipment, Advanced Technology, and Physical Facilities

Response	Frequencies	Percentage	Valid Percentage	Cumulative Percentage
Valid	.00	1	.8	.8
Somewhat Agree	2	1.6	1.6	2.4
Agree	67	53.6	53.6	56.0
Strongly Agree	55	44.0	44.0	100.0
Total	125	100.0	100.0	

Source: Prepared by the researchers, 2025.

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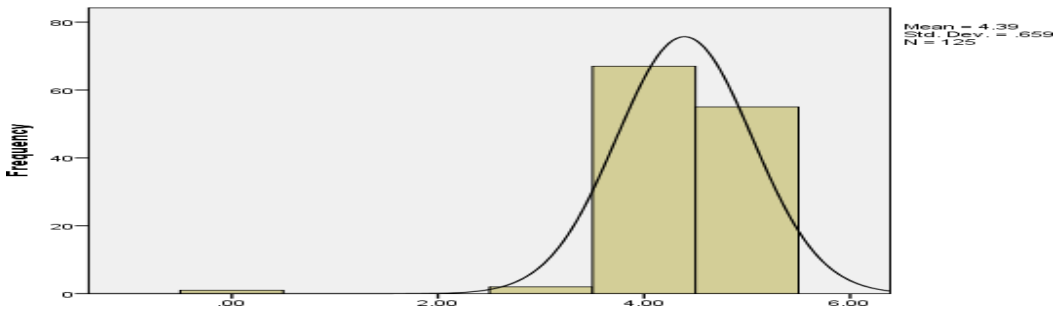
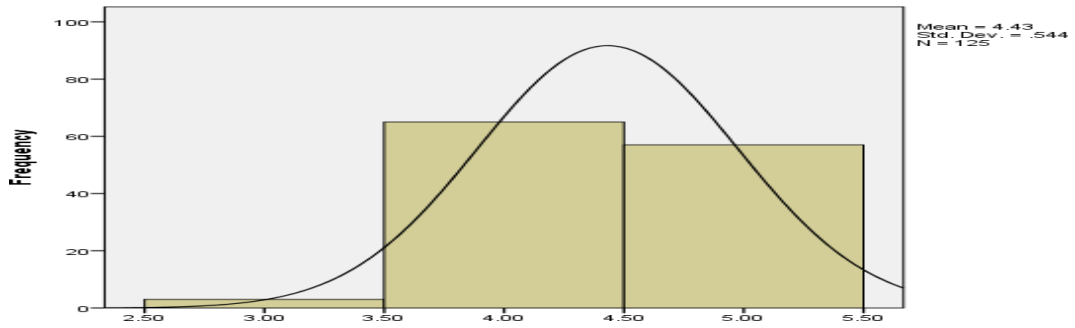


Providing a Clear Plan for Developing the Organizational Structure in Line with Changes

Response	Frequencies	Percentage	Valid Percentage	Cumulative Percentage
Valid	Somewhat Agree	3	2.4	2.4
Agree	65	52.0	52.0	54.4
Strongly Agree	57	45.6	45.6	100.0
Total	125	100.0	100.0	

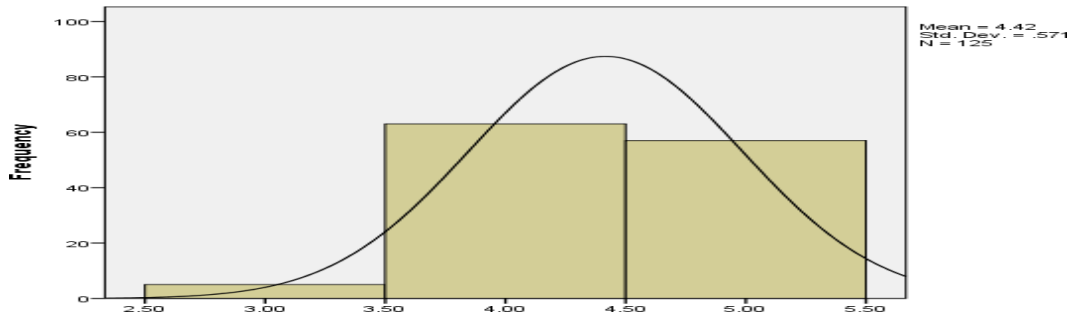
Source: Prepared by the researchers, 2025.



Finding a Strategic Vision Supporting the Use of Knowledge Management in Organizational Development

Response	Frequencies	Percentage	Valid Percentage	Cumulative Percentage
Valid	Somewhat Agree	5	4.0	4.0
Agree	63	50.4	50.4	54.4
Strongly Agree	57	45.6	45.6	100.0
Total	125	100.0	100.0	

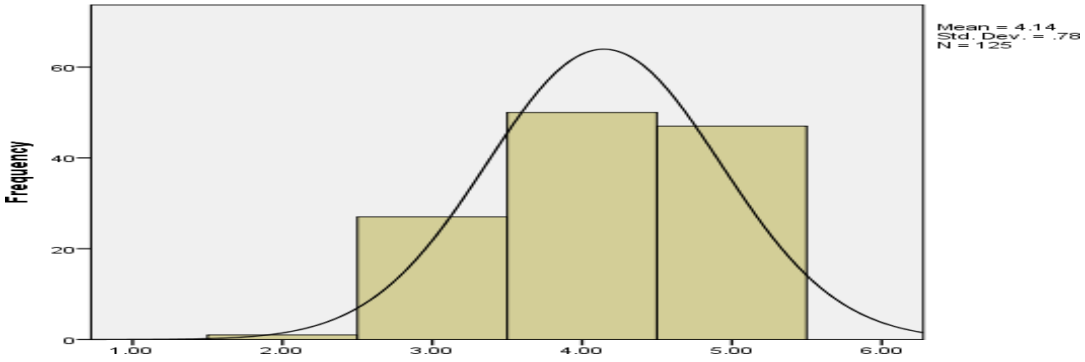
Source: Prepared by the researchers, 2025.



Providing an Infrastructure Capable of Making Communication Among Employees Effective

Response	Frequencies	Percentage	Valid Percentage	Cumulative Percentage
Valid	Disagree	1	.8	.8
Somewhat Agree	27	21.6	21.6	22.4
Agree	50	40.0	40.0	62.4
Strongly Agree	47	37.6	37.6	100.0
Total	125	100.0	100.0	

Source: Prepared by the researchers, 2025.



Senior Management Provides All Necessary Support for the Knowledge Management System

Response	Frequencies	Percentage	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	1	.8	.8
Disagree	3	2.4	2.4	3.2
Somewhat Agree	11	8.8	8.8	12.0
Agree	58	46.4	46.4	58.4
Strongly Agree	52	41.6	41.6	100.0
Total	125	100.0	100.0	

Source: Prepared by the researchers, 2025.

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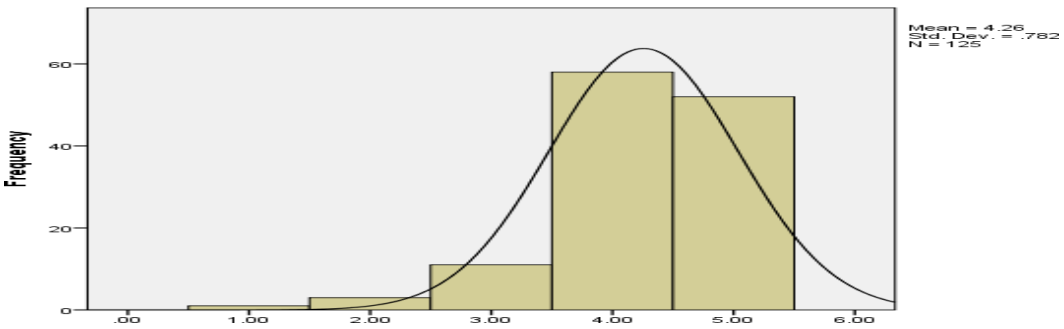

Dimension	N	Min.	Max.	Mean	Std. Deviation	Skewness	Std. Error
Organizational Development at the Sector Level	125	.00	5.00	4.3120	.85587	-2.377	.217
Improvement in the Overall System Within the Organization	125	1.00	5.00	4.3120	.72308	-1.463	.217

Increase in the Knowledge Capacity of Teams Enables Members to Adapt Better to Surrounding Changes	125	3.00	5.00	4.4480	.56018	-.351	.217
Increased Level of Participation Among Employees	125	3.00	5.00	4.3280	.55031	-.018	.217
Helps Improve Educational Quality	125	1.00	5.00	4.2800	.62990	-1.084	.217
Increased Level of Innovation Among Employees	125	2.00	5.00	4.2720	.67652	-.869	.217
Improvement in Administrative Problem-Solving Processes	125	.00	5.00	4.3360	.72894	-2.013	.217
Improvement in Employee Training Programs	125	2.00	5.00	4.3280	.61926	-.766	.217
Valid N (listwise)	125						

Source: Prepared by the researchers, 2025.

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Dimension	**N**	**Min.**	**Max.**	**Mean**	**Std. Deviation**	**Skewness**
Feasibility of Implementing a Knowledge Management Model Based on the Human Element	125	3.00	5.00	4.3840	.57899	-.294
Feasibility of Implementing a Model Through Supporting and Developing Knowledge Management Processes	125	1.00	5.00	4.2880	.64528	-1.086
Feasibility of Implementing a Model That Contributes to Driving Organizational	125	2.00	5.00	4.3040	.65036	-.934

Development						
Feasibility of Implementing a Model That Helps Generate Knowledge and Utilize Internal Experiences and Resources	125	2.00	5.00	4.3040	.61203	-.496
Valid N (listwise)	125					

Source: Prepared by the researchers, 2025.

Dimension	**N**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**	**Skewness**
Providing the Latest Technological Devices and Physical Facilities at Work	125	.00	5.00	4.3920	.65864	-2.346
Providing a Clear Plan for Developing the Organizational Structure in Line with Changes	125	3.00	5.00	4.4320	.54382	-.184
Finding a Strategic Vision Supporting the Use of Knowledge Management in Organizational Development	125	3.00	5.00	4.4160	.57057	-.326
Providing an Infrastructure Capable of Making Communication Among Employees Effective	125	2.00	5.00	4.1440	.77983	-.362
Senior Management Provides All Necessary Support for the Knowledge Management System	125	1.00	5.00	4.2560	.78189	-1.206
Valid N (listwise)	125					

Source: Prepared by the researchers, 2025.

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Dimension	**N**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**	**Skewness**
Senior Management's Familiarity with the Dimensions and Requirements of Knowledge Management	125	2.00	5.00	4.3200	.59024	-.461
Enhancing the Organizational Culture Supporting the Use of Knowledge Management	125	2.00	5.00	4.2800	.65501	-1.063

Developing Technology to Align with the Use of Knowledge Management	125	2.00	5.00	4.3120	.64026	-.761
Developing the Organization's Infrastructure	61	2.00	5.00	4.5082	.64866	-1.357
Motivating and Encouraging Individuals to Share Knowledge and Exchange Experiences	61	2.00	5.00	4.5738	.66980	-1.655
Developing the Organizational Structure	61	1.00	5.00	4.4426	.80673	-1.974
Valid N (listwise)	61		5.00			

Source: Prepared by the researchers, 2025.

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Dimension	**N**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**	**Skewness**	**Std. Error**
Senior Management's Familiarity with Knowledge Management Dimensions and Requirements	125	2.00	5.00	4.3200	.59024	-.461	
Enhancing the Organizational Culture Supporting Knowledge Management Usage	125	2.00	5.00	4.2800	.65501	-1.063	
Developing Technology to Align with Knowledge Management Usage	125	2.00	5.00	4.3120	.64026	-.761	
Developing the Institution's Infrastructure	61	2.00	5.00	4.5082	.64866	-1.357	
Motivating and Encouraging Individuals to Share Knowledge and Exchange Experiences	61	2.00	5.00	4.5738	.66980	-1.655	
Developing the Organizational Structure	61	1.00	5.00	4.4426	.80673	-1.974	
Valid N (listwise)	61		5.00				

The frequency distribution and percentages of statements about what actions help improve the performance of workers in the sector under study?

Response	**Observed N**	**Expected N**	**Residual**
Disagree	2	31.3	-29.3
Somewhat Agree	6	31.3	-25.3

Agree	68	31.3	36.8
Strongly Agree	49	31.3	17.8
Total	125		

Response	**Observed N**	**Expected N**	**Residual**
Disagree	2	31.3	-29.3
Somewhat Agree	6	31.3	-25.3
Agree	68	31.3	36.8
Strongly Agree	49	31.3	17.8
Total	125		

Source: Prepared by the researchers, 2025.

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Results and Recommendations: The study's results demonstrated the following:

1. There is a statistically significant relationship between the use of knowledge management and the improvement in employee performance, contributing to organizational development.
2. Sample participants agree that the use of knowledge management helps improve the work environment in higher education institutions.
3. The use of knowledge management leads to an overall improvement in the system within the university.
4. Implementing knowledge management contributes to enhancing the knowledge capacity of work teams and promotes their interaction to generate new ideas.
5. Sample participants have positive attitudes toward the availability of an appropriate organizational structure for implementing knowledge management.
6. There are statistically significant differences in knowledge of knowledge management related to differing educational levels.
7. The research sample tends to share knowledge among individuals within the colleges.
8. There are statistically significant differences in the requirements for implementing knowledge management associated with years of experience.
9. There are statistically significant differences between the average responses of the sample attributed to educational qualifications.
10. The sample emphasized the necessity of adopting a knowledge management approach and increasing the budget for information technology.

Additionally, the study's results showed the following:

1. The implementation of knowledge management strategies positively impacts the academic performance of employees in higher education institutions.
2. The study confirmed that knowledge management enhances the academic work environment, reducing stress and increasing collaboration among faculty members and students.
3. It was found that many educational institutions suffer from a weak investment in available knowledge, negatively affecting the quality of educational services and employee performance.
4. The results highlighted the necessity of providing advanced infrastructure and modern technology to support knowledge management.
5. The data indicate the importance of enhancing the organizational culture to support the use of knowledge management.

6. The results showed an increase in employee participation, reflecting their readiness to implement knowledge management and improve performance.

Recommendations

1. Educational institutions should invest in updating technology and facilities to improve the work environment.
2. Training programs should be provided for faculty members and staff to enhance their skills in knowledge management.
3. It is advisable to develop mechanisms that encourage individuals to share knowledge and experiences within the institution.
4. There is a need to establish strategic plans that support the implementation of knowledge management and define common goals and visions.
5. Knowledge management models should be implemented that focus on the human element and leverage internal expertise.

Acknowledgment

"The authors extend their appreciation to the Deanship of Research and Graduate Studies at King Khalid University for funding this work through Large Research Project under grant number RGP2/458/45".

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