



Knowledge Management and Achieving Education Quality in University Institutions: A Field Study at the Faculty of Humanities, Islamic Sciences, and Civilization at Amar Telidji University, Laghouat

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ABSTRACT

This study aims to address the topic of digitization and the quality of higher education, highlighting how it has become a pressing challenge. The focus of this research is on improving the quality of higher education as one of its critical concepts amidst the global competition between higher education institutions, a consequence of globalization. The study emphasizes the role of university management in adopting knowledge management as an alternative to traditional methods of communication and operation. It argues that educational institutions must embrace knowledge management and integrate it into their programs as a fundamental requirement for recognition, accreditation, and the improvement of educational policies. This is particularly vital given the rapid knowledge and technological changes, which necessitate motivating individuals' potentials and enhancing university performance to strengthen competitiveness.

The study also underscores the necessity for Algerian universities to prioritize the quality of education and training to meet the highest international standards. Despite the state's allocation of a significant portion of its resources and efforts to higher education to achieve targeted aspirations, there is a pressing need to invest in human capital of the highest quality.

Keywords: Knowledge Management, Quality of Education, Digitization, Higher Education Management, Education Improvement.

Introduction:

The focus on the quality of higher education has gained significant importance, evolving into a major challenge. Consequently, numerous global, regional, and local conferences have addressed this issue to enhance the qualitative outcomes of education. The concept of improving the quality of higher education has emerged as a critical factor in light of the global competition among higher education institutions, driven by globalization. In response, international bodies for ensuring higher education quality have been established to set policies and standards that guarantee the quality of educational programs. Consequently, educational institutions are now required to adopt these standards and integrate them into their programs as a fundamental condition for recognition, accreditation, and the enhancement of educational policies. This necessity is further emphasized in the context of rapid knowledge and technological advancements, which call for the motivation of individual potentials and the improvement of university performance to strengthen competitiveness. Similarly, Algerian universities, like their counterparts worldwide, are required to prioritize the quality of education and training to achieve the highest international standards. Despite the state dedicating a portion of its resources and efforts to higher education, there remains a pressing need to meet targeted aspirations by investing in high-quality human capital.

First: The Problem Statement

Despite the widespread understanding and application of the concept of knowledge management in various business organizations, its research, experiments, and applications within higher education institutions remain

limited and insufficient. Given that knowledge is a fundamental resource for improving the educational process, and considering the scarcity of studies addressing the applications of knowledge management and its impacts on the quality of higher education, this study aims to shed light on the extent to which knowledge management influences achieving educational quality in university institutions.

Thus, the research problem in this study can be formulated as follows:

How does knowledge management contribute to achieving education quality in educational institutions?

Second: Sub-Questions

The research problem can be divided into the following sub-questions based on the study's variables:

- What does the quality of higher education entail?
- What is the impact of knowledge management on improving quality in higher education?
- To what extent is knowledge management applied to improve the quality of education at the Faculty of Humanities, Islamic Sciences, and Civilization at Amar Telidji University in Laghouat?

Third: Main Hypothesis

Knowledge management has an impact on achieving education quality in higher education at the Faculty of Humanities, Islamic Sciences, and Civilization. From this, the following sub-hypotheses are derived:

1. The faculty applies knowledge management processes (knowledge generation, storage, dissemination, and application).
2. Knowledge management, through its various processes, influences the quality of higher education (quality of scientific research, quality of student and graduate services, quality of programs and curricula, and quality of administrative services).

Fourth: Research Significance

The topic of knowledge management is one of the emerging administrative subjects that has not received sufficient attention and treatment, especially in the field of higher education, which is the driving force behind the growth and advancement of societies.

The significance of this study lies in the following:

- Exploring knowledge management (its concepts, importance, processes, and its impact on achieving higher education quality).
- This study seeks to analyze the reality and awareness of the faculty members at the Faculty of Humanities, Islamic Sciences, and Civilization at Amar Telidji University in Laghouat regarding the concept, key processes, and effects of knowledge management on education quality.

Fifth: Research Objectives

- To address the theoretical concepts related to knowledge management and higher education quality.
- To clarify the impact of applying knowledge management in achieving education quality at the faculty (the subject of the study).

Sixth: Reasons for Choosing the Topic

The topic was chosen for the following reasons:

- The subject represents a problem that requires investigation.
- There is a strong relationship between knowledge management and higher education quality, making knowledge management a method for achieving and improving quality.

Seventh: Concepts and Terms of the Study

1. Knowledge Management:

• Linguistic Definition:

"Management" refers to the organization and direction of processes or resources, while "knowledge" represents a collection of information, skills, and experiences acquired through learning or practice.¹

• Terminological Definition:

In academic and administrative contexts, knowledge management refers to a set of activities and procedures aimed at collecting, storing, and distributing knowledge within an organization (such as a university) to utilize it effectively and achieve its objectives, whether they are cognitive or organizational.²

• Operational Definition:

In the context of this study, knowledge management is defined as a set of policies and procedures adopted by the university institution to develop and manage knowledge within its academic and administrative bodies by employing appropriate technological tools and human resources.

2. Quality of Education :

• Linguistic Definition:

"Quality" refers to the characteristics or features of something that determine its suitability or value, while "education" is the process through which knowledge and skills are transmitted from one person to another.³

• Terminological Definition:

In the context of university institutions, quality of education refers to a set of standards and processes through which teaching and learning are delivered in a manner that ensures educational outcomes meet global academic and pedagogical standards. It also involves equipping students with the knowledge and skills needed for the labor market and societal engagement.⁴

• Operational Definition:

In this study, quality of education is defined as a set of practices and measures aimed at enhancing the effectiveness of the educational process in university institutions by improving curricula, teaching methods, and educational resources, while continuously monitoring academic performance and interactions between students and faculty members.

3. Higher Education Institutions :

1. Linguistic Definition:

"Institution" refers to entities or organizations responsible for organizing and providing specific services, while "university" pertains to higher education.⁵

2. Terminological Definition:

Higher education institutions are educational entities that provide higher education and aim to achieve academic and social goals through teaching and research.⁶

3. Operational Definition:

In this study, higher education institutions refer to entities that offer academic programs recognized by relevant authorities and work to enhance academic and research performance to achieve academic excellence.

4. Achieving Quality of Education:

1. Linguistic Definition:

• "Achieving" means reaching a goal or result after effort or work, synonymous with the performance required to achieve desired outcomes.

• "Quality of education" refers to the level of education that meets the required standards in terms of educational outcomes, effectiveness, and alignment with social and professional objectives.⁷

2. Terminological Definition:

Achieving quality of education, in the academic context, refers to implementing specific policies and procedures aimed at comprehensive improvement of education. This includes developing curricula, enhancing teaching strategies, training educators, and ensuring educational outcomes align with national and international quality standards.

It signifies efforts made by educational institutions to ensure education is delivered according to international and local standards, enhancing strong and effective educational outcomes.⁸

3. Operational Definition:

In this study, achieving quality of education means implementing educational policies and practical procedures aimed at improving education quality in universities through updating curricula, developing teaching methods, applying new technological techniques, and continuously evaluating student performance.

In this study, achieving quality of education focuses on taking practical steps to develop teaching methods and curricula, effectively employing educational technology, and measuring academic performance to ensure quality.

Eighth: Review of Previous Studies

1. First Study:

Conducted by researcher **Kalbou Hassina**, titled *The Role of Knowledge Management in Improving Institutional Performance*, a master's thesis in Economic and Commercial Sciences and Management Sciences, Organization Management Branch, University of Mohamed Khider, Biskra, academic year 2014/2015. Key findings include:

- Highlighting the role of knowledge management in the survival and growth of institutions.
- Enhancing the effectiveness and performance of institutions.
- Demonstrating the importance of knowledge management by adding value to institutions and creating a competitive advantage.

2. Second Study:

Conducted by researcher **Hernan Najwa**, titled *The Contribution of Knowledge Management in Improving the Quality of Higher Education*, a doctoral dissertation in Organization Management, Faculty of Economic Sciences and Management, University of Mohamed Khider, Biskra, academic year 1987/1988. Key findings include:

- The effective role knowledge management plays in higher education institutions.
- Knowledge management has become an essential requirement for development and progress, especially in higher education institutions.
- Striving to achieve excellence and continuous improvement in Algerian universities to keep pace with Arab and global universities.
- Implementing quality management requires state support, increased funding, clear prioritization of educational policies, and a focus on global research and educational outcomes.

3. Third Study:

Conducted by researcher **Intissar Ariouat**, titled *Requirements for Applying Knowledge Management in Algerian Universities*, a doctoral dissertation in Political Science and International Relations, University of Batna, academic year 2018/2019. Key findings include:

- The need for administrative leadership aware of the importance of adopting knowledge management in universities to gain support and assistance.
- Applying knowledge management fosters collaboration and cohesion among faculties and departments.
- The university under study lacks clear procedures and measures to acquire and manage the necessary knowledge. There is also a noticeable absence of a policy to improve and develop knowledge, coupled with environmental challenges that hinder the application of knowledge management, preventing the university from delivering outcomes that align with local and global developments.

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4. Fourth Study:

Conducted by researcher **Yasser Maimoun Abbas**, titled *Quality in University Education*, a scientific article presented at the Arab International Conference on Quality Assurance in Higher Education, Zarqa University, Jordan, May 10–12, 2011. Key findings include:

- The necessity of prioritizing quality in university education.
- Identification of key dimensions of quality in university education: (students, faculty members, administration, facilities and equipment, funding, and community service).

Ninth: Type and Methodology of the Study

1. Type of Study:

This study is a **field study**, meaning it relies on collecting data and information from the actual environment, specifically the academic context of the Faculty of Humanities, Islamic Sciences, and Civilization at Amar Telidji University, Laghouat. Data was gathered directly from faculty members through questionnaires and field observations. The goal is to analyze the actual interaction between knowledge management and achieving quality education in this particular educational institution.

- The applied field study allows examining the relationship between knowledge management theories such as knowledge direction, distribution, and storage and how these practices influence achieving quality education. This was accomplished using practical tools such as questionnaires and interviews with relevant faculty members in the university.

2. Study Methodology:

Based on the nature of the study and its objectives, the **descriptive-analytical method** was employed. This approach aims to describe the phenomenon under study as it exists in reality, analyze its data, explore relationships between its components, assess perspectives on it, examine its processes, and identify its effects.

- Al-Hamdani defines the descriptive method as "a methodology that seeks to describe contemporary or current phenomena or events systematically. It is a form of organized interpretation that provides data on specific characteristics in reality. It requires understanding the participants in the study, the phenomena being studied, and the tools employed for data collection."⁹

We utilized two primary sources of information:

1. Secondary Sources:

To address the theoretical framework of the study, we relied on secondary data sources, including related books, articles, reports, research papers, and previous studies that explored the topic of the study. Additionally, online resources were utilized for further insights.

2. Primary Sources:

To analyze the study's topic analytically, primary data was collected using a **questionnaire** as the primary tool designed specifically for this purpose. The questionnaire was distributed to a number of faculty members at the Faculty of Humanities, Islamic Sciences, and Civilization at Amar Telidji University, Laghouat. The collected data was analyzed using the **SPSS statistical analysis program** to test the validity of the study's hypotheses.

The methodology used in this study is the descriptive-analytical method, which involves collecting and analyzing data to understand the relationship between knowledge management and education quality at the faculty. The methodology included the following:

A. Descriptive Method:

- This method focused on describing the educational reality and identifying the level of knowledge management practices, such as knowledge sharing and storage within the faculty, and how these practices impact education quality.
- Information was gathered from students and faculty members to determine how knowledge is managed at the faculty and its role in improving educational outcomes.

B. Analytical Method:

- After collecting data, the researcher analyzed it to identify relationships between knowledge management and education quality and provide interpretations of these relationships.
- The analysis involved statistical methods, such as descriptive analysis, variance analysis, and correlation, to examine the relationship between different factors (e.g., teaching methods or the use of technological tools) and student performance.

Second: Study Population

The study population consisted of all faculty members at the Faculty of Humanities, Islamic Sciences, and Civilization at Amar Telidji University, Laghouat, totaling 60 faculty members.¹⁰

Third: Study Sample

The study sample represented approximately 50% of the study population, corresponding to 30 faculty members. A total of 30 questionnaires were distributed to a random sample of the faculty, and 28 questionnaires were retrieved, representing a response rate of 46.66%.

Tenth: The Theoretical Framework of the Study

The study relies on Functionalism, a sociological theory that focuses on how institutions operate within the larger social system. In the context of studying knowledge management and education quality in universities, functionalism can be employed to understand the role of education in society and how social balance can be achieved by improving education quality.

How Can Functionalism Be Applied in This Study?

1. Role of Educational Institutions:

▪ From a functionalist perspective, education is viewed as one of the core social functions that contribute to societal stability. Universities, as part of this system, perform the role of transferring knowledge and developing skills that enable individuals to integrate into the labor market and society at large. Knowledge management in this context supports universities in fulfilling this role more effectively.

2. Achieving Balance:

▪ Functionalism posits that institutions like universities must contribute to the stability of the social system by achieving specific goals. Here, knowledge management serves as a mechanism for achieving these goals by improving the quality of education, which, in turn, supports the broader social structure.

3. Interaction Between Different Parts:

▪ Universities, as institutions, interact dynamically with society as a whole. Through effective knowledge management, academic outcomes can be enhanced, and the interaction among various components of the university system (students, faculty, curricula, technology) can be optimized to drive social progress.

This theoretical framework allows the study to analyze the interplay between knowledge management practices and education quality within the context of their societal functions, ensuring that universities remain key contributors to social cohesion and development.

Advantages of Using Functionalism:

- **Focus on the System:** Functionalism provides an understanding of how the different components of an educational institution interact to achieve its social and educational goals.
- **Analyzing the Relationship Between Education and Society:** The theory can be used to analyze how universities contribute to meeting societal needs by improving education quality and managing knowledge effectively.
- **Stability and Adaptation:** Functionalism allows for understanding how universities can adapt to social changes by enhancing education quality and implementing knowledge management practices. These advantages highlight the relevance of functionalism in studying the dynamics between knowledge management, education quality, and the broader societal context in which universities operate.

Tenth: Statistical Methods Used in the Study

1. Validity and Reliability of the Study

1/ Study Validity :

Al-Otaibi defines the validity of a study tool as "the extent to which a data collection tool or measurement procedure can measure what it is intended to measure." This means that if the data collection tool successfully measures the purpose for which it was designed, the tool is valid.¹¹

To evaluate the validity and reliability of the questionnaire items, several tests were conducted as follows:

1-1 Face Validity (Validity of Expert Opinions):

Bouhouche Ammar defines face validity as "examining what the test appears to measure, which is evident in the preliminary inspection of the test contents." ¹²

The researcher selects several experts specialized in the phenomenon or problem under study. In this research, the questionnaire was presented to a panel of **three faculty experts** from the college. The list of reviewers can be found in **Appendix (01)**. The objective was to gather their opinions on the validity and appropriateness of each questionnaire item in measuring what it was designed to measure.

Based on their feedback, necessary modifications, including deletion and adjustments, were made according to the provided suggestions. As a result, the questionnaire was finalized in its current form, as detailed in **Appendix (03)**.

▪ **Criterion Validity**

Table (01): Criterion Validity Coefficient

Number of Item	Self-Validity Coefficient
28	0.952

Source: Prepared by the researchers based on the outputs of SPSS 24.0.

The Self-Validity Coefficient was calculated using the Cronbach's Alpha correlation coefficient to verify the overall validity of the questionnaire.

The previous table indicates that the coefficient equals 0.952, reflecting a high level of validity. Therefore, it can be concluded that the instrument possesses a significant degree of validity in measuring what it was designed to assess.

• **Study Reliability:**

The reliability of the study refers to the extent to which the measurement tool provides consistent readings every time it is used, meaning that if the questionnaire is reapplied to the same sample under the same conditions, the result will fall between 0 and 1. The most common methods for measuring reliability are Cronbach's Alpha coefficient and the Split-Half Method.

▪ **Cronbach's Alpha Coefficient:**

Table (02): Study Reliability Coefficient

Number of Items	Reliability Coefficient
28	0.952

Source: Prepared by the researchers based on the outputs of SPSS 24.0.

The reliability of the study was verified using Cronbach's Alpha coefficient, as shown in the previous table. It is noted that the Cronbach's Alpha value is high, reaching 0.952, indicating that the reliability is statistically significant and robust.

▪ **Split-Half Method:**

In this method, the test is applied once, and the items are divided into two halves. In our case, the first half contains the odd-numbered items, and the second half contains the even-numbered items. The correlation coefficient is then calculated between the scores of the two halves. This method measures the reliability of one half of the test rather than the entire test.

Table (03): Study Reliability (Split-Half Method)

First Part		Second Part	
Number of Items	Reliability Value	Number of Items	Reliability Value
19	0.896	20	0.899

Source: Prepared by the researchers based on the outputs of SPSS 24.0.

It is evident from the table above that the reliability values for both parts are high, with the first part scoring 0.896 and the second part scoring 0.899. This indicates that the reliability is statistically significant and robust. After reviewing the reliability results, it is clear that the coefficients are high enough, making it unnecessary to remove any items. Thus, the questionnaire is finalized and ready for distribution. This confirms the validity and reliability of the study's questionnaire, ensuring full confidence in its appropriateness for analyzing results, answering the study's questions, and testing its hypotheses.

▪ Construct Validity:

Construct validity is one of the measures of instrument validity, assessing the extent to which the instrument achieves its intended objectives. It demonstrates the degree of correlation between each axis of the study and the total score of the questionnaire items.

Table (04): Correlation Coefficient for Construct Validity

Axis	Pearson Coefficient	P-Value
Knowledge Generation	,658	0.000
Knowledge Storage	,736	0.000
Knowledge Distribution	,733	0.000
Knowledge Application	,916	0.000
Quality of Scientific Research	,871	0.000
Quality of Student and Graduate Services	,805	0.000
Quality of Curricula and Programs	,947	0.000
Quality of Administrative Services and Planning	,915	0.000

Source: Prepared by the researchers based on the outputs of SPSS 24.0.

The correlation is statistically significant at a significance level of $\alpha \geq 0.05$.

The table above shows that all correlation coefficients for the questionnaire fields are statistically significant at a significance level of less than 0.05.

3/ Normality Test

Since the sample size exceeds 50 individuals, we utilized the Kolmogorov-Smirnov test to evaluate whether the data follows a normal distribution. The results are summarized in the following table:

Table (08): Results of the Normality Test

Field	Test Value	P-Value (Sig)
Knowledge Generation	0.089	0.000
Knowledge Storage	0.094	0.000
Knowledge Distribution	0.187	0.000
Knowledge Application	0.086	0.000
Quality of Education in University Institutions	0.072	0.000

Source: Prepared by the researchers based on the outputs of SPSS 24.0.

The results in the table above indicate that the p-value for most of the study's axes is greater than the significance level of 0.05. Therefore, the data distribution for these axes follows a normal distribution, confirming the feasibility of applying the linear model. Laboratory tests were subsequently used to analyze the data and test the hypotheses.

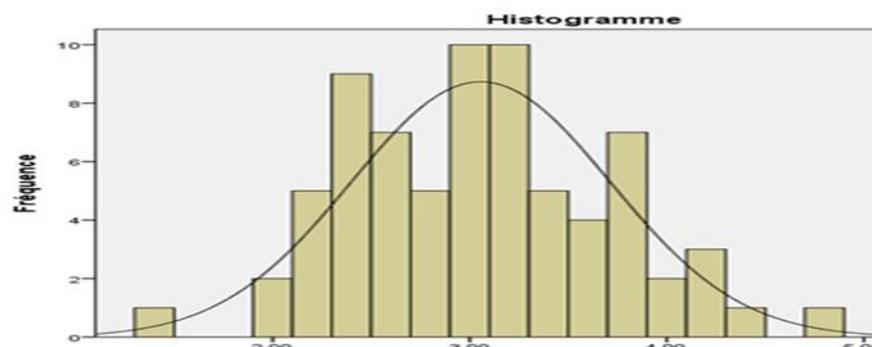
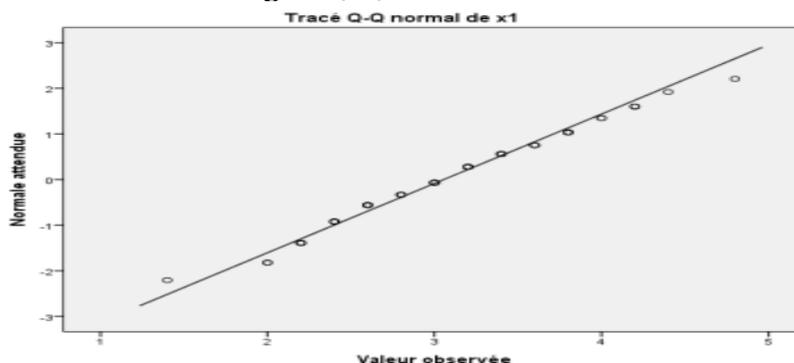


Figure (01): Normal Distribution Curve

Source: Outputs of SPSS 24.0

From the figure, we observe that the study follows a normal distribution to a significant extent, confirming the appropriateness of using scientific tests.

Figure (10): Scatter Plot



Source: Outputs of SPSS 24.0

The points distributed along the vertical axis represent the expected values of the normal distribution, corresponding to the standard scores of the normal distribution on the horizontal axis. We observe that the scatter points align closely with the straight line, indicating that the sample follows a normal distribution.

Eleventh: Interpretation and Analysis of Analytical Study Results

To interpret the study results and assess the level of responses, we relied on ranking the arithmetic means for the questionnaire's fields and for the items within each field. We determined the direction of statements according to the adopted fields. Through this analytical study, we arrived at several key findings, most notably:

1. Presentation, Analysis, and Discussion of Results for the First Sub-Hypothesis:

The first sub-hypothesis stated: "The faculty applies knowledge management processes (knowledge generation, knowledge storage, knowledge dissemination, and knowledge application)."

Study of Response Trends:

Arithmetic mean, standard deviation, percentages, and frequencies were used to determine the degree of agreement.

1- Analysis of Trends in Knowledge Management Process Statements:

1-1 Analysis of Trends in Knowledge Generation Axis Statements:

Table (09): Trends in Responses of Sample Participants to the Statements of the First Axis

Stateme	Agree		Neutral		Disagree		Arithm etic Mean	Standa rd Deviati on	Directi on
	Freque ncy	Percent age	Freque ncy	Percent age	Frequ ency	Percent age			
1	22	78.6	05	17.9	01	3.6	2,75	,51	Agree
2	20	71.4	07	25	01	3.6	2,67	,54	Agree
3	13	46.4	12	42.9	03	10.7	2,35	,67	Agree
4	14	50	11	39.3	03	10.7	2,39	,68	Agree
Mean of the First Axis Statements							2,54	,44	Agree

Source: Prepared by the researchers based on the outputs of SPSS 24.0.

From the table above, it is clear that the mean for the first axis (Knowledge Generation) is 2.54, indicating a level of agreement categorized as "somewhat agree." Additionally, the fourth statement exhibits the least consistency among the axis statements, while the first statement shows the highest consistency.

1-2 Analysis of Trends in Knowledge Storage Axis Statements:**Table (10): Trends in Responses of Sample Participants to the Statements of the Second Axis**

Statement	Agree		Neutral		Disagree		Arithmetical Mean	Standard Deviation	Direction
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage			
5	12	42.9	09	32.1	07	25	2,17	,81	Neutral
6	20	71.4	02	7.1	06	21.4	2,50	,83	Agree
7	12	42.9	10	35.7	06	21.4	2,21	,78	Neutral
8	12	42.9	10	35.7	06	21.4	2,21	,78	Neutral
9	14	50	07	25	07	25	2,25	,84	Neutral
Mean of the Second Axis Statements							2,27	,55	Neutral

Source: Prepared by the researchers based on the outputs of SPSS 24.0.

From the table above, it is clear that the mean for the second axis (Knowledge Storage) is 2.27, indicating a "neutral" level of agreement. Additionally, the ninth statement shows the least consistency among the axis statements, while the seventh and eighth statements exhibit the highest consistency.

1-3 Analysis of Trends in Knowledge Distribution Axis Statements:**Table (11): Trends in Responses of Sample Participants to the Statements of the Third Axis**

Statement	Agree		Neutral		Disagree		Arithmetical Mean	Standard Deviation	Direction
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage			
10	25	89.3	02	7.1	01	3.6	2,85	,44	Agree
11	19	67.9	09	32.1	/	/	2,67	,47	Agree
12	20	71.4	05	17.9	03	10.7	2,60	,68	Agree
13	19	67.9	07	25	02	7.1	2,60	,62	Agree
14	18	64.3	05	17.9	05	17.9	2,46	,79	Agree
Mean of the Third Axis Statements							2,64	,35	Agree

Source: Prepared by the researchers based on the outputs of SPSS 24.0.

From the table above, it is clear that the mean for the third axis (Knowledge Distribution) is 2.64, indicating a level of agreement categorized as "agree." Additionally, statement 14 shows the least consistency among the axis statements, while statement 10 exhibits the highest consistency.

1-4 Analysis of Trends in Knowledge Application Axis Statements:**Table (12): Trends in Responses of Sample Participants to the Statements of the Fourth Axis**

Statement	Agree		Neutral		Disagree		Arithmetical Mean	Standard Deviation	Direction
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage			
15	14	50	10	35.7	04	14.3	2,35	,73	Agree
16	14	50	11	39.3	03	10.7	2,39	,68	Agree
17	11	39.3	08	28.6	09	32.1	2,07	,85	Neutral
18	10	35.7	10	35.7	08	28.6	2,07	,81	Neutral
19	12	42.9	08	28.6	08	28.6	2,14	,84	Neutral
Mean of the Fourth Axis Statements							2,20	,61	Neutral

Source: Prepared by the researchers based on the outputs of SPSS 24.0.

From the table above, it is clear that the mean for the fourth axis (Knowledge Application) is 2.20, indicating a "neutral" level of agreement. Additionally, statement 17 shows the least consistency among the axis statements, while statement 16 exhibits the highest consistency.

2. Analysis of Trends in Education Quality Statements:

2.1 Analysis of Trends in Scientific Research Quality Axis Statements:

Table (13): Trends in Responses of Sample Participants to the Statements of the Fifth Axis

Statement	Agree		Neutral		Disagree		Arithmetic Mean	Standard Deviation	Direction
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage			
20	15	53.6	11	39.3	02	7.1	2,46	,63	Agree
21	13	46.4	11	39.3	04	14.3	2,32	,72	Neutral
22	11	39.3	10	35.7	07	25	2,14	,80	Neutral
23	14	50	07	25	07	25	2,25	,84	Neutral
24	10	35.7	16	57.1	02	7.1	2,28	,59	Neutral
Mean of the Fifth Axis Statements							2,29	,46	Neutral

Source: Prepared by the researchers based on the outputs of SPSS 24.0.

From the table above, it is clear that the mean for the fifth axis (Scientific Research Quality) is 2.29, indicating a "somewhat neutral" level of agreement. Additionally, statement 23 shows the least consistency among the axis statements, while statement 24 exhibits the highest consistency.

2.2 Analysis of Trends in Student and Graduate Services Quality Axis Statements:

Table (14): Trends in Responses of Sample Participants to the Statements of the Sixth Axis

Statement	Agree		Neutral		Disagree		Arithmetic Mean	Standard Deviation	Direction
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage			
25	15	53.6	12	42.9	01	3.6	2,50	,57	Agree
26	20	71.4	06	21.4	02	7.1	2,64	,62	Agree
27	06	21.4	16	57.1	06	21.4	2,00	,66	Neutral
28	12	42.9	07	25	09	32.1	2,10	,87	Neutral
29	14	50	05	17.9	09	32.1	2,17	,90	Neutral
Mean of the Sixth Axis Statements							2,28	,50	Neutral

Source: Prepared by the researchers based on the outputs of SPSS 24.0.

From the table above, it is clear that the mean for the sixth axis (Quality of Student and Graduate Services) is 2.28, indicating a "somewhat neutral" level of agreement. Additionally, statement 29 shows the least consistency among the axis statements, while statement 25 exhibits the highest consistency.

2.3 Analysis of Trends in Curricula and Programs Quality Axis Statements:

Table (15): Trends in Responses of Sample Participants to the Statements of the Seventh Axis

Statement	Agree		Neutral		Disagree		Arithmetic Mean	Standard Deviation	Direction
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage			
30	10	35.7	11	39.3	07	25	2,10	,78	Neutral
31	11	39.3	12	42.9	05	17.9	2,21	,73	Neutral
32	11	39.3	13	46.4	04	14.3	2,25	,70	Neutral
33	13	46.4	10	35.7	05	17.9	2,28	,76	Neutral
34	10	35.7	11	39.3	07	25	2,10	,78	Neutral
Mean of the Seventh Axis Statements							2,19	,60	Neutral

Source: Prepared by the researchers based on the outputs of SPSS 24.0.

From the table above, it is clear that the mean for the seventh axis (Quality of Curricula and Programs) is 2.19, indicating a "somewhat neutral" level of agreement. Additionally, statements 30 and 34 show the least consistency among the axis statements, while statement 32 exhibits the highest consistency.

2.4 Analysis of Trends in Administrative Services and Planning Quality Axis Statements:

Table (16): Trends in Responses of Sample Participants to the Statements of the Eighth Axis

Statement	Agree		Neutral		Disagree		Arithmetic Mean	Standard Deviation	Direction
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage			
35	17	60.7	05	17.9	06	21.4	2,39	,83	Agree
36	13	46.4	10	35.7	05	17.9	2,28	,76	Neutral
37	06	21.4	11	39.3	11	39.3	1,82	,77	Neutral
38	11	39.3	08	28.6	09	32.1	2,07	,85	Neutral
39	09	32.1	10	35.7	09	32.1	2,00	,81	Neutral
Mean of the Eighth Axis Statements							2,11	,62	Neutral

Source: Prepared by the researchers based on the outputs of SPSS 24.0.

From the table above, it is clear that the mean for the eighth axis (Quality of Administrative Services and Planning) is 2.11, indicating a "somewhat neutral" level of agreement. Additionally, statement 38 shows the least consistency among the axis statements, while statement 36 exhibits the highest consistency.

Hypothesis Testing

After addressing the results of the statistical analysis of the arithmetic mean and the general trend of the sample's opinions, we will now proceed to test the hypotheses:

First: Testing the Main Hypothesis

H_0 : There is no statistically significant effect of knowledge management on achieving education quality in university institutions at the significance level " $\alpha = 0,05$

H_1 :There is a statistically significant effect of knowledge management on achieving education quality in university institutions at the significance level " $\alpha = 0,05$

In this study, we found that the regression coefficient equals (2,608) and the p-value (**sig** is **0.000**), which is less than the significance level ($\alpha = 0.05$). Therefore, we accept the alternative hypothesis:

H1: There is a statistically significant effect of knowledge management on achieving education quality in university institutions at the significance level " $\alpha = 0,05$

The multiple linear regression equation can be expressed as follows:

Where:

- Y: Dependent variable (Education Quality) $Y = a * X + b$
- X: Independent variable (Knowledge Management) $Y = 0,446 * X + 2,608$

This means that for every one-unit increase in the level of knowledge management, education quality increases by 0.446%.

Second: Testing the Sub-Hypotheses

To test the sub-hypotheses, simple linear regression is used, considering the following independent variables: knowledge generation, knowledge storage, knowledge distribution, and knowledge application, with the dependent variable represented as achieving education quality. The following table summarizes the results:

Table (17): Results of Sub-Hypotheses Testing

Independent Variables from M1 to M4	Dependent Variable (M5)	Coefficient of Determination	P-Value	Relationship Model
Knowledge Generation	Achieving Education Quality	%25,2	0,000	$M4 = 0.287 M1 + 3.118$
Knowledge Storage	Achieving Education Quality	%32,2	0,000	$M4 = 0.662 M2 + 1.793$
Knowledge Distribution	Achieving Education Quality	%19,4	0,000	$M4 = 0.287 M3 + 3.276$
Knowledge Application	Achieving Education Quality	%30,3	0,000	$M4 = 0.446 M4 + 2.608$

Source: Prepared by the researchers based on the outputs of SPSS 19.0, Appendix (11).

The coefficient of determination represents the amount of variation in education quality caused by the independent variable, knowledge management, at Amar Telidji University in Laghouat.

Using Table (17), we can test the sub-hypotheses as follows:

Testing the First Sub-Hypothesis:

H₁: There is a statistically significant effect of the knowledge generation process on achieving education quality at Amar Telidji University at the significance level $\alpha = 0.05$.

By comparing **Sig = 0.000** with $\alpha = 0.05$, we find that **Sig is less than α** . Therefore, we accept the hypothesis:

H₁: There is a statistically significant effect of the knowledge generation process on achieving education quality at Amar Telidji University at the significance level $\alpha = 0.05$.

Testing the Second Sub-Hypothesis:

H₁: There is a statistically significant effect of the knowledge storage process on achieving education quality at Amar Telidji University at the significance level $\alpha = 0.05$.

By comparing **Sig = 0.000** with $\alpha = 0.05$, we find that **Sig is less than α** . Therefore, we accept the hypothesis:

H₁: There is a statistically significant effect of the knowledge storage process on achieving education quality at Amar Telidji University at the significance level $\alpha = 0.05$.

Testing the Third Sub-Hypothesis:

H₁: There is a statistically significant effect of the knowledge distribution process on achieving education quality at Amar Telidji University at the significance level $\alpha = 0.05$.

By comparing **Sig = 0.000** with $\alpha = 0.05$, we find that **Sig is less than α** . Therefore, we accept the hypothesis:

H₁: There is a statistically significant effect of the knowledge distribution process on achieving education quality at Amar Telidji University at the significance level $\alpha = 0.05$.

Testing the Fourth Sub-Hypothesis:

H₁: There is a statistically significant effect of the knowledge application process on achieving education quality at Amar Telidji University at the significance level $\alpha = 0.05$.

By comparing **Sig = 0.000** with $\alpha = 0.05$, we find that **Sig is less than α** . Therefore, we accept the hypothesis:

H₁: There is a statistically significant effect of the knowledge application process on achieving education quality at Amar Telidji University at the significance level $\alpha = 0.05$.

Study Findings

Knowledge management is considered one of the most significant contemporary developments in administrative thought. Initially introduced as frameworks and approaches to study and understand business activities, it quickly evolved into a practical tool for effectively responding to the rapid changes of the modern world. Its ability to deliver impressive results across various levels and contexts, while creating added value to ensure institutions' survival in a competitive landscape, has driven scholars to approach it from a strategic perspective. This has led to the development of diverse models for knowledge management and its expansion to include institutions of all types and activities.

Algerian universities, like their global counterparts, require a serious implementation of knowledge management to fully achieve their developmental objectives. This necessity prompted this study to explore the requirements for applying knowledge management in universities, emphasizing the importance of adopting this approach to advance the sector. This advancement involves addressing challenges that demand a transformation in the traditional nature and methods of operation—be it in management, education, techniques, structures, or interaction with society—while equipping it with trained scientific skills.

Through this study, which includes both theoretical and field components, we aimed to analyze the reality of applying knowledge management as an approach to achieve quality in university institutions. Using the Faculty of Humanities, Islamic Sciences, and Civilization at Amar Telidji University in Laghouat as a case study, we reached several important conclusions and provided a set of recommendations. These suggestions aim to assist decision-makers in successfully implementing knowledge management at the university level.

First: Study Findings

- Knowledge management is one of the newest administrative concepts and approaches, representing a key feature of modern management. It involves the optimal use of both tacit and explicit knowledge to create value and achieve numerous benefits, such as increased efficiency and effectiveness.
- Knowledge management in higher education encompasses all purposeful activities and practices that connect individuals at different levels, departments, and divisions within the educational institution.
- Implementing knowledge management in higher education institutions has a positive impact on the quality of all elements of the educational system, including its inputs, processes, and outputs.
- There is a strong relationship between knowledge management and the level of educational quality at the faculty under study.
- Knowledge management at the Faculty of Humanities, Islamic Sciences, and Civilization at Amar Telidji University in Laghouat positively impacts achieving education quality. Therefore, it can be concluded that there is a statistically significant effect of knowledge management on achieving education quality at Amar Telidji University at the significance level $\alpha = 0.05$.
- The most impactful process in achieving education quality is the knowledge storage process.

Conclusion:

In our study, we relied on a questionnaire tool distributed to a sample of the faculty members to address the research problem: "How does knowledge management contribute to achieving education quality in university institutions?" After processing the data using SPSS software and employing the following statistical methods—percentages, frequencies, arithmetic mean, standard deviation, Cronbach's Alpha test, ANOVA, and regression analysis—it was found that:

There is a statistically significant effect of knowledge management, through its dimensions (knowledge generation, knowledge storage, knowledge distribution, and knowledge application), on higher education quality, across its dimensions (quality of scientific research, quality of student and graduate services, and quality of curricula and programs).

Second: Recommendations

- Emphasize the importance of knowledge management and provide the necessary requirements, particularly technological ones.
- Pay greater attention to graduates and address their concerns.
- Establish a modern and comprehensive database at the university, including information about all aspects of work related to faculties, institutes, and university libraries.
- Organize scientific seminars and conferences at the faculty level to promote the culture of knowledge and its management.

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Endnotes

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