

Empirical Study of the Impact of Knowledge Management on Enhancing the Quality of Higher Education at Jijel University

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Abstract :

This study seeks to elucidate the role of knowledge management in enhancing the quality of higher education among the academic staff at Jijel University. It examines its four dimensions: knowledge generation, knowledge storage, knowledge distribution, and knowledge application. A questionnaire served as the principal data collection tool for a sample of 72 professors at Jijel University. The data were examined and the hypotheses evaluated using SPSS version 21 and Smart-PLS software. The findings indicated a statistically significant impact of knowledge management on enhancing the quality of higher education. This arises from the influence of knowledge distribution and application dimensions, rather than from knowledge generation and storage dimensions.

Keywords: Knowledge management, knowledge management processes, quality of higher education, Jijel University

Jel Classification Codes : D83 ; I21

1. INTRODUCTION

Modern organizations across all sectors encounter a multitude of swift transformations, particularly the information and technological revolution, which relies on sophisticated scientific knowledge and the effective use of information and the internet. Consequently, knowledge management has emerged as the paramount strategic resource, and its implementation has resulted in a significant enhancement in institutional performance, serving as the principal factor in their success. This is particularly applicable to educational institutions, where there exists a symbiotic relationship between knowledge management and the institution's activities. These institutions endeavor to cultivate qualified academic professionals to lead social institutions, as they are a crucial foundation of development. This has prompted many societies to prioritize higher education, considering the varying degrees of this emphasis. Thus, prioritizing higher education is essential and a matter of fate, viewing the university as a potent catalyst for societal transformation.

Knowledge constitutes the university's capital, and knowledge management is essential for attaining optimal quality levels. Thus, it is imperative to establish a knowledge management system in higher education to produce competent graduates who would enhance the university's reputation while also leading society.

1. Methodological Procedures of the Research

1.1. Research Problem

This research seeks to ascertain the degree to which knowledge management facilitates the attainment of excellence in higher education. The research problem is encapsulated as follows:

How significantly does the implementation of knowledge management enhance the quality of higher education among the academic staff at Jijel University?

To tackle the research problem, the following sub-questions were raised:

- What are the primary rationales for implementing knowledge management in educational institutions, and what methods are employed to do this?

- What is the extent of knowledge management application among the academic staff at the university under study?
- What is the quality level of higher education among the academic staff at the university under study?
- Does the application of knowledge management, in its diverse dimensions, enhance the quality of higher education among the academic staff at the university under study?

1.2. Research Hypotheses

- The implementation of knowledge management, in its various dimensions, contributes to improving the quality of higher education among the academic staff at Jijel University.
- **Sub-Hypotheses:**
 - Knowledge generation contributes to improving the quality of higher education among the academic staff at Jijel University.
 - Knowledge storage contributes to improving the quality of higher education among the academic staff at Jijel University.
 - Knowledge distribution contributes to improving the quality of higher education among the academic staff at Jijel University.
 - Knowledge application contributes to improving the quality of higher education among the academic staff at Jijel University.

1.3. Research Sample

The research sample was selected from the academic staff of Jijel University, consisting of 72 professors.

1.4. Research Methodology

The research methodology adopted in this study is the descriptive-analytical method. For the theoretical study, we relied on books, journals, academic conferences, and websites. For the field study, we relied on a questionnaire as the primary data collection tool. The data were analyzed using SPSS version 21 and Smart PLS software.

1.5. Research Importance

The importance of this research lies in the following:

- The scientific aspect; the study's significance lies in the scientific analysis of the relationship between knowledge management and the

quality of higher education, and in clarifying how quality is achieved in higher education.

- Experimenting with the knowledge management model in the field of higher education, particularly at the University of Jijel in Algeria, which contributes to generalizing the results to different contexts.
- The practical aspect; the importance of this subject is highlighted by applying the theoretical study to the practical one at the university under study.
- Based on the results and recommendations, the university administration can make informed decisions by fostering areas of strength and addressing weaknesses

1.6. Research Objectives

The research objectives can be summarized as follows:

- Determining the extent to which the academic staff at the university under study understand the concept of knowledge management.
- Assessing the extent to which the university under study applies knowledge management.
- Determining the extent to which knowledge management contributes to improving the quality of higher education at the university under study.
- Reaching conclusions upon which to base proposals that, if implemented, could create a suitable environment for applying knowledge management to improve the quality of higher education.

2. The Theoretical Framework

We will present both the concept of knowledge management and the concept of higher education quality

2.1. Concept of Knowledge Management

Researchers have approached the concept of knowledge management from various perspectives, making it difficult to find a single, comprehensive, and universally agreed-upon definition. This difficulty stems from the breadth of the concept and the dynamic nature of the subject. (Saeed & al, 2022, p. 128) Knowledge management has been defined as the processes, tools, and behaviors that are jointly formulated and performed by the beneficiaries of an organization to acquire, distribute, store, and apply knowledge in action

processes to achieve optimal applications for strategic competitiveness and adaptation (Seraa & Abdallah, 2020, p. 391)

Knowledge management is a deliberate and strategic methodology for improvement that works to select, store, organize, collect, and transfer essential information for the organization's operations in order to improve employee performance and increase the organization's competitiveness (Seraa & Abdallah, 2020, p. 391)

Although there is no comprehensive definition, there are some common elements in most definitions. Knowledge management includes five basic processes:

2.1.1. Knowledge Diagnosis

Based on knowledge diagnosis, policies and curricula for other processes are developed. Diagnosis involves identifying the types of knowledge available and comparing them to what is required to determine the knowledge gap. Diagnosis is essential because its goal is to discover the organization's knowledge, identify the individuals who possess it and their positions, and determine where this knowledge is located within the organization's structures. (Igbinovia & Iguehi J, 2017, p. 30)

2.1.2. Knowledge Development

Knowledge development is achieved through the participation of individuals and work teams in developing new knowledge used to define problems and find innovative solutions continuously. This reinforces the idea that understanding knowledge and innovation become sources of new knowledge, resulting from the interaction between explicit and tacit knowledge. This is achieved according to knowledge transformation patterns: Collective knowledge, External knowledge, Synthetic knowledge, internal knowledge (Igbinovia & Iguehi J, 2017, p. 31)

2.1.3. Knowledge Storage

Knowledge storage pertains to the processes of retention, maintenance, searching, and retrieval. It underscores the significance of organizational memory. The departure of knowledgeable individuals poses a danger of knowledge loss. Hence, the significance of knowledge retention has emerged, rendering this process particularly crucial, especially in contexts of elevated staff turnover... (bourouis & ghazale, 2025, p. 117)

2.1.4. Knowledge Distribution

Knowledge distribution refers to the provision of appropriate knowledge to the correct individual at the optimal moment and at a suitable cost. The distribution of knowledge depends on mechanisms including reports, meetings, and seminars. These mechanisms may be categorized as formal or informal. An organization can resort to formal and informal mechanisms in its knowledge distribution to enhance the efficacy of knowledge transfer and sharing with others.

2.1.5. Knowledge Application

The objective of knowledge management is to use knowledge, thereby rendering it appropriate for application in the execution of the organization's operations. Three mechanisms for the application of knowledge have been identified: Instructions, Routines team Work. (Firestone & McElroy, 2004, p. 178)

2.2. Application of Knowledge Management in Higher Education Institutions

The organizational environment of educational institutions, particularly universities, is more conducive to the application of knowledge management, as these institutions are tasked with training and cultivating qualified individuals essential for societal development processes. This requires focus on contemporary administrative approaches that enhance performance and improve the quality of university outcomes.

- Prerequisites for Applying Knowledge Management in Educational Institutions

Applying knowledge management necessitates the establishment of an appropriate environment that fosters the efficient administration of knowledge. This environment necessitates the presence of multiple components:

- Adaptable Organizational Structures

Organizational structures conducive to knowledge management are inherently flexible, characterized by a high degree of adaptation and swift responsiveness to diverse changes. The application of knowledge management necessitates the adoption of administrative practices that align with the demands of the knowledge era, (ghaneya, 2021, p. 1143)

- Organizational Culture

Organizational culture encompasses the collective values, beliefs, and emotions held among individuals inside the organization. Applying knowledge management necessitates a dominant organizational culture that fosters continuous learning, knowledge sharing, collaboration, idea exchange, and organizational citizenship. Leadership conduct must prioritize knowledge and the determinants that encourage the adoption of the knowledge management paradigm. (Jebaree, Sleemane, & Gualle, 2025, p. 305)

- Leadership

Leadership is an essential element in the application of knowledge management. Implementing this notion in higher education institutions necessitates an exemplary leadership style to get optimal performance levels. (Djabari, Slimani, and Kawali, 2025, p. 312).

Besides the crucial function of leadership in knowledge management application, information technology is essential in advancing educational institutions by delivering timely information, enhancing decision-making processes, and facilitating improved communication. Information technology offers numerous opportunities for knowledge management. (Massimiliano & al, 2020, p. 1460)

2.3. Quality of Higher Education

Higher education represents a pivotal phase in an individual's life, necessitating a system marked by quality to successfully fulfill societal objectives and foster development in accordance with swift scientific and technical progress. Quality education entails the implementation of the Total Quality Management (TQM) principles from the business sector inside the realm of education, specifically in higher education. Quality education is defined as "the collection of standards and attributes that must be evident in the components of the educational process, pertaining to both inputs and outputs that fulfill societal needs and the aspirations of learners, accomplished through the efficient use of human and material resources." Educational quality relies on ongoing enhancement, comprehension of the present and future requirements of beneficiaries, and the pursuit of satisfaction among internal stakeholders (students and faculty) as well as external stakeholders

(the institutions employing graduates and the society). (al tae & al, 2008, p. 284)

2.3.1. Quality of University Legislation and Regulations

The Universities Organization Law and its accompanying executive rules comprise the legislation that regulates universities. They delineate the regulations and protocols governing university operations, the foundational structural environment, the workflow, and the interrelations across diverse divisions and departments, as well as between the university and social institutions. (al tae & al, 2008, p. 284)

2.3.2. Quality of Resources

The quality of resources includes financial and material resources, in addition to human resources.

- Quality of Financial Resources

Available finances mitigate issues and facilitate the execution of planned educational curricula. Financial resources are regarded as pivotal determinants of university performance across various domains. (saeed, 2007, p. 195)

- Quality of Material Resources

Material resources encompass facilities and their design, libraries, and the degree to which they are furnished with books, scientific journals, and contemporary equipment at minimal expense (saeed, 2007, p. 195)

- Quality of Human Resources

The quantitative and qualitative aspects of human resources within a university are essential for the institution's survival and sustainability. Human resources comprise students, academic and administrative staff. The quality of human resources encompasses student quality, academic staff quality, qualifications, and competencies.

- Student Quality

Students are the central focus of the educational process and the foremost concern of the educational institution. Post-graduation performance is influenced not just by academic success but also by several factors, including psychological, social, and cultural development. (Bruno Isabelle, 2010, p. 86)

- Academic Staff Quality

The academic staff are essential in executing the educational process and fulfilling the objectives of their particular educational institutions. Academic staff quality pertains to the academic credentials they hold. The academic staff must possess various attributes that guarantee their effectiveness in the educational process, including: personal qualities that foster self-confidence and cognitive flexibility; situational experience, reflecting the professor's expertise in their specialization and their capacity to appreciate originality and diversity; professional competence, encompassing social cooperation, empathy, and active listening; and scientific and pedagogical competence, indicating the professor's requisite knowledge and experience, as well as their ability to employ suitable pedagogical methods in student interactions. This is, of course, supplementary to the imperative to educate, which is crucial for the efficacy of the educational process. (Papanthymou & Darra, 2022, p. 24)

- Quality of Educational and Research Curricula

The formulation of educational and research curricula constitutes the foundation for delivering quality education components

Scientific research constitutes a methodical approach to the collection, documentation, and analysis of data to derive and enhance information for institutional decision-making. Researchers has the autonomy to articulate their viewpoints. (al khateeb & alkhateeb, 2006, p. 323)

- Quality of Teaching and Learning Environment

The teaching and learning environment pertain to the atmosphere in which educational and research activities occur.

2.3.3. Quality of Educational Outcomes

This includes the diverse array of results stemming from the interplay between the components of educational and research experiences within the organization. It assesses the organization's efficacy in attaining its goals and its efficiency in employing its available resources. The analysis indicates that although multiple measures can be developed to evaluate university performance across diverse disciplines, (Papanthymou & Darra, 2022, p. 24)

3. Statistical Methods Used in the Study

The statistical analysis was conducted using SPSS and SmartPLS. SPSS was used for descriptive statistics (frequencies, percentages) and reliability testing through Cronbach's Alpha. SmartPLS was employed for Confirmatory Factor

Analysis (CFA), Composite Reliability (CR), Average Variance Extracted (AVE), Discriminant Validity, and structural model evaluation using Path Coefficients, R^2 , f^2 , and Bootstrapping for hypothesis testing.

Table 1. Sociodemographic Data

Sociodemographic Data	Category	Frequency	Rate
Gender	Male	42	58,3
	Female	30	41,7
	Total	72	100
Age	From 25 to 30 years old	5	6,9
	From 31 to 35 years old	33	45,8
	From 36 to 40 years old	18	25
	From 41 to 50 years old	5	6,9
	Over 50 years old	11	15,3
	Total	72	100
Curent Position	APA	11	15,3
	CPB	17	23,6
	CPA	25	34,7
	FullP	19	26,4
	Total	72	100
Professional Experience	Less than 5 years	11	15,3
	Between 5 and 10 years	24	33,3
	Between 11 and 20 years	21	29,2
	More than 20 years	16	22,2
	Total	72	100

Source: Outputs of the SPSS

The sociodemographic data show that the study sample is relatively balanced and diverse, which strengthens the reliability of the findings. Male the academic staff constitute 58.3% of the respondents, while females represent 41.7%, indicating acceptable gender representation. In terms of age, the majority of respondents are between 31 and 35 years old 45.8% and 36 to 40 years old 25.0%, suggesting that the sample is largely composed of academically active the academic staff engaged in teaching, research, and professional development. The distribution of academic positions shows that 34.7% are CPA, 26.4% are Full Professors, 23.6% are CPB, and 15.3% are APA, reflecting a balanced representation across different ranks. Regarding professional experience, 33.3% of respondents have between 5 and 10 years of experience, 29.2% have between 11 and 20 years, 22.2% have more than 20 years, and 15.3% have less than 5 years, indicating a solid combination of

institutional knowledge and ongoing professional engagement. Overall, this profile confirms that the sample is suitable for examining the relationship between knowledge management and the quality of higher education.

4. RESULTS AND DISCUSSION

Hypothesis testing has become one of the most critical features distinguishing field and experimental research. The primary objective of hypothesis testing is to infer the characteristics of a population or some of them from the observation of a sample taken from it.

4.1. Testing the Study Model

To ensure the validity of the model, we must first assess the measurement model before proceeding to evaluate the structural model. To evaluate the measurement model, we use indicators of convergent validity, check for multicollinearity issues, and assess discriminant validity.

Table 2. Convergent validity, model reliability, and verification of the absence of multicollinearity problem

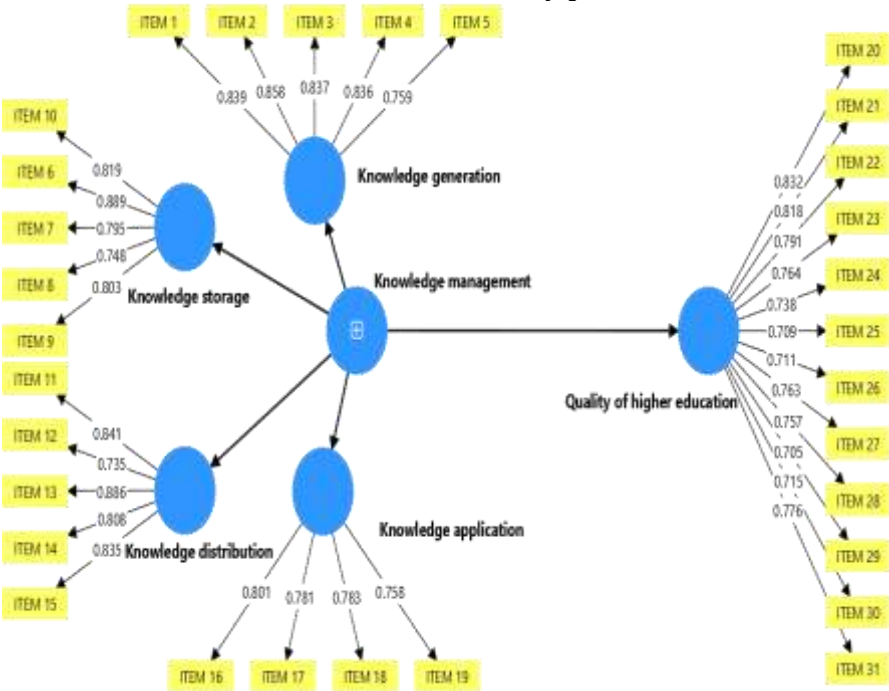
Variable	Factors	Item	FL	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)	VIF
Knowledge management	Knowledge generation	ITEM 1	0.839	0.884	0.884	0.915	0.683	2.416
		ITEM 2	0.858					2.898
		ITEM 3	0.837					2.605
		ITEM 4	0.836					2.618
		ITEM 5	0.759					1.740
	Knowledge storage	ITEM 6	0.889	0.870	0.878	0.906	0.659	4.393
		ITEM 7	0.795					2.349
		ITEM 8	0.748					1.679
		ITEM 9	0.803					2.251
		ITEM 10	0.819					2.390
	Knowledge distribution	ITEM 11	0.841	0.881	0.902	0.912	0.677	2.265
		ITEM 12	0.735					1.941
		ITEM 13	0.886					2.849
		ITEM 14	0.808					2.061
		ITEM 15	0.835					2.158
	Knowledge application	ITEM 16	0.801	0.789	0.794	0.862	0.610	1.838
		ITEM 17	0.781					1.423
		ITEM 18	0.783					1.606
		ITEM 19	0.758					1.514
Quality of higher education		ITEM 20	0.832	0.933	0.938	0.942	0.574	3.656
		ITEM 21	0.818					3.298
		ITEM 22	0.791					2.673
		ITEM 23	0.764					2.615
		ITEM 24	0.738					2.820
		ITEM 25	0.709					2.951
		ITEM 26	0.711					3.017
		ITEM 27	0.763					2.870
		ITEM 28	0.757					2.851

ITEM 29	0.705	2.856
ITEM 30	0.715	2.107
ITEM 31	0.776	2.515

Source: Based on SMART PLS 4

Based on the results presented in Table (2), the measurement model demonstrates a high level of robustness and adequacy. With regard to convergent validity, all factor loadings (FL) substantially exceed the recommended threshold of 0.70, ranging from 0.705 to 0.889, which confirms that the observed items are strongly associated with their respective latent constructs.

Fig.1. Convergent validity, model reliability, and verification of the absence of multicollinearity problem



Source: Based on SMART PLS 4

This suggests that the items designed to capture the dimensions of knowledge management—namely knowledge generation, knowledge storage, knowledge distribution, and knowledge application—as well as the quality of higher education, adequately represent the underlying theoretical concepts and contribute meaningfully to their measurement. Furthermore, the Average Variance Extracted (AVE) values for all constructs surpass the minimum acceptable value of 0.50, with values ranging between 0.574 and 0.683,

indicating that each construct explains more than half of the variance of its indicators. This provides additional evidence of satisfactory convergent validity and confirms that measurement error is relatively low compared to the explained variance.

In terms of internal consistency reliability, the results reveal strong reliability across all constructs. Cronbach’s alpha coefficients range from 0.789 to 0.933, while composite reliability measures (both rho_a and rho_c) consistently exceed the recommended cut-off value of 0.70. These high reliability coefficients indicate a high degree of consistency among the items measuring each construct and reflect the stability and dependability of the measurement scales employed in the study.

4.2.Discriminant Validity

Here, we assess the distinctiveness of the variables. According to Fornell-Larcker criteria, the relationship value between a variable and itself should be greater than its relationship with any other variable to confirm that the dimensions are independent (Hair & al, 2017, p. 148)

Table 3. Discriminant Validity

	Knowledge application	Knowledge distribution	Knowledge generation	Knowledge storage	Quality of higher education
Knowledge application	0.781				
Knowledge distribution	0.496	0.823			
Knowledge generation	0.222	0.402	0.827		
Knowledge storage	0.252	0.337	0.705	0.812	
Quality of higher education	0.738	0.601	0.326	0.256	0.758

Source: Based on SMART PLS 4

The results of discriminant validity assessment presented in Table (3) provide strong empirical evidence supporting the distinctiveness and conceptual independence of the study constructs, in accordance with the Fornell–Larcker criterion. This approach requires that the square root of the Average Variance Extracted (AVE) for each construct, represented by the diagonal values in the

correlation matrix, be greater than the correlations between that construct and all other constructs in the model. As shown in the table, this condition is fully satisfied for all variables, indicating that each construct shares more variance with its own indicators than with any other construct included in the study. This finding confirms that the dimensions of knowledge management (knowledge application, knowledge distribution, knowledge generation, and knowledge storage) as well as the quality of higher education, are empirically distinct and not redundant.

Specifically, the diagonal values for the constructs range from 0.758 to 0.827, all of which are higher than the corresponding inter-construct correlation coefficients. For instance, the square root of AVE for knowledge application (0.781) exceeds its correlations with knowledge distribution (0.496), knowledge development (0.222), and knowledge storage (0.252), thereby confirming that knowledge application captures a unique aspect of knowledge management practices among teaching staff. Similarly, knowledge distribution demonstrates adequate discriminant validity, as its diagonal value (0.823) is greater than its correlations with knowledge generation (0.402), knowledge storage (0.337), and quality of higher education (0.601). Although the correlation between knowledge distribution and quality of higher education is relatively strong, it remains lower than the square root of AVE for both constructs, which indicates a meaningful relationship without compromising construct independence.

4.3. Coefficient of Determination (R Square):

The most commonly used metric for assessing the structural model is the coefficient of determination (R^2). Below are the R^2 values obtained in the study:

Table 4. coefficient of determination R^2		
	R-square	R-square adjusted
Quality of higher education	0.373	0.364

Source: Based on SMART PLS 4

The coefficient of determination (R^2) results presented in Table (4) provide important insights into the explanatory and predictive power of the proposed structural model. As shown, the R^2 value for the endogenous construct, quality of higher education, is 0.373, with an adjusted R^2 of 0.364. This

indicates that the dimensions of knowledge management included in the model, namely knowledge generation, knowledge storage, knowledge distribution, and knowledge application, jointly explain approximately 37.3% of the variance in the quality of higher education as perceived by the teaching staff at Jijel University. From a methodological perspective, this level of explained variance can be considered moderate and acceptable within the context of social sciences and educational research, where human behavior and organizational phenomena are typically influenced by a wide range of interrelated factors.

Table 5. Effect Size Coefficient (F-Square)

	f-square
Knowledge management -> Quality of higher education	0.594

Source: Based on SMART PLS 4

The effect size results presented in Table (5) provide clear evidence regarding the substantive impact of knowledge management on the quality of higher education. The reported f-square (f^2) value for the path from knowledge management to quality of higher education is 0.594, which indicates a strong effect according to the commonly accepted benchmarks proposed by Cohen, where values of 0.02, 0.15, and 0.35 correspond to small, medium, and large effects respectively. Therefore, the obtained value substantially exceeds the threshold for a large effect, demonstrating that knowledge management plays a highly influential role in explaining variations in higher education quality at Jijel University.

5.Testing the first main hypothesis

5.1. Main hypothesis

The application of knowledge management with its dimensions contributes to improving the level of higher education quality among the academic staff at the University of Jijel.

Table 6. Main Hypothesis Testing Results

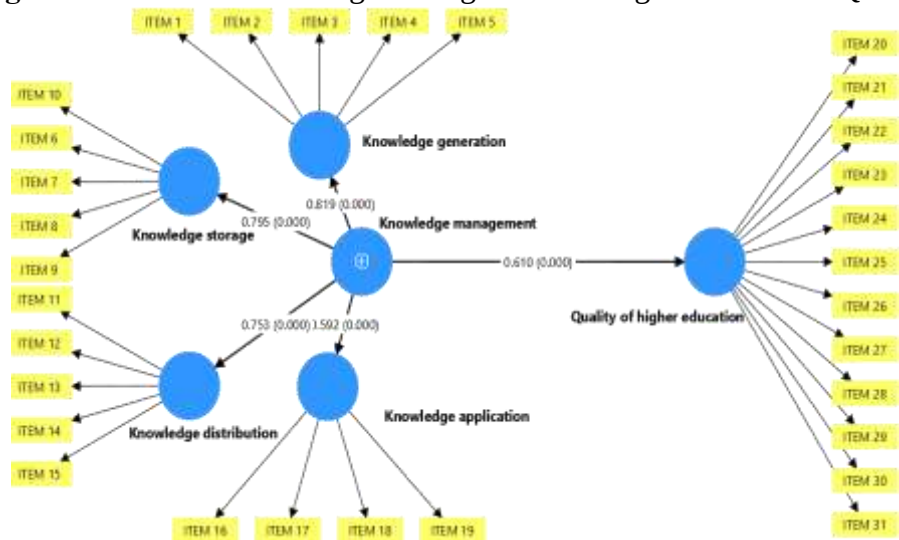
Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
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Knowledge management -> Quality of higher education	0.610	0.627	0.084	7.284	0.000
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Source: Based on SMART PLS 4

The results presented in Table (6) provide strong empirical support for the first main hypothesis of the study; the results in Table (6) strongly support the study's primary hypothesis, confirming a significant positive link between knowledge management practices and higher education quality at the University of Jijel. This is evidenced by a substantial and stable path coefficient (0.610) and a highly significant T-statistic (7.284, $p = 0.000$). The analysis demonstrates that enhanced knowledge management is robustly associated with improved perceived educational quality among academic staff.

Fig.2.The Effect of Knowledge Management on Higher Education Quality



Source: Based on SMART PLS 4

5.2. Sub-hypotheses

Table 7. Sub- Hypothesis Testing Results

Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
Knowledge application -> Quality of higher education	0.596	0.571	0.113	5.283	0.000
Knowledge distribution -> Quality of higher education	0.262	0.283	0.108	2.418	0.016
Knowledge generation -> Quality of higher education	0.151	0.154	0.134	1.128	0.259
Knowledge storage -> Quality of higher education	-0.060	-0.045	0.108	0.556	0.578

Source: Based on SMART PLS 4

The results presented in Table (7) show that knowledge application has the strongest and most significant positive effect on the quality of higher education, with an original sample coefficient of 0.596 and the p-value of 0.000 confirms a highly statistically significant relationship. This finding suggests that the effective use of knowledge in teaching, research, and academic decision-making plays a decisive role in improving educational quality. It highlights that transforming available knowledge into practical academic practices is a key mechanism through which universities can enhance performance and outcomes. Accordingly, the sub-hypothesis related to knowledge application is accepted. Similarly, knowledge distribution demonstrates a positive and statistically significant effect on the quality of higher education; with a path coefficient of 0.262 and the p-value of 0.016 indicate significance at the 0.05 level. This result confirms that sharing knowledge among the academic staff through formal and informal channels

contributes to improving educational quality by fostering collaboration, collective learning, and the dissemination of best academic practices. Therefore, the sub-hypothesis related to knowledge distribution is also supported.

In contrast, the findings indicate that knowledge generation does not have a statistically significant effect on the quality of higher education within the studied context. Although the path coefficient is positive (0.151), and the p-value of 0.259 exceeds the acceptable significance level. This suggests that the mere creation of knowledge, such as producing research outputs or new academic ideas, does not automatically translate into perceived improvements in educational quality unless it is effectively shared and applied. Consequently, the sub-hypothesis concerning knowledge generation is rejected. Likewise, knowledge storage shows a negative and statistically non-significant relationship with the quality of higher education, as reflected by a path coefficient of -0.060 , and a p-value of 0.578. This result implies that storing knowledge in databases, documents, or institutional repositories, in isolation, does not contribute to enhancing educational quality and may remain underutilized if not actively integrated into academic practices.

6. Conclusion:

The teaching staff at the University of Jijel believe that applying knowledge management improves the quality of higher education. The results showed a statistically significant impact of both the distribution and application of knowledge on enhancing higher education quality. In contrast, the generation and storage of knowledge did not have a statistically significant impact on improving higher education quality. This can be attributed to the fact that knowledge generation, such as publishing in journals, is considered an end in itself without a direct impact on the teaching process. As for knowledge storage, it is viewed as an inactive archive due to the prevailing culture of knowledge hoarding rather than sharing it with others. Additionally, generating new knowledge is time-consuming and thus does not have a direct impact on the quality of higher education. Based on the above, recommendations can be made to adopt knowledge management as a contemporary approach for improving and developing performance, and to establish a clear strategic plan. It is essential to entrench the concept of

knowledge management among the teaching staff, which could be achieved by organizing scientific activities in this field and reviewing the experiences of pioneering educational institutions. Efforts should be made to eliminate the disconnect between knowledge generation and teaching quality by launching initiatives to convert research papers into teaching materials. Furthermore, knowledge storage should be made mandatory, intelligent, and linked to incentives

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