STATEMENT

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As it is an expression of the truth, we sign this statement.

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Editorial Team

Planning and Knowledge management to develop and build the educational performance of universities

Planejamento e Gestão do Conhecimento para desenvolver e construir o desempenho educacional das universidades

Planificación y gestión del conocimiento para desarrollar y construir el rendimiento educativo de las universidades

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ABSTRACT

Knowledge management in universities aims to gain or use knowledge to achieve a tangible economic revenue, therefore employed in the light of a vision and strategy, as it provides the necessary scientific and applied knowledge to solve problems facing workers in its department, as this system establishes dialectical relations with the prevailing culture and strategy in the environment and the economic structure deriving its resources from it and determines the features of its mechanisms, which lead to improving human capital and deepening knowledge to ensure the ability to compete through the human element and its intellectual achievements. Therefore, it was essential for us to address the topic of knowledge planning and management and building educational performance in universities through a research plan that included a conceptual framework encompassing a research problem to address the topic through previous studies. We also explained the concept of knowledge management and higher education, and discussed strategies for aligning higher education with the knowledge management era by identifying the objectives of prevailing educational transformations towards a knowledge economy. Additionally, we summarized the processes adopted by knowledge management in universities, as well as the obstacles and issues that hinder its implementation. Finally, we presented some scientific contributions that we aimed to derive from this topic in the form of scientific recommendations concerning the university and society in general.

Keywords: Knowledge Management. Educational Planning. University Education. Knowledge Management Processes. Elements of Knowledge Management Success.
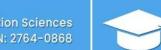
RESUMO

A gestão do conhecimento nas universidades visa obter ou utilizar o conhecimento para atingir uma receita econômica tangível, portanto empregada à luz de uma visão e estratégia, pois fornece o conhecimento científico e aplicado necessário para resolver os problemas enfrentados pelos trabalhadores em seu departamento, pois este sistema estabelece relações dialéticas com a cultura e estratégia predominantes no ambiente e na estrutura econômica derivando seus recursos dela e determina as características de seus mecanismos, que levam à melhoria do capital humano e ao aprofundamento do conhecimento para garantir a capacidade de competir por meio do elemento humano e suas realizações intelectuais. Portanto, era essencial que abordássemos o tema do planejamento e gestão do conhecimento e da construção do desempenho educacional nas universidades por meio de um plano de pesquisa que incluísse uma estrutura conceitual abrangendo um problema de pesquisa para abordar o tema por meio de estudos anteriores. Também explicamos o conceito de gestão do conhecimento e ensino superior, e discutimos estratégias para alinhar o ensino superior com a era da gestão do conhecimento, identificando os objectivos das transformações educacionais prevalecentes em direcção a uma economia do conhecimento. Adicionalmente, resumimos os processos adotados pela gestão do conhecimento nas universidades, bem como os obstáculos e questões que dificultam a sua implementação. Por último, apresentamos alguns contributos científicos que pretendíamos retirar deste tema sob a forma de recomendações científicas relativas à universidade e à sociedade em geral.

Palavras-chave: Gestão do Conhecimento. Planejamento Educacional. Educação Universitária. Processos de Gestão do Conhecimento. Elementos do Sucesso da Gestão do Conhecimento.

RESUMEN

La gestión del conocimiento en las universidades tiene como objetivo obtener o utilizar el conocimiento para lograr ingresos económicos tangibles, por lo tanto se emplea a la luz de una visión y estrategia, ya que proporciona el conocimiento científico y aplicado necesario para resolver los problemas que enfrentan los trabajadores en su departamento, ya que este sistema establece relaciones dialécticas con la cultura y estrategia imperante en el entorno y la estructura económica que deriva sus recursos de ella y determina las características de sus mecanismos, los cuales conducen al perfeccionamiento del capital humano y la profundización del conocimiento para garantizar la capacidad de competir a través del elemento humano y sus logros intelectuales. Por ello fue fundamental que abordáramos el tema de la planeación y gestión del conocimiento y la construcción del desempeño educativo en las universidades a través de un plan de investigación que incluyera un marco conceptual que abarcara un problema de investigación para abordar el tema a través de estudios previos. También explicamos el concepto de gestión del conocimiento y educación superior, y discutimos las estrategias para alinear la educación superior con la era de la gestión del conocimiento, identificando los objetivos de las transformaciones educativas imperantes hacia una economía del conocimiento. Además, resumimos los procesos adoptados por la gestión del conocimiento en las universidades, así como los obstáculos y problemas que dificultan su implementación. Finalmente, presentamos algunas contribuciones científicas que

hemos querido extraer de este tema en forma de recomendaciones científicas para las universidades y la sociedad en general.

Palabras clave: Gestión del Conocimiento. Planificación Educativa. Educación Universitaria. Procesos de Gestión del Conocimiento. Elementos de éxito de la Gestión del Conocimiento.

1 INTRODUCTION

Attracting knowledge has become the main concern of institutions and organizations to maintain their survival and continuity, as everything depends on knowledge. Institutions are turning towards knowledge and compete through the productive knowledge that they have as a basis for superiority and have developed knowledge management, which is the essence of the process of creating Knowledge that is transformed into new products, services and processes in light of modern technological development and the work of organizations to attract and obtain knowledge from their internal sources such as research and trade by working individuals or renewed knowledge that they have or external sources through education, training, courses and seminars.

Exploiting knowledge in a good way, to overcome competitors, paving the way to markets and products development, competitors increase. Products will be developed according to selected specifications. For this reason, interest in managing knowledge increased for more generation, and transformation into new technology and products, which enhances innovation and creativity that is an essential and effective element in excellence and competition between institutions and organizations. The results of this process are clear and tangible to everyone.

Today's institutions are going through economic, social and technological changes resulting from the challenges of globalization and technological and informational development, which has led to the necessity of searching for a rebalance in the performance of institutions and to increase the quality of service and improve performance.

Knowledge management leads to the focus on performance; this administrative approach aims to cover deficiencies and keeping up with the new era and the new continuouschanges. The success of the institution is linked to its

ability to optimally exploit capabilities, skills and experiences to understand phenomena, and this only happens by exploiting and developing knowledge and creating new knowledge to be used to achieve goals.

Transforming raw materials into products within special production processes all require knowledge. Providing any service requires knowledge, how to provide it, the method and the appropriate time for it, which generates money for individuals and institutions. Therefore, it has become necessary to collect and organize knowledge to generate new knowledge to ensure continuity, success and progress. Organizations have established canters for research and development to obtain knowledge from any source in order to over top others.

Knowledge is the most important factor of production in the new economy based on knowledge, and it is part of the institution's capital that is intellectual capital constantly developing and renewed. The concept of knowledge has gained great importance, especially by scientists and researchers.
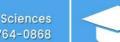
1.1 THE PROBLEM

Knowledge management is considered one of the modern approaches that help to improve institutional performance, as it is linked to the effectiveness of the institution which is one of the vital modern topics, serious attempts have emerged to study it in relation to economic and social changes by focusing on creativity, achieving competitive advantage, and improving institutional performance.

Knowledge management is closely related to job performance, which is one of the modern administrative approaches that can deal well with the globalized environment that should not be isolated in itself, rather participating in the changes that occurand cope with new technologies.

Knowledge management enables institutions to generate, distribute, and apply knowledge to help make rational administrative decisions, encourage creativity, achieve the strategic goals of these institutions, increase their value, and level up their performance.

Currently, institutions of all types are facing a wave of rapid changes , which is a revolution depends on advanced scientific knowledge and the optimal use of

flowing information, thus knowledge has become the most important strategic source and influential factor controlling the success of institutions.

This reflection on performance levels requires sustainable creativity, effective change, and Overall development so that the institution can achieve success in terms of response speed to change and control quality, and benefiting from human resources to add value. This is called re-engineering the administrative process in the institution. (AlAli, 2006, p. 24)

Knowledge has become the basis that leads to innovation, as knowledge has become the origin and most important factor of production that has a special priority in the new economy based on knowledge. Its importance lies in the fact that it constitutes a new type of capital based on knowledge, which is a renewed and developed resource. (AlMalkawi, 2007, p. 76).

This rapid development in communications and information technology leads to interest in knowledge with the aim of reaching valuable knowledge from this huge amount of information that explodes and accumulates daily, which is reinforced by the emergence of the global network "the Internet" and the expansion of its applications in various areas of life, which led to the emergence of many scientific concepts, such as knowledge Management, economical knowledge , and social knowledge , especially when institutions realized that interest in knowledge creates enormous qualitative shifts. (Abdul HafezTharwat2008).

Knowledge management represents all processes that help the institution generate, analyze, organize, publish and apply knowledge, through transforming important data, information, and experiences that the institution possesses into knowledge that supports the processes, activities, and services practiced in the institution, as well as, paying attention to critical thinking. Relationships, skills, cooperation , participation and stimulating cooperation between human resources and encourage the use of technology to facilitate access to information. (Abu Jazar, 2005, p. 25)

Knowledge management seeks to address societal challenges to ensure its growth, development, and effectiveness in responding to the growing social and economic needs in the country by developing work concepts, helping institutions to rely on themselves, and building their institutional capabilities in strategic planning and administrative and organizational development of their bodies

through developing the skills of employees, benefiting from local community resources, relying on renewable self-resources, preparing procedures to develop a stimulating work environment, and preparing tasks that clarify the responsibilities that emerge from the strategic framework that the institution plans. (Al Shammasi, 2011, p. 83).

Interest in the knowledge approach has increased, specifically in the theoretical frameworks that address administrative or economic topics, with the growing phenomenon of rapid change in the business environment as a result of diminishing the role of the theories and approaches that were prevalent in developing solutions to confront change, especially after realizing the importance of knowledge in Achieving the institution's objectives and its role in the major shift towards the knowledge economy, which focuses on investing in tangible materials. This role has increased due to the importance of the knowledge concept, which requires that institutions not only provide information, but must think with information.

The economics of knowledge and education searches for the best and most optimal ways to use educational resources financially, humanly, technologically, and temporally, to help forming human beings through education and training in mind, knowledge, skill, ethics, taste, emotion, health, and relationship with their societies, or the future once and for the best possible distribution of this training.

It is clear that the level of education in rich developed countries is higher than in developing countries, the main reason for this is due to the allocations provided by developed countries to spend on education, also the educational system aims to prepare the workforce quantitatively and qualitatively, thus economic institutions are able to find the needed Workers from the labor market.

The degree of correspondence between the outputs of the education system and the labor needs of the national economy is one of the criteria for the development level of the educational system. In addition to this, the great similarity between the educational sector and the economic sector, as they both include production and consumption processes. Teachers, Students, Administration, Curricula, methods, and capital participate in the production process in Education, to produce outputs of knowledge and skills that graduates acquire and employ them in the labor market. In the other hand, there is a consumption process that

includes meeting the learners' needs in terms of learning and knowledge, and this is how the educational process is analyzed economically in terms of inputs, outputs, and the returns, in addition to the need that satisfies it. (Al Jaberi, 2015, p. 24).

The interest of studying the relationship between education and economic growth started after World War II, especially after it became clear that it was not possible to transform the entire results to the material production factors as labor , capital and education which is the most important factor among the other factors that contribute to growth. Most studies investigate the impact of education on achieving economic growth. (Al Jaberi, 2015, p. 24).

One of the main functions of university education is to prepare the workforce in a way that is correspondence to the needs of society, the economy, and the qualified educated workforce, as it is considered an essential factor of production. Therefore, education is a tool to increase production and raising productivity, because the outcome of education depends on its correspondence to market needs, this is why planning and organizing education is one of the main concerned aspect to the education economy.

Based on the above, this research paper starts with an attempt to investigate the following question.

- What are the strategies for planning and managing knowledge to develop the educational performance of universities?

This topic can be dealt through the following theoretical framework.

1.2 JUSTIFICATIONS FOR THE RESEARCH WITH THEORETICAL AND PRACTICAL CONTRIBUTIONS

Choosing the topic of knowledge planning and management for the development and enhancement of educational performance in universities is of utmost importance and impact, and it is a necessary and vital step in light of the contemporary challenges facing educational institutions.

This topic contributes to strengthening the internal structures of educational institutions and plays a role in achieving sustainable development by effectively investing in and directing knowledge.

Additionally, focusing on knowledge management aids in effective planning to build a stimulating educational environment and enhances universities' ability to adapt to new challenges and advanced technologies in higher education. It also contributes to raising the level of educational performance and academic competitiveness on a global scale.

Study by Samira Al-Mabrouk Al-Baskari (2023) aimed to demonstrate that knowledge is the main driver for institutions of all forms and types due to the societal shift towards a knowledge-based community. It has also become a measure of the progress and development of community institutions in general. To possess a knowledge management system within educational institutions, certain requirements must be met to maximize the benefits of knowledge, including infrastructure, provision of human resources, reorganization of the institutional structure, and addressing all challenges that hinder this application. Therefore, the researcher relied on previous studies and conducted a field study, with results indicating that collective participation in designing knowledge management programs was acceptable. The researcher recommended the necessity of continuous training for employees. Study by Jamal Saad Khattab, Salah Hassan Salam, Dalia Salah, and Al-Din Atiyah Al-Attar (2016) aimed to measure and analyze the role of activating knowledge management processes as a modern approach to improving the quality of organizational performance and the work environment. Data was collected using a questionnaire distributed to 387 individuals from the Ministry of Environment and faculty members at Cairo universities.

The study employed a descriptive method by examining the theoretical aspect and analytical and statistical methods to discover the relationships between variables and reach the most important results. The study concluded that there is a significant positive correlation between the quality of organizational performance and the organization's ability to practice knowledge management processes, meaning that the organization's capacity to engage in knowledge management positively affects its performance quality.

Study: Yazid Qada, Talha Abdul Qadir (2023): This study aims to understand the reality of knowledge management implementation at Saida University, where a questionnaire was directed to professors as they are the

essential element in the educational process. The questionnaire includes a set of statements related to knowledge management processes. The results of this study revealed that Saida University is committed to implementing knowledge management at a moderate level and that there is a statistically significant impact of all knowledge management processes on its application.

The changes observed are attributed to the implementation of knowledge management, the process of knowledge distribution, knowledge storage, acquisition, generation, and knowledge diagnosis, each to varying degrees.

1.3 OBJECTIVES OF THE STUDY

- To prepare the workforce in a manner that aligns with the needs of society and the economy, ensuring that qualified human resources are considered a factor of production, thereby matching educational outcomes with market demands.
- To focus on the subject by keeping pace with the new era and the new variables it entails, through the optimal utilization and development of knowledge and the creation of new insights to achieve the goals of higher education institutions.
- To emphasize performance that stems from knowledge management, organization, and generation to ensure sustainability and success in these institutions.
- To link the concept of knowledge management with the effectiveness of the institution in improving functional and institutional performance, aiding in sound administrative decision-making, encouraging creativity, and achieving the strategic objectives of these university institutions.
- To re-engineer the administrative process in higher education institutions through advanced scientific knowledge and the better use of flowing information to respond to change, recognize quality, and leverage human resources.

2 WHAT IS KNOWLEDGE MANAGEMENT

2.1 THE DEFINITION OF KNOWLEDGE

The growing role of knowledge in the success of institutions and entering them into the new global economy that has become known as the knowledge economy, which emphasizes intellectual capital, knowledge and competition through human capabilities more than the traditional elements (land, money, labor).

In addition to its crucial role in transforming organizations into knowledge societies that bring about radical change in institutions into knowledge societies that bring about radical change to adapt to the rapid change in their environment. As there are multiple trends and approaches through which researchers have studied the concept of knowledge, as follows.

- It is one of the organization's assets. The American Society for Training and Development studied the concept of knowledge in the form of knowledge - How?, why? And preparing it as one of the organization's assets that has the ability to transform technology from the research stage to the application stage for the production of goods and services, as well as , describing the knowledge in human minds as cognitive assets.

It is the processing of information and mental imaginations by individuals. In this regard, the mutual relationship between information, knowledge, and action is emphasized. Knowledge is understood information capable of supporting action, while action and work are an application of it. What is meant by knowledge is the ability to Translating information into performance to achieve a specific mission or find a specific thing, and this ability is only found in humans with minds and intellectual skills. (Mustapha, 1998, p. 4)

It is the key to solving ambiguous business problems and approaching the concept of knowledge from the perspective of cognitive superiority, which is considered the only way. It involves the ability to use technology to connect countless pieces of information in a useful way.

The concept of knowledge from a social perspective, is the interaction of more than one element, knowledge is similar to the social foundations of the state

and defined it as unseen assets of the organization, such as the social foundations, and it includes broader experience, the distinguished management style, and the accumulated culture of the organization.

It is an ancient, renewed philosophical field and is the result of the activity of the human mind. Researchers and scientists have tried to clarify a concept of knowledge as a valuable resource.

It is defined as an interaction between implied knowledge and what contains of experiences, tasks, and ideas that the individual acquires with the apparent knowledge resulting from interaction with the external environment.

Others dealt with the concept of knowledge from a dual perspective, which is more likely to be the comprehensive concept of knowledge, because processes, strategies, entrances, and sources of knowledge were not viewed from a comprehensive perspective, Generating knowledge from the angle of interaction between implied knowledge and apparent knowledge, and a distinction was made between them, as apparent knowledge is formal and organized knowledge that can be encoded, written, and transmitted to others through documents and general instructions. It refers to what is related to knowledge about a specific topic. whereas, implied Knowledge depends on personal experience, inferential rules, intuition, and personal judgment. (AlKubaisi, 2005, p. 11).

From the above, some facts that explain the concept of knowledge can be summarized as follows. (Alzyadat, 2008, p. 19)

- It is the experience that can be shared or information in the activity.
- Knowledge consists of data and information that have been organized and processed to transfer understanding, experience, and accumulated learning that are applicable to the current problem or activity.
- Human knowledge is what is integrated or presented in a way that can be processed by computers.
- Knowledge is organized information that can be used to solve a specific problem or information that is understood and analyzed.

In summary, it must be emphasized that the topics mentioned can be classified into two groups of definitions represent two different approaches to knowledge management.

The first.Includes coding approach basedon standard and problem solving based on similar knowledge in the procedure, rule, or model that is used by the expert system.Instead of cognitive work as a human mental effort. It is knowledge work systems, which are information systems that help specialists in completing knowledge work and Generate integration with new knowledge.

The second. The personality approach is based on individuals and their knowledge that can be used with great flexibility in addressing Distinct and different problems. (Alzyadat,2008, p. 19)

2.2 KNOWLEDGE MANAGEMENT

Some scholars believe that the term knowledge management is synonymous with the term information management, while others believe that the concept is centered on private efforts across networks, and a third group believes that knowledge management is the invention of information technology producers and consultants to sell their innovative solutions to businessmen. (Badir,, 2010, p. 33)

As for (Neumann 1990), he defined knowledge management as a set of processes that control, create, Publish and use knowledge by practitioners, to provide them with the theoretical cognitive background necessary to improve the quality of decisions and implementations.

- Bertels (1991) defined as the management of the organization towards the continuous renewal of the organization's knowledge bases, and this indicates the necessity of creating an organizational structure that helps and provides facilities to the members of the organization.

Knowledge management is the systematic process of directing the stock of knowledge and achieving its effectiveness in the company. In this sense, it refers to the special knowledge to do things effectively and in an efficient manner that other companies cannot imitate or copy to be the main source of profit.(Badir,2010, p. 33)

It is also the use of the accumulated knowledge, competencies and experiences available internally and externally of the organization whenever the need arises. It ensures the generation, grabbing, and transfer of knowledge in a

systematic manner, in addition to learn to use the knowledge and achieve benefit for the organization.(Badir, 1991, p. 34)

It is also a flourishing generation system and learning environment that generates, collects, uses and reuses both personal and systemic knowledge to encourage its servants to seek new business value.

As for (Prosak, 2001), he stated that interest in knowledge management was represented in: (Badir, 1991, p. 35)

First.Technology and techniques, developments and high technologies in the field of computers and electronic devices.

Secondly.The tremendous developments in the field of communications after the discovery of the Internet.

Third.Globalization and great openness to the world in the field of free trade, international trade and globalization.

It is also defined as the conscious, organized effort directed by an organization or institution in order to capture, collect, classify, organize and store all types of knowledge related to the activity of that institution and make it ready for circulation and sharing among individuals and units of the institution. (Alzyadat, 2008, p. 55)

It is noted from the above that there is no definition of the concept of knowledge management agreed upon. It is also noted that the majority of previous definitions focus on the basic processes of knowledge management in terms of generation, sharing and learning. Therefore, knowledge management can be defined as a process of analysis, installation , evaluation , implementation and changes related to knowledge to achieve the set goals in an purposeful and intentional systematic manner, which is the process of managing organized knowledge in order to create value for business and generate competitive advantage (Alzyadat, 2008, p. 58).

3 UNIVERSITY EDUCATION

The university education system is considered one of the most prominent manifestations of educational development and innovation, as its features have begun to take shape in many countries that take effective alternatives and formulas

capable of providing more educational opportunities through university education institutions (Al Khatib, 1999, p. 5).

The university is the place of human thought at its highest levels and the source of investment and development of Human resources. According to previous perceptions, it is a body characterized by a highest goal and unity of spirit and purpose. when the university is not outside the general social entity of any era, but rather within it, it is not an isolated and a historical thing that is hardly affected by new forces and influences. On the contrary, it is an expression of the era, but rather a factor that has an impact on the present and the future. (Salti, 2001, p. 30).

Based on this, the concept of university education is to serve society to be civilized, advance thought, provide knowledge, develop human values, provide the country with specialists, technicians, and experts, and prepare a person with the foundations of knowledge, advanced research methods, and high values to contribute in building a participating society and creating a future for humanity. University education is also receiving a growing attention in most developed and developing societies alike, as considered a strategic way that nourishes society for development in various areas of life. (Shehata, 2001, p. 13).

4 EDUCATIONAL PLANNING AND KNOWLEDGE MANAGEMENT

Education has become a profitable industry whose economic and social returns greatly exceed its usual costs. This is what let the education economy to organize investment to give the best return, and it was behind the expansion of spending on education, regardless of the negative results represented by the graduation of waves of the educated workforce that exceeded the needs of the labor market, some scholars have opposed the investment view of education because they see education as a human process whose function is to form spiritual and cultural values, and they oppose its evaluation of the economic aspect as a deviation from its basic role. However, the role of the educational process in forming cultural values does not conflict with its role in Forming economic values. Rather, this role emphasizes preparing for economic work that raises national production and increases individual income. (Al Jaberi, 2015, p. 68).

As talk began about the economics of education in connection with educational planning, some specialists in the field of educational planning have confirmed that most educational crises are of an economic nature in the first place, the reason for this vision is due to the economy, which forces the planner to study and check alternatives, which indicates an increase in the strength of the relationship between education and the economy. As the economy plays a fundamental role in choosing alternatives and their financing dimensions, education plays an equally important role in the economy, considering that education is an investment that must provide a proof of its return.

4.1 THE MAIN APPROACHES TO EDUCATION PLANNING

Planning approaches are the scientific method that can be followed when developing a plan. The methods differ according to those in charge of planning, its fields and goals. Contemporary planning experiences and trends show that it is possible to combine two or more approaches to develop an education plan with the aim of implementing it, evaluating it, and making it more appropriate to the Education circumstances and variables and its relationship with its society. There are three well-known approaches to educational planning used by economists, which are:

4.1.1 Cost and return approach

This approach is based on the fact that education is an area of investment and the economic benefit of various levels of education can be compared by estimating the rates of return or individual and social payoff. (Al Jaberi2015, p. 78).

4.1.2 Social demand approach

This approach is concerned with the humanistic view that believes that education has goals other than economic goals, its criterion is to meet the cultural needs of society , which means identifying future needs of education according to the amount of social demand . It means the method of social demand for education

by providing various types of education to provide manpower , regardless of requirements or the need of the labor market. (Al Jaberi2015, p. 79).

4.1.3 Workforce preparation approach

The increase in demand for education, especially in developing countries, to meet cultural and social needs, which has led to an increase in workers who are not well trained, in addition to what third world countries suffer from poor distribution of labor and weak productivity. The expansion of education has led to an increase in the imbalance in the labor force and trouble in the labor market between increase and decrease in several specializations and levels, the outcomes of these are due to the difference in the speed of structure growth of higher education and the structure of the economy. As a result of education inflation and the graduation of numbers exceeding demand, as higher education grows at a speed two or three times greater than the rates of job opportunities in the economic sector. (Al Jaberi2015, p. 80).

5 EDUCATIONAL PERFORMANCE

Performance is defined as the verbal or skill behavior produced by an individual and is based on a certain cognitive and emotional background. This performance is usually at a certain level that shows his ability or inability to perform a job. (Al Laqani, Gamal, 2003, p. 21) .

Performance is also referred to as an expression of the level achieved by the individual worker when performing his job in terms of the quantity and quality of work provided by him. Performance is the effort achieved by everyone who works in the organization, including organizers, managers, leaders, chief engineers (Hamdawi, 1996, p. 123).

The job performance of a university professor also includes:

a) Knowledge of job requirements.

b) Quantity of work completed.

c) Perseverance and trust.

6 ADAPTATION OF UNIVERSITY EDUCATION WITH THE ERA OF KNOWLEDGE MANAGEMENT

The preparation of man, which represents the main strength in economic development through educational programs, is a requirement for the three stages that the economy has gone through, which is the stage of the machine economy, the stage of information economy and the stage of knowledge economy, but the knowledge economy differs from the machine economy and information in terms of importance given to the human being who was seen in light of the economy of knowledge as an essential element in increasing economic revenues, and the need for human imagination, innovation and experience is the main reason for increasing the importance of human value in light of the economy of knowledge.

The shift in the information economy to the knowledge economy was not limited to the increase in the value of man and its importance, but also affected the value of knowledge and science and what is required of higher education institutions to respond to the era of knowledge management that constitutes the cornerstone of the knowledge economy that is based on computer science And information technology.

With the emergence of publishing media, electronic cognitive marketing and electronic learning, computer science, information and libraries have become important elements in the knowledge economy, which requires skill to manage knowledge.

The stage of centered on information management was putting all its interests on the technical aspects to deal with information. As for the stage of knowledge management, it requires a large degree of budget and Adaptation between the human element and the technical component to deal with information. The student needs to redesign educational programs to become more adaptable with the era of knowledge economy and knowledge management. Therefore, Arab universities should pay attention to the fields of knowledge management and the pillars of the knowledge economy, since universities are the largest field that can be invested in the era of knowledge economy with what it possesses from a program to teach the human element and provide it with the skills necessary to work in light of the knowledge economy (Al daher, 2009, p. 290).

7 OBJECTIVES OF THE PREVAILING EDUCATIONAL TRANSFORMATIONS

7.1 TOWARDS A KNOWLEDGE ECONOMY

Knowledge management is a necessary requirement, as knowledge represents the goals that students seek through university education. The goals include knowledge as a goal in itself and focus on the value of knowledge and what it can achieve by preparing individuals capable of confronting society with all its complexities. It is considered a field of interest for methods and techniques of university teaching. The contents of the curricula are concentrated in it, and they also form the focus of the evaluation process. (Tawij, 2000, p. 16).

The requirements for employing knowledge management are to provide a physical, psychological and social environment free of obstacles that enables the student to continue knowledge seeking and prepares him for controlling knowledge, linking information, storing it, integrating it and then entering it with the aim of developing a knowledge structure in which the elements of the subject are coordinated to form a new comprehensive knowledge image with interconnected and harmonious elements. (Qatami, 1999, p. 236).

- It requires the application of knowledge management in universities.
- Freedom from the contextualism of university education, going beyond the official frameworks and official boundaries specified by decisions or what the university professor proposes through meetings and lectures, and working to develop internal interaction and expand the horizons of external interaction (Najm 2005, p. 5).
- Using different types of assessment and various methods and tools, which would lead the professor to choose what suits the courses he teaches and the goals to be achieved in each course. (Al Habbazi, 2007, p. 5).
- Spreading an organizational culture and an organizational climate specific to knowledge management among its members and employees, as well as defining and clarifying work procedures, also the university should deal with clarity and transparency, and to publicize its goals properly. (Al Habbazi, 2007, p. 3).

8 KNOWLEDGE MANAGEMENT PROCESSES IN UNIVERSITIES

8.1 DIAGNOSIS OF KNOWLEDGE

Knowledge diagnosis is one of the important matters in any knowledge management program, in light of this diagnosis, policies and programs are set because one of the results of diagnostic processes is knowing the types of knowledge available, and by comparing it with what is required, the gap can be identified, and the diagnosis process is inevitable because its goal is to discover the organization knowledge and identifying the people who hold it and their locations. In the diagnosis process, discovery mechanisms, search and access mechanisms are used. (Abu Farah, 2010, p. 57)

8.2 DETERMINE THE GOALS OF KNOWLEDGE

Knowledge and its management are not the goal, but the means to achieve the institution's goals. This method also has specific goals, and without specifying those goals, it becomes merely a cost and a difficult process. In light of the specific goals of knowledge, the important aspect of the goals of knowledge is depth and adopting radical transformations, broad goals, and gambols, and this revolves around resolving ingenuity and achieving superior quality. If the purpose is not clearly articulated, individuals working at different levels will not be able to understand what kind of knowledge is crucial to their work and they must learn it in order to improve performance. (Alzyadat, 2008, p. 96)

8.3 KNOWLEDGE GENERATION

This process means depositing organizational knowledge, and this is done through the participation of individuals, work teams, and supporting work groups to generate new knowledge capital from new issues and practices that contribute to defining problems and finding new solutions to them in a continuous, innovative way. A successful organization is one that generates new knowledge continuously. The generation of knowledge leads to its expansion. (Ajlan, 2008, p. 27)

Knowledge begins with an idea presented by the individual who obtained or produced it. Researchers have confirmed that the highest degree of knowledge lies in the minds of users, but it is possible for new knowledge to be generated through the departments of research , development, experimentation, learning lessons and creative thinking, as knowledge is acquired through Three methods which are: Learning, scientific research and technical development, especially in developing countries, as they suffer from a crisis resulting from the drain of competencies and the tight control of developed countries' over individual property in light of globalization.   (Alzyadat, 2008, p. 98).

8.4 STORING KNOWLEDGE

The process of storing knowledge indicates the importance of organizational memory. Organizations face a great risk as a result of losing much of the knowledge carried by individuals who leave them. This process is very important, especially organizations that suffer from high rates of Work turnover. The process of storing knowledge goes back to organizational memory, which contains Knowledge in various forms, including written documents, stored information in electronic databases, human knowledge stored in expert systems, and knowledge contained in documented organizational procedures and processes.

Storing knowledge represents a bridge between capturing knowledge and the process of retrieving it. Much of the value obtained for knowledge management results from the various knowledge elements, their topics and the necessities of linking them together, sustaining them, and updating them.

8.5 DISTRIBUTION OF KNOWLEDGE

Knowledge as an asset, increases through use, participation, the exchange of ideas, experiences and skills between people, it increases for each of them. Therefore, organizations sought to encourage participation. (Badaracco 1993, p. 3) identified the availability of four conditions for the transfer of knowledge which are:

- There must be a means of transferring knowledge, and this means may be a person or it may be something else.
- This medium must be fully aware and understanding of this knowledge and its content and also capable of transmitting it.
- The medium must have a motive to do so.
- There should be no obstacles to this knowledge transfer.

There are also several methods for distributing knowledge which are: (Alzyadat, 2008, p. 102).

- Cognitively diverse project teams for internal distribution.
- Internal information network (Internet)
- Knowledge agents and internal communities through documents.
- Experience teams, knowledge circles and learning circles.

The flow and transfer of knowledge depends on the availability of several factors which are:

- The value of knowledge to the source.
- Readiness and motivation for unity of purpose.
- Capability and absorption capacity for the target unit.

From what was mentioned previously, it is clear that training and dialogue methods are suitable for distributing tacit knowledge, while explicit knowledge can be published through documents, internal bulletins and learning. What is important in distribution is to ensure access to appropriate knowledge to the person searching for it at the appropriate time. (Badir, 2010, p. 62)

8.6 APPLICATION OF KNOWLEDGE

Knowledge comes from work and how to teach it to others. Knowledge requires explanation and learning that comes through experimentation and application, which improves the level of knowledge and deepens it. Therefore, the application of knowledge must be taken first, because the application of knowledge is more important than Knowledge itself and the processes of creation, storage and distribution will not lead to improvement in organizational performance as the process of effective application of knowledge (Al Ali, 2012, p. 45).

The application of knowledge is the goal of knowledge management, it means investing in knowledge, as Obtaining,storing, and participating in it are not sufficient. What is important is transforming this knowledge into implementation. Knowledge that is not reflected in implementation is merely a cost, and the success of any organization in knowledge management programs depends on the amount of knowledge implemented according to what is available. (Badir, 2010, p. 62).

8.7 KNOWLEDGE RECOVERY

Researchers and theorists in the field of knowledge management addressed this title with the intention of referring to those processes that aim to search and access with all ease and fast to knowledge with the intention of recovering and applying it in solving problems. The extent of benefiting from knowledge, which is the core of knowledge management, is based on the ability to recover what is known and what has been learnt and place it in cognitive bases.

Recovering and using knowledge includes best practices in supporting decisions and solving problems. The essence of knowledge management lies in seeking to make the institution's shared knowledge available to everyone, this process is achieved through various methods such as the use of artificial intelligence and statistical analysis. (Alzyadat, 2008, p. 107).

9 PROBLEMS OF APPLYING KNOWLEDGE MANAGEMENT

When applying the knowledge management approach, there are many problems that may occur which include the following:
- The implementers of the knowledge management system may work in isolation from The institution's senior administration, which leads to build and developing capabilities that match with their personal beliefs and their convictions about activities and thebest functional and operational practices, and not those that the institution prefers.
- The knowledge management system may be promoted unrealistically, with unrealistic capabilities, and this is reflected in the form of failure, repeated frustrations, processes of Liquidations or deleting some information.

- Often, the focus is not on opportunities and business needs, but rather the focus is on presenting knowledge management as it has general capabilities that reveal unclear and undefined competitive value. This focus leads to achieving a limited competitive advantage that is less than expected.

- Many knowledge management efforts fail after their introduction due to not allocating sufficient human and material resources for their success.

- Applying the knowledge management approach requires a complete and sufficient understanding for the long term before implementation efforts, not taking this into account will reflect negatively on the organization's essential results. (Alzyadat, 2008, p. 115)

Many researchers also point out that knowledge and information management is closely linked to the human element and Depended on all stages, therefore, the problems and difficulties facing knowledge and information management programs, as seen in most of it, resulted from the following. (Alzyadat, 2008, p. 116).

a) **Organizational culture:** The adoption of organizational culture must be characterized by supports the exchange of knowledge and information between participated individuals .

b) **Technological methods:** Knowledge and information management requires the adoption of modern methods and electronic programs in order to benefit from them and facilitate the flow of information horizontally and vertically between all administrative levels in the organization.

c) **Change and modernization:** Information changes and develops and needs to be modified and updated in order to suit the data and conditions of the internal and external organizational environment.

d) **Distinguish between types of information:** There is a lot of information that is not considered basic or important, so the quantity and quality of information must be equal and reflect its correct meaning.

e) **Adopting organizational strategiesand management philosophy:** to support the flow of information and publishing of knowledge within the organization.

10 CHALLENGES THAT FACE KNOWLEDGE MANAGEMENT

First: Ways to improve knowledge management in universities: The most important of them can be identified below.(AlBilawi, 2007, p. 264).

- Higher education institutions should develop a clear message that defines their tasks and duties. This document must be discussed by officials at all levels within higher education institutions.
- Spreading awareness regarding the responsibility and inspecting faculty members.
- Adopting a differentiated approach to restructure higher education institutions and getting rid of the bureaucratic structure that hinders effective work.
- Using information technology alongside knowledge management because it helps in necessary development that contributes to the effectiveness of knowledge generation and innovation.
- Intellectual and cognitive openness by higher education institutions to societies.

Providing an effective organizational climate that helps use effective evaluation methods.

- Raising institutional and individual performance by achieving institutional communication and mutual work among university staff to achieve an atmosphere of academic freedom.

Secondly: Ways to increase the ability to produce and publish knowledge in higher education institutions. The following must be followed.

- Restructuring academic institutions to improve the exchange and publication of knowledge, as the element of exchanging Imbibed knowledge depends on the background and experience of teachers and educators in forming the knowledge industry for better management, by strengthening the academic role of teaching students to possess knowledge more than consuming. (AlAli, 2006, p. 261).

- Forming continuous research networks, conferences, and scientific forums that integrate with presenting solutions to problems facing businesses, by strengthening links between the university and external institutions.

- Creating new systems of incentives and new roles for academics who want to develop practical methods for producing knowledge, by funding scientific research and linking it to promotions. As for the new roles which take the academic outside the scope of teaching to practical practice that deepens the connection with the external market.

- Finding new modules to determine academic impact in practical practice that indicates the skillfulness of research and publishing its results that bring mutual benefit to the researcher and society.

- Strengthening the role of the educational institution based on the intersection of sciences by creating a simulation model that brings together academic researchers and executive managers to analyze the challenges facing businesses and find new areas of work that deepen respect for academic achievement.

- Increasing the speed of the knowledge flow through the rapid publication and flow of scientific research that addresses the problems under research instead of waiting researchers for long periods to publish their research. (AlAli, 2006, p. 261).

- Adopting postgraduate programs that support scientific application in practical reality, which goes along with the knowledge economy.

- Emphasizing the role of universities with regard to the seriousness of scientific research that contributes to the formation and publishing of knowledge and continuous communication with other knowledge centers, consulting institutions and industry. (AlAli, 2006, p. 261)

Third: Arranging research methodologies on future strategies and encouraging institutions : to keep up with developments in the following matters.

- Kinetics and dynamics of interference between the fields of study that develop the field of administrative and economic sciences.

- Creating new ways to evaluate applicable knowledge in the short and long term (Jawad and Muhammad,2006, p11).

- Identify the best strategies related to communication and publication of knowledge according to institutional contexts.

- Increasing financial allocations to finance scientific research to meet the long term needs of society. (AlAli, 2006, p. 261)

11 CONCLUSION

As the development of information and communications technology in our time has led to a focus on knowledge with the aim of accessing valuable knowledge among the vast amount of knowledge of various types that accumulate daily, as a result, researchers have begun to search for knowledge management that helps them face the challenges of the era, as well as, building and possessing appropriate skills represented in the administrative, technical and theoretical process of knowledge management in the current business environment.

Based on the above, knowledge bases are built by deepening the firm and strong belief in the necessity of benefiting from the knowledge and experience that exists in society, which is reflected in making decisions and actions that would embody the gap within society between professionals, which is reflected in making decisions and actions that It would embody the gap within society between professionals and best practitioners to support the decision making process, as knowledge is not acquired only through its transfer and publication in society.

As perception and awareness develop in society with mechanisms of participation in the transfer and publication of knowledge, such as knowing how, which means technological knowledge, and the more advanced technology contributes to accelerating the publication of knowledge locally and globally, the more the slow benefits of publication of value added knowledge contributes to the development and growth of society, and reducing various costs through global access to information.

The application of new generated knowledge allows learning and understanding new Good things, and this requires the ability to use knowledge transfer media and methods to support its participatory culture, that enhances its fundamental ability to formulate and integrate knowledge with the main activities that complete the knowledge management process.

Finally, we hope we have made a modest contribution to an important topic that has imposed itself strongly on universities. Today, development, progress and success are driven by Knowledge management, and it will continue in the future towards standards of distinguished performance.

Based on the research objectives, we can affirm the importance of planning and managing knowledge as a fundamental strategic tool for enhancing educational performance in universities. The process of knowledge management is not limited to gathering information; it also involves transforming this information into applicable knowledge that contributes to improving academic and administrative performance. Furthermore, universities that succeed in effectively investing in and utilizing knowledge can enhance their ability to adapt to rapid changes in the educational environment and provide an exceptional educational experience. We also concluded that the questions of this research aim to adopt effective strategies in knowledge management within educational institutions, which directly contributes to improving the quality of education and achieving sustainable development goals in this field. Therefore, investing in the development of knowledge planning and management policies is a necessary step towards achieving academic excellence and enhancing the competitive capacity of universities at both local and international levels.

In this context, the challenges facing universities in implementing knowledge management strategies require a concerted effort between academic and administrative departments, along with the necessity of using modern technologies for storing and exchanging information. Despite the difficulties, the anticipated benefits of applying these strategies make them indispensable for achieving sustainable development in universities. By promoting a culture of knowledge management within the university, the exchange of experiences and educational practices between faculty members and students can be facilitated. This can be achieved by creating electronic platforms that allow for the periodic exchange of academic and professional knowledge. Additionally, technology should be leveraged to collect and analyze data related to academic performance, using it to guide decision-making processes and develop educational programs that align with the needs of the labor market and student requirements. It is also important to develop a system for documenting knowledge within universities by establishing databases that include research, scientific articles,

and educational resources accessible to all stakeholders. This system contributes to preserving accumulated knowledge and facilitating access to it for the purpose of developing modern teaching strategies. Furthermore, it is advisable to encourage collaboration between universities and other educational institutions, both locally and internationally, to exchange knowledge and experiences and achieve best practices in higher education. Such collaboration allows universities to stay informed about the latest trends and innovations in academic education, enhancing their ability to adapt to changes and contributing to the improvement of educational quality.

Achieving the research objective is possible through the implementation of key recommendations that include the following:

Addressing societal challenges through knowledge management to respond to the pressing social and economic needs in the homeland by utilizing work concepts and assisting institutions in becoming self-reliant and building their institutional capacity in strategic planning and administrative and organizational development of their systems through optimal utilization of available data.

- Recognizing the importance of knowledge as a vital asset in achieving the institution's goals and its role in the significant transition towards a knowledge-based economy that focuses on investing in tangible physical assets, meaning that institutions should not only provide information but also think critically about it.

- The necessity of enhancing a culture of knowledge and innovation within universities by strengthening technological infrastructure and providing support for research and development.

- Developing effective mechanisms for collecting, storing, and sharing knowledge within universities, which contributes to enhancing collaboration and interaction among academic departments.

- Encouraging international and local collaboration in advanced research fields and technology transfer, thereby enhancing the universities' standing on a global level.

- The necessity of integrating continuous evaluation strategies and data analysis to measure the effectiveness of implementing the recommendations and ensuring the sustainable improvement of educational performance.

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