

Assia Brahim

Email: bra.assia@gmail.com

Lecturer A, Higher School of Management Tlemcen, LEREMA laboratory,
Algeria

<https://orcid.org/0009-0009-2816-6428>

Awicha Benabdallah

Email: benabdallah333@yahoo.co.uk

Lecturer A, Higher School of Management Tlemcen, LEREMA laboratory,
Algeria

<https://orcid.org/0009-0001-2329-078X>

Mohamed Benserir

Email: Mohamedbenserir1997@hotmail.com

Master student, Higher School of Management Tlemcen, Algeria

Mohamed Batouche

Email: Mohamedbatouche96@gmail.com

Master student, Higher School of Management Tlemcen, Algeria

THE ROLE OF KNOWLEDGE MANAGEMENT IN IMPROVING THE QUALITY OF HIGHER EDUCATION SERVICES ACCORDING TO THE SERVEQUAL MODEL: “CASE STUDY OF HIGHER SCHOOL OF MANAGEMENT TLEMCCEN”

Abstract: This study aims at showing the role of knowledge management processes in improving the quality of higher education services according to the servequal model at the Higher School of Management Tlemcen. Thus, a descriptive analytical approach was used to check the impact of the independent variable on the dependent variable in the light of the hypotheses of the study. Data collection process was undertaken through the distribution of a questionnaire administered to all professors working in the school, numbering (65) professors, while the study sample included (48 professors), and after using the statistical program SPSS to process and analyze data, results revealed a positive and statistically significant relationship between knowledge management processes and the improvement of the quality of higher education services at the Higher School of Management Tlemcen.

Keywords: Knowledge, Knowledge Management, Quality of Higher Education, Servequal Model, Higher School of Management Tlemcen

JEL classification: I24; D83

ასია ბრაჰიმი

Email: bra.assia@gmail.com

ლექტორი A, მენეჯმენტის უმაღლესი სკოლა თლემსენი,
LEREMA ლაბორატორია, ალჟირი
<https://orcid.org/0009-0009-2816-6428>

ავიჩა ბენაბდალაჰ

Email: benabdallah333@yahoo.co.uk

ლექტორი A, მენეჯმენტის უმაღლესი სკოლა თლემსენი,
LEREMA ლაბორატორია, ალჟირი
<https://orcid.org/0009-0001-2329-078X>

მუჰამედ ბენსერირი

Email: Mohamedbenserir1997@hotmail.com

მაგისტრატურა, მენეჯმენტის უმაღლესი სკოლა ტლემსენი, ალჟირი

მუჰამედ ბატუში

Email: Mohamedbatouche96@gmail.com

მაგისტრის სტუდენტი, მენეჯმენტის უმაღლესი სკოლა
თლემსენი, ალჟირი

ცოდნის მენეჯმენტის როლი უმაღლესი განათლების მომსახურების ხარისხის გაუმჯობესებაში მომსახურების ხარისხის მოდელის მიხედვით: "მენეჯმენტის უმაღლესი სკოლის TLEM-CEN- ის შესწავლა"

აბსტრაქტი. კვლევა მიზნად ისახავს ცოდნის მართვის პროცესების როლის ჩვენებას უმაღლესი განათლების სერვისების ხარისხის გაუმჯობესებაში მენეჯმენტის უმაღლესი სკოლის Tlemcen- ის მომსახურების ხარისხის მიხედვით. ნაშრომში აღწერილი ანალიტიკური მიდგომა გამოიყენებოდა კვლევის ჰიპოთეზების ფონზე დამოკიდებულ ცვლადზე დამოუკიდებელი ცვლადის გავლენის შესამოწმებლად. მონაცემთა შეგროვების პროცესი განხორციელდა სკოლაში მომუშავე ყველა პროფესორისთვის, ნუმერაციის (65) პროფესორებისთვის ადმინისტრირებული კითხვარის განაწილებით, ხოლო სასწავლო ნიმუში მოიცავდა (48 პროფესორი), ხოლო სტატისტიკური პროგრამის SPSS- ის გამოყენების შემდეგ მონაცემების დამუშავებისა და ანალიზისთვის, შედეგებმა გამოავლინა დადებითი და სტატისტიკურად მნიშვნელოვანი ურთიერთობა ცოდნის მართვის პროცესებსა და უმაღლესი განათლების სერვისების ხარისხის გაუმჯობესებას შორის მენეჯმენტის უმაღლესი სკოლაში ტლემსენი.

საკვანძო სიტყვები: ცოდნა, ცოდნის მენეჯმენტი, უმაღლესი განათლების ხარისხი, Servequal მოდელი, მენეჯმენტის უმაღლესი სკოლა Tlemcen

JEL classification: I24; D83

Introduction

Our globalized world today is characterized by the rapid transfer of information over large geographical areas via the Internet. The result of this globalization is the emergence of knowledge-based economies where importance is provided to the effective management of human capital to ensure that workers continue to create the right value for the economy (Olubunmi Omotayo, 2015, p. 1). Higher education institutions (HEI) play a vital role in this knowledge-based economy. Being educational organizations, they are able to produce high-quality graduates, expand cognitive skills, inductive innovation and creativity, and also contribute effectively to knowledge production and intellectual property development .A great deal of studies support the idea that effective knowledge management allows higher education institutions to achieve a competitive advantage among market competitors (Adhikari, 2010; Al-Husseini & Elbeltagi, 2015; Li et al., 2014; Y. M. C. Yeh, 2011; Zheng et al., 2010) (ALKHATIB, YAHIAOUI , AWAJA, & AWAJA, 2022, p. 333).

Knowledge is one of those assets of an organization that is never lost through use (Atapour, Hamdipour, & Zabihifar, 2023, p. 111). Higher educational institutions serve as a repository of knowledge and no longer provide knowledge only to students. These institutions manage, blend, and exchange knowledge among the faculty themselves. Thus, knowledge management is inevitably difficult and an important concept in higher education institutions (Sohail & Daud, 2009, p. 127)

Knowledge management (KM) is a procedure that enables organizations to discover, select, disperse, arrange and transmit important data and the vital ability of exercises, for instance, critical thinking, dynamic learning, and key order (Nawaz, Durst, Hariharasudan, & Shamugia, 2020, p. 291)

Knowledge management assists educational institutions in improving their information and knowledge capacity to generate exchange, apply them to problem solving, support research and continuous improvement of their work. The education system should reflect KM and include information at all levels, from the administrative level to the student level, to enhance the professional knowledge of staff, and achieve the quality of teachers and students (Sarkar, Ako, Aram Mohammed, Shahen, & Khanda, 2022, p. 127). Quality in education is generally defined as the criteria that must be met in order to achieve the goals set. At the same time, quality assurance in education refers to the achievement of a group of goals. Quality education is a set of course attributes and attributes that meet the expectations of beneficiaries (Abbas ALTabtabae & Ghazi Yusuf, 2019, p. 116). Based on the above discussion, the main problem that rise at the heart of this current research is the following question:

How do knowledge management processes contribute to improving the quality of higher education from the point of view of the professors of the Higher School of Management of Tlemcen?

Literature Review:

This section deals with providing a theoretical background about the concept of knowledge management and its role in improving the quality of higher education service, in addition to introducing the variables of studies.

Among the most important studies, we mention the study of: (Sohail & Daud, 2009): Their investigation sought to examine the factors and obstacles that contribute to the success of

knowledge exchange among faculty members at the university. Design/Methodology/Approach – Based on a thorough literature review, measures of knowledge sharing are determined. These factors include the nature of knowledge, work culture, employee attitudes, motivation to participate, and opportunities to participate. A model of study is developed and hypotheses are formulated. Primary data was collected through a survey of a sample of faculty members from public and private universities in Malaysia. Results – Based on empirical research, the study reveals some contradictory results. As for the sample derived from faculty members belonging to public universities, there is a statistically significant relationship between knowledge exchange and the independent factors mentioned earlier. Results from the sample of employees studying at private universities do not show such relationships.

Another study conducted by (Nanyarah Nur, Miftah Fauzi, & Sukoco, 2017, p. 1) : Their research aimed to analyze the implementation form and maturity level of knowledge management (KM) and formulate recommendations for knowledge management implementation strategies to improve academic services in universities in Indonesia. Knowledge management implementation analysis was carried out at four major universities in Indonesia based on the 2016 Indonesian Ministry of Research, Technology and Higher Education classification, i.e. ITB, UGM, UI and IPB. The results showed that the top four universities in Indonesia have the basic infrastructure to implement knowledge management; Several pilot projects have been undertaken to develop the application of knowledge management to a higher level. Using a knowledge management app has never been optimal. Knowledge sharing has not yet become a culture. Implement knowledge management maturity in ITB, UGM, UI and IPB library at the third level. The result of measuring the maturity level of interoperability of only seven IPB Academy service applications on average reaches the third level and is still in the data integration stage.

Study (FARADILLAH, ERMATITA, & Palupi RINI, 2019, p. 189) : This study suggests barriers to knowledge management for private universities, data collected in Palembang through an online questionnaire distributed to 131 ABC lecturers. The results unveiled that there are four factors with the same components extracted by the analysis of the main components (PCA) with each factor consisting of 9, 4, 4 and 5 factors with similar components. These factors are further categorized based on The similarity of components, namely: regulatory, technological, infrastructure and environmental barriers. These barriers can be used as a reference for private universities in determining a knowledge management strategy to avoid failing to implement knowledge management in private universities.

Study (Al-Ababneh & Alrhaimi, 2020) entitled : « Modern Approaches to Education Management to Ensure the Quality of Educational Service » An in-depth theoretical study and critical analysis of the main aspects and current approaches were conducted to define modern education management methods aimed at improving the quality of educational services. The necessity of using modern methods of education management as an integral element of the economy, which is the engine of professional growth and changes in society, has been demonstrated.

Another study by (ALKHATIB, YAHIAOUI , AWAJA, & AWAJA, 2022, p. 329) : This paper aims to investigate the role of KMC in enhancing the quality of service in higher education institutions (HEIs) through the mediating influence of OC. Based on the analysis conducted on 352

responses from academic middle managers and faculty members selected from higher education institutions in Palestine - Gaza Strip. The results show a significant positive impact of knowledge management capabilities to enhance service quality, and organizational commitment mediates Partly the relationship between knowledge management capabilities and SQ

There are also many investigations in Algeria that have studied the relationship between knowledge management and improving the quality of higher education service, including the following:

A study (Halmousse, 2019, p. 385) entitled: The role of knowledge management in creating and enhancing the quality of higher education from the point of view of faculty members at the Faculty of Economic, Commercial and Management Sciences in Laghouat. The aim of the research is to study the processes of knowledge management "knowledge generation, knowledge storage, knowledge distribution". and the application of knowledge", and an explanation of its role in promoting and creating quality among university professors, as well as a study (Ikne, Touati, & Haouchine, 2021, p. 67). The main aim of this study is to show the contribution of knowledge management in improving the quality of higher education services and the reality of this in the Faculty of Economic, Commercial and Management Sciences - University of Constantine 02; This is done by studying the importance of planning, creating, storing and distributing knowledge in the college under study and its reflection on the dimensions of the quality of service it provides .A study (Kadri & Rahem, 2022) entitled: The contribution of knowledge management processes to achieving the quality of higher education services - a study of a sample of faculty at the College of Economic, Commercial and Management Sciences. The research aims to study knowledge management processes ("knowledge generation, knowledge storage, distribution Knowledge and the application of knowledge, and demonstrating its role in creating quality in the outcomes of the Faculty of Economic, Commercial and Management Sciences at the University of Larbi Tebessa in the state of Tebessa, from a survey of the opinions of some professors working at the faculty, another study by (Nebti, 2023, p. 827) entitled: The role of knowledge management In enhancing the quality of higher education, a case study of the Department of Transportation Engineering at the Fraternity Mentouri University of Constantine. This study is considered an illustration of the main role played by knowledge management in enhancing the quality of higher education, by highlighting the applicability of knowledge management as well as the extent of the quality of higher education institutions through a case study of the Department of Transportation Engineering at the Faculty Science and Technology, Constantine University 1. These studies reached one conclusion, which is that there is a positive and statistically significant effect of knowledge management on improving the quality of higher education services.

knowledge management:

Knowledge has a broad and comprehensive concept of everything new and different that distinguishes the organization from others, gives it support in its competitive position and improves its performance. As well as the new type of capital based on ideas and experiences in the modern economy known as the knowledge economy (Abbas ALTabtabae & Ghazi Yusuf, 2019, p. 118) . Davenport and Prusak (1998) proposed that knowledge is a combination of experience, values, information, context, and expert ideas that provides a framework for evaluating and integrating new knowledge and information. According to Nonaka and Takeuchi (1995), knowledge is defined

as data and information combined with ability, intuition, experience, ideas, and motivation from competent sources (Nayyarah Nur, Miftah Fauzi, & Sukoco, 2017, p. 3). (Wang & Noe, 2010, p. 117) define knowledge as "information processed by individuals including ideas, facts, experiences, and judgments relevant to individual, collective, and organizational performance."

Knowledge can be distinguished into two different types. Polanyi (1966, 1967); Nonaka (1994); Nonaka and Takeuchi (1995) describe knowledge as being present in two dimensions—tacit and explicit knowledge (Olubunmi Omotayo, 2015, p. 6). Implicit knowledge in the individual mind, difficult to express. Explicit knowledge is spelled out in a note, letter, manual, handbook and reference (Sensuse & Cahyaningsih, 2018, p. 71). Tacit and explicit knowledge is also defined as: (Nayyarah Nur, Miftah Fauzi, & Sukoco, 2017, pp. 3-4)

- Tacit knowledge: Knowledge that exists in an individual as a mental model, experience, understanding, and skills.
- Explicit knowledge: Written, archived, distributed knowledge (print and electronic) and can be educational material for others.

According to B. Gates (2000), "Knowledge management - is a very clever term to describe a very simple topic. You can manage data, documents, and employee attempts" (NAMDEV DHAMDHERE, 2015, p. 168). Among the most important definitions given to knowledge management are the following:

(DUFFY, 2000) describes knowledge management as a system that enables individuals in an organization to collectively acquire, share, and leverage knowledge to achieve business goals. It is a formal process that engages an organization's people, processes, and technologies in a solution that captures knowledge and delivers it to the right people at the right time.

Knowledge management is a managerial activity focused on the applications of technology that defines information, to capture, store, retrieve and distribute knowledge in an organization, as: "a systematic process of finding, selecting, organizing, filtering and presenting knowledge" (Sharif, Muhammad Shahid Yaqub, Asif Khan, & Javed, 2014, p. 55) Blame the organization with the aim of improving its efficiency" (Mohajan, 2017, p. 2)

(RAVANPYKAR, FYZI, & PASHAZADH, 2014, p. 286) defined knowledge management as the process applied by an organization along with organizational learning, knowledge production and distribution in order to build and use their organizational and collective knowledge.

Knowledge management processes are considered knowledge content and knowledge management processes and their diversity have been divided according to the use and nature of their organization and work, while the main knowledge management processes can be limited according to what was mentioned in previous studies as follows (Victor & Kathaluwage, 2019, p. 167):

- Knowledge creation refers to the extent to which individuals are involved in activities that create new knowledge
- Knowledge acquisition refers to the extent to which individuals engage in activities that embody their knowledge
- Knowledge sharing refers to the extent to which individuals participate in activities that share their knowledge with others.
- Knowledge storage refers to the identification and codification of knowledge and know-

how contained in organizational memory

- Knowledge application refers to the extent to which individuals are engaged in activities by applying their knowledge in which they accomplish their work.

Quality of higher education services:

Educational services are considered one of the most important services marketed by institutions that are interested in education and make them occupy a distinct market position and depending on the level of quality of these services, in addition to the importance of the education and university education sector in particular, its progress and excellence indicates the progress and development of countries. He emphasizes (Oakland, 2014) Quality begins with understanding customer needs and ends when those needs are met. Quality is often used to indicate that a "excellence" of a product or service can be used to indicate that a piece of material or The equipment corresponds to certain characteristics and physical dimensions that are often determined in the form of specifications. (Abbas ALTabtabae & Ghazi Yusuf, 2019, p. 120)

Quality in higher education is: "a set of standards and characteristics that must be available in all elements of the educational process, whether with regard to inputs, processes or outputs that meet the needs and requirements of society and the desires and needs of learners and achieve those standards through the effective use of all available material and human elements" (Ashbiya & Darwish, 2000, p. 12)

It is: "translating the needs of students' expectations into specific characteristics that serve as a basis for generalizing educational service and providing it to students according to their aspirations" (Al-Adjez & Nashwan, 2005, p. 183)

The SERVQUAL model was used, which included five dimensions of the quality of educational services: (Abbas ALTabtabae & Ghazi Yusuf, 2019, p. 121)

- Tangibility means the physical appearance of items, facilities, procedures, equipment and the appearance of personnel.
- Reliability means the ability to deliver the service with the promised reliability and accuracy.
- Response/desire to help the consumer and provide service promptly.
- Guarantee/eligibility and suitability of employees and their ability to earn trust and credit.
- Empathy/personal attention and attention that the organization gives to its consumer

Methodology:

In our study, we relied on a descriptive analytical approach, which is one of the forms of analysis and systematic interpretation to describe a phenomenon or problem and provides data on certain characteristics in reality. It is based on the various Arab and foreign references that dealt with the same topic of books, graduation notes, articles, and websites, but on the practical side, we relied on it to project what we dealt with in the theoretical side on the professors of the Higher School of Management , by resorting to collecting primary data through the research questionnaire as a tool for study, designed specifically for this purpose and also the statistical package program SPSSV25 was used to process data and draw conclusions.

Study variables:

Independent variable: knowledge management processes, including (knowledge diagnosis, knowledge acquisition, knowledge generation, storage and retrieval of knowledge, dissemination and distribution of knowledge, application of knowledge).

Dependent variable: dimensions of the quality of higher education service according to the SERVQUAL model: (reliability, tangibility, responsiveness, empathy, Security)

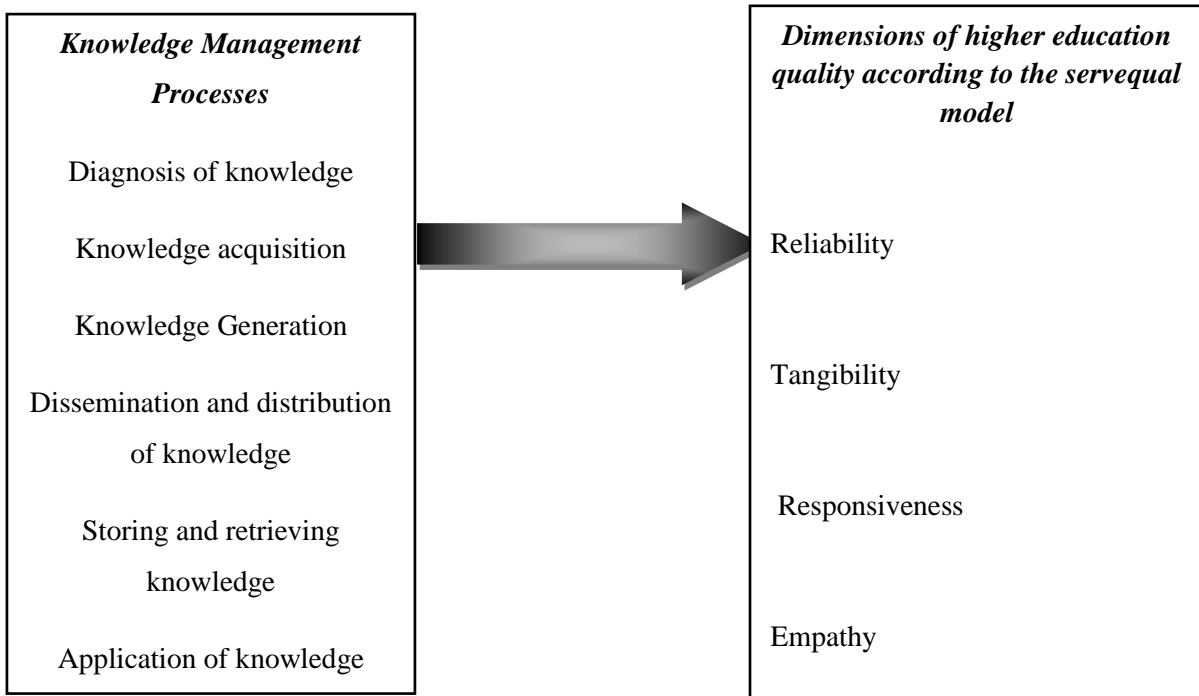


Figure No 1. Variables of the study

Source: Prepared by the researchers.

The study sample:

The study community is represented by all 65 permanent professors working at the Higher School of Management Tlemcen, and in order to ensure the accuracy of the results that we will obtain, we preferred to choose the sample in a non-random way, as we distributed the questionnaire to all 65 professors, of whom we retrieved only 48 questionnaires, approximately 73.85% of the study community, a percentage that allows us to analyze the characteristics of the sample

Questionnaire reliability:

In order to measure the stability of the resolution, Cronbach's Alpha Coefficient was used, and the results were presented in the following table:

Table No.1: Cronbach's alpha coefficient

Cronbach's alpha coefficient	Number of paragraphs	Axis
0.939	30	Knowledge Management Processes

0.915	20	Dimensions of higher education quality	02
0.957	50	Total stability coefficient	

Source: Prepared by researchers based on SPSSv25 outputs

As it figures from the above table the value of the Cronbach alpha coefficient is high and ranges between 0.915 and 0.939 for the two axes of the questionnaire, which indicates that the questionnaire statements have a high degree of stability, which allows us to analyze the results, answer the problem posed and verify the validity of the hypotheses

Results and discussion

We analyze and interpret the study data by analyzing the personal variables of the study sample members, analyzing their answers from their point of view, by calculating arithmetic averages and standard deviations and giving the relative score of the statements, « The Likert five-point scale was used to measure the degree of response for both the independent variable axis "knowledge management processes" and the dependent variable "Dimensions of the quality of higher education service according to the SERVQUAL model: Reliability, Tangibility, Responsiveness, Empathy, Security

Table No. 2: weight of the Likert scale

Level Length (Weight)	[1-1,79]	[1,8-2,59]	[2,6-3,39]	[3,4-4,19]	[4,2 -5]
Level of agreement	Strongly disagree	Disagreement	Neutral	All right	Strongly agree

Source: Prepared by researchers

The numbers that go into the calculation of the levels of the LIKERT scale show the weights as presented in the previous table. Also, the length used in this case is 4/5 which is equal to 0.80.

Distribution of individuals by sex:

The responses were as follows as shown in table 3:

Table No .3 : Distribution of Respondents by Sex

Percentage%"	Number	Sex	
39.6%	19	male	01
60.4%	29	female	02
100%	48	Total	

Source: Prepared by researchers based on SPSSv 25 outputs

The percentage of females according to the table constituted the majority of the study sample, and 60.4% indicate that females have dominated the research community as a whole, while the percentage of males is only 39.6%, and this indicates that the faculty members in the school under study are mostly women.

4.1. Analysis of respondents' answers on the axis of knowledge management processes

Table No. 4: Responses of the sample members on the axis of knowledge management processes

Approval level	Standard deviation	Arithmetic mean	Ferry
agree	,54363	3,9750	Diagnosis of knowledge
Agree	,72559	3,6354	Knowledge acquisition
Agree	,81332	3,5750	Knowledge Generation
Agree	,79462	3,5417	Storing and retrieving knowledge
Agree	,75511	3,5708	Distribution and dissemination of knowledge
Agree	,47503	3,9271	Application of knowledge
Agree	,58463	3,7139	Total

Source: Prepared by researchers based on SPSS V.25 outputs.

The results of the above table show that the general arithmetic average for the first axis (knowledge management operations) reached 3.71, so we conclude that the Higher School of Management pays great attention to the application of knowledge management processes through (knowledge diagnosis, knowledge acquisition, knowledge generation, storage and retrieval of knowledge, knowledge distribution and dissemination, knowledge application)

4.2. Analysis of the answers of the study sample members on the axis of quality of higher education

Table No. 5: Sample members' answers on the axis of the dimensions of higher education quality

Approval level	Standard deviation	Arithmetic mean	Statement
I strongly agree	,50570	4,0781	Reliability
agree	,60801	4,2500	Tangibility
agree	,79391	3,7865	Responsiveness
agree	,59661	3,8958	Empathy
agree	,55899	4,0052	Security
agree	,51099	4,0031	Sum

Source: Prepared by researchers based on SPSSv25 outputs

It is clear from the above table that the general arithmetic mean of the dimension axis of the quality of higher education according to the servequal model (Reliability, Tangibility, Responsiveness, Empathy, Security) is 4.0031, from which it can be said that the school has largely succeeded in achieving and ensuring the quality of higher education

4.3. Hypothesis testing and discussion of study results

In this section, we attempt to test the validity of the hypotheses based on the data analyzed and processed, in order to reach results through which the hypotheses are accepted or rejected, i.e. either accept the alternative hypothesis H1 or accept the nihilistic hypothesis H0

4.3.1. Main hypothesis:

In order to test the validity of the main hypothesis that inficates:

H1 : *There is a statistically significant effect between knowledge management processes and improving the quality of higher education services from the point of view of the professors of the Higher School of Management Tlemcen*

The coefficient of determination (R-square) and the ANOVA variance test were used.

Table No.6: Coefficient of determination of the main hypothesis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,756	,572	,562	,33810

a. Predictors: (Constant), x

Source: Created by researchers based on SPSSv25 results

Table No.7 : Multiple regression coefficient of the main hypothesis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,549	,317		4,886	,000
	X	,661	,084	,756	7,833	,000

Source: Created by researchers based on SPSSv25 results

Table No.8: Coefficient of variation Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7,014	1	7,014	61,357	,000b.
	Residual	5,258	46	,114		
	Total	12,272	47			

a. Dependent Variable: y

b. Predictors: (Constant), x

Source: Created by researchers based on SPSSv25 results

The results figured in Table (06) and Table (07) revealed a correlation coefficient between knowledge management and improving the quality of higher education services amounted to (0.756), which represents a percentage of (57%) determined by the coefficient of determination, and we note from Table (08) the significance of the mutual influence between knowledge management processes and improving the quality of higher education services because the value of the significance level (Sig = 0.000) was smaller than the significance level ($\alpha \leq 0.05$) and therefore, **the main hypothesis H1 is acceptable and we reject the nihilistic hypothesis H0**

4.3.2. Sub-hypothesis testing:

In order to test the validity of the sub-hypotheses, the coefficient of determination (R-square) and multiple regression coefficients were used, where we divided the main hypothesis into 6 sub-hypotheses as follows:

H1(a): There is a statistically significant effect between diagnosing knowledge and improving the quality of higher education services from the point of view of professors of the Higher School of Management Tlemcen

H1(b): There is a statistically significant effect between knowledge acquisition and improvement of the quality of higher education services from the point of view of professors of the Higher School of Management Tlemcen

H1(c): There is a statistically significant effect between knowledge generation and improving the quality of higher education services from the point of view of professors of the Higher School of Management Tlemcen

H1(d): There is a statistically significant effect between the storage and retrieval of knowledge and the improvement of the quality of higher education services from the point of view of the professors of the Higher School of Management Tlemcen

H1(e): There is a statistically significant effect between the dissemination and distribution of knowledge and the improvement of the quality of higher education services from the point of view of the professors of the Higher School of Management Tlemcen

H1(f): There is a statistically significant effect between the application of knowledge and the improvement of the quality of higher education services from the point of view of the professors of the Higher School of Management Tlemcen

a- Coefficient of determination (R-square)

Table No. 9: Coefficient of determination (R-square)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,802a	,642	,590	,32715

a. Predictors: (Constant), x6, x1, x4, x5, x2, x3

Source: Prepared by researchers based on SPSSv25 outputs

The table above shows the correlation coefficient between variables, which was estimated at 0.802, which represents (59%) of the respondents determined by the coefficient of determination

b- Multiple regression coefficients

Table No. 10: Results of the test of significance of multiple regression coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,152	,477		2,416	,020
	X1	-,055	,128	-,058	-,429	,670
	X2	,174	,123	,247	1,415	,165

X3	,156	,125	,248	1,242	,221
X4	-,085	,110	-,132	-,769	,446
X5	,033	,115	,049	,290	,773
X6	,525	,187	,488	2,799	,008

Source: Prepared by researchers based on SPSSv25 outputs

From the table of regression coefficients we deduce the following linear relationship:

$$Y = 1.152 - 0.055 x_1 + 0.174 x_2 + 0.156 x_3 - 0.085 x_4 + 0.033 x_5 + 0.525 x_6$$

It is clear from Table 10 that the diagnosis of knowledge, the acquisition of knowledge, the generation of knowledge, the storage and retrieval of knowledge, the dissemination and distribution of knowledge do not affect the improvement of the quality of higher education from the point of view of the professors of the Higher School of Administration of Tlemcen, where the value of the sig appears respectively (0.670, 0.165, 0.221, 0.446, 0.773) and is greater than the level of morality estimated at $\alpha \leq 0.05$, so the alternative hypotheses are unrealized and we accept null hypotheses as follows:

H0(a): There is no statistically significant effect between diagnosing knowledge and improving the quality of higher education services from the point of view of professors of the Higher School of Management Tlemcen

H0(b): There is no statistically significant effect between knowledge acquisition and improvement of the quality of higher education services from the point of view of professors of the Higher School of Management Tlemcen

H0(c): There is no statistically significant effect between knowledge generation and improving the quality of higher education services from the point of view of professors of the Higher School of the Higher School of Management Tlemcen

H0(d): There is no statistically significant effect between the storage and retrieval of knowledge and the improvement of the quality of higher education services from the point of view of the professors of the Higher School of the Higher School of Management Tlemcen

H0(e) : There is no statistically significant effect between the dissemination and distribution of knowledge and the improvement of the quality of higher education services from the point of view of the professors of the Higher School of Management Tlemcen

While the results showed that the application of knowledge affects the quality of higher education from the point of view of the professors of the Higher School of Management through the sig value of 0.008, which is the lowest level of significance $\alpha \leq 0.05$, we accept the alternative hypothesis that says:

H1(f): There is a statistically significant effect between the application of knowledge and the improvement of the quality of higher education services from the point of view of the professors of the Higher School of Management Tlemcen

CONCLUSIONS

Nowadays, knowledge management has become essential for higher education institutions as it pays more attention to improving the quality of faculty performance. By applying a set of stages of knowledge management, it will positively affect the quality of the university's output (Elhadj , Grichi , & Ben Abid, 2020, p. 195). Biloslavo and Trnavcevic (2007 expressed the importance of

knowledge management in higher education ; similarly, Dawson (2000) expressed the term as "knowledge management is particularly important for organizations, composed of experts where success depends on the generation, use, and uniqueness of the knowledge base (NAMDEV DHAMDHERE, 2015, p. 169). This study aimed to find out the impact and contribution of knowledge management and its various processes in the quality of higher education services at the Higher School of Management Tlemcen , where we reached a set of results, the most important of which are:

- Knowledge management influences the dimensions underlying the quality of higher education services at the Higher School of Management Tlemcen.
- The level of application of knowledge management in its various dimensions (knowledge diagnosis, knowledge acquisition, knowledge generation, storage and retrieval of knowledge, dissemination and distribution of knowledge) at the Higher School of Management Tlemcen was low, except after the application of knowledge that reached a high degree.
- The level of dimensions of the quality of higher education service quality according to the SERVQUAL model: (Reliability, Tangibility, Responsiveness, Empathy, Security) in the graduate school was high
- School teachers are highly geared towards applying knowledge as well as constantly seeking to acquire it from a variety of sources.

In the light of the above findings, the following set of recommendations could be proposed:

- The need to create an enabling environment at the Higher School of Management Tlemcen for the generation, storage and dissemination of knowledge as well
- Work to establish an organizational structure in line with the organization and management of knowledge to make the most of knowledge and use it to support appropriate decisions
- The need to build an organizational culture in the Higher School of Management that encourages the exchange and application of the knowledge gained.
- Focusing on the quality of scientific research and keeping pace with rapid changes by encouraging researchers and training them on modern scientific research methods to maintain competencies.
- Attention to research structures and the provision of more sophisticated databases.
- The Higher School of Management Tlemcen should conclude cooperation agreements with effective economic partners, to facilitate students' access to companies to acquire knowledge and apply their theoretical knowledge on the ground.

REFERENCES

1. Abbas ALTabtabae, F., & Ghazi Yusuf, F. (2019). ROLE OF KNOWLEDGE MANAGEMENT PROCESSES IN IMPROVING QUALITY OF EDUCATIONAL SERVICES “APPLIED STUDY OF SAMPLE VIEWS FROM FACULTY MEMBERS IN A NUMBER OF FACULTIES OF THE UNIVERSITY OF THI-QAR”. *International Journal of Management (IJM)*, 10(5).
2. Al-Ababneh, H., & Alrhaimi, S. (2020, May). Modern Approaches to Education Management to Ensure the Quality of Educational Services. *TEM Journal*, 9(2). DOI: 10.18421/TEM92-46

3. Al-Adjez , F., & Nashwan, d. (2005). Developing university education to develop Palestinian society in light of total quality management. *Journal of Quality in Higher Education*, 1(2).
4. ALKHATIB, M. H., YAHIAOUI , N., AWAJA, A. R., & AWAJA, D. S. (2022). SERVICE QUALITY BY KNOWLEDGE MANAGEMENT CAPABILITY IN HIGHER EDUCATION INSTITUTIONS: MEDIATING EFFECT OF ORGANIZATIONAL COMMITMENT. *Les Cahiers du Cread*, 38(1). doi:<https://dx.doi.org/10.4314/cread.v38i1.11>
5. FARADILLAH, F., ERMATITA, E., & Palupi RINI, D. (2019). Knowledge Management Barriers in Higher Education:Strategic Issues at Private University. *Advances in Intelligent Systems Research*, 172.
6. Mohajan, H. (2017). The Roles of Knowledge Management for the Development of Organizations. *Journal of Scientific Achievements*, 2(2).
7. NAMDEV DHAMDHERE, S. (2015, January). *Turkish Online Journal of Distance Education*, 16(1).
8. Nawaz, N., Durst, S., Hariharasudan, A., & Shamugia, Z. (2020). KNOWLEDGE MANAGEMENT PRACTICES IN HIGHER EDUCATION INSTITUTIONS - A COMPARATIVE STUDY. *POLISH JOURNAL OF MANAGEMENT STUDIES*, 22(02). DOI: 10.17512/pjms.2020.22.2.20
9. Nayyarah Nur, R., Miftah Fauzi, A., & Sukoco, H. (2017, September). Strategies of Knowledge Management Implementation for Academic Services Improvement of Indonesian Higher Education. *Journal of Information & Knowledge Management*, 16(04). DOI: 10.1142/S0219649217500320
10. Olubunmi Omotayo, F. (2015). Knowledge Management as an important tool in Organisational. *Library Philosophy and Practice (e-journal)*., 1238.
11. RAVANPYKAR, Y., FYZI, J., & PASHAZADH, Y. (2014). EXAMINE THE RELATIONSHIP BETWEEN KNOWLEDGE MANAGEMENT WITH ORGANIZATIONAL LEARNING AND EMPLOYEE EMPOWERMENT IN NATIONAL COMPANIES OF SOUTH OIL PRODUCING (CASE STUDY: OIL WELFARE SERVICE COMPANIES). *Indian Journal of Science Research*, 5(1).
12. Sensuse, D., & Cahyaningsih, E. (2018, January-March). Knowledge Management Models:A Summative Review. *International Journal of Information Systems in the Service Sector*, 10(1). DOI: 10.4018/IJISSS.2018010105
13. Sohail, M., & Daud, S. (2009). KNOWLEDGE SHARING IN HIGHER EDUCATION INSTITUTIONS PERSPECTIVES FROM MALAYSIA. *The Journal of Information and Knowledge Management Systems*, 39(2).
14. Wang, S., & Noe, R. (2010, June). Knowledge sharing: A review and directions for future research. *Human Resource Management Review*, 20(02). doi:<https://doi.org/10.1016/j.hrmr.2009.10.001>
15. Ashbiya , F., & Darwish, M. (2000). Comprehensive quality and the possibility of its application in Egyptian university education. *Journal of the Association of Arab Universities, General Secretariat of the Association of Arab Universities*(3).
16. Atapour, H., Hamdipour, A., & Zabihifar, E. (2023). The Effect of Customer Knowledge Management on the Perceived Quality of University Library Services through the Mediating Role of Customer Relationship at the University of Tabriz Central Library. *International Journal of Information Science and Management*, 21(3). doi:<https://doi.org/10.22034/ijism.2023.1977833.0>

17. DUFFY, J. (2000). The KM Technology Infrastructure. *Information Management Journal*, 34(2).
18. Elhadj , A., Grichi , M., & Ben Abid, F. (2020). The impact of Knowledge Management on English Language Teaching quality: Exploratory Study about Teaching Staff Views in English Division, Biskra University. *Roa Iktissadia Review*, 10(2).
19. Halmousse, A. (2019, June). The role of knowledge management in creating and enhancing the quality of higher education from the point of view of faculty members at the Faculty of Economic, Commercial and Management Sciences in Laghouat. *Milaf Journal of Research and Studies*, 5(1).
20. Ikne, I., Touati, I., & Haouchine, K. (2021, December). The contribution of knowledge management to improving the quality of higher education services: a field study at the Faculty of Economic, Commercial and Management Sciences at the University of Constantine. *Scientific journal Economic Future*, 9(1).
21. Kadri, L., & Rahem, F. (2022). The contribution of knowledge management processes to achieving the quality of higher education services - a study of a sample of the teaching staff at the Faculty of Economics, Commercial and Management Sciences, Larbi Tebessi University, Tebessa. *Journal of Contemporary Economic Research*, 5(1).
22. Nebti, R. (2023, April). The role of knowledge management in enhancing the quality of higher education. A case study of the Department of Transportation Engineering at the Fraternity Mentouri University of Constantine 1. *El - Acil Journal for Economic and Administrative Research*, 7(1).
23. Sarkar, A. S., Ako, M. T., Aram Mohammed, A. Q., Shahen, M. F., & Khanda, G. A. (2022, December). THE ROLE OF KNOWLEDGE MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS (COLLEGES AND UNIVERSITIES). *Al-Idarah: Jurnal Kependidikan Islam*, 12(02). doi:<https://doi.org/10.24042/alidarah.v12i2.14816>
24. Sharif, M., Muhammad Shahid Yaqub, R., Asif Khan , M., & Javed, F. (Éds.). (2014). Knowledge management maturity and growth: A strategic perspective of Pakistani universities. *Industrial Engineering Letters*, 4(2).
25. Victor , M., & Kathaluwage, K. (2019). The Impact of Training and Development on Knowledge Management. *IJARIE*, 5(1).