Knowledge Management Systems: Empowering Motivation and Satisfaction in Higher Education Institutions

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Abstract: In order to better understand knowledge management methods, this study will look into the link between knowledge management enablers and performance outcomes in Saudi Arabian and Jordanian higher education institutions, with a focus on public universities in the Emirates. Three particular state institutions' faculty members made up the study's population. The samples were chosen by simple random sampling. The study included 150 questions, all of which were helpful for achieving the study's goal and yielding a100% response rate. Regression analysis was utilized to evaluate the hypotheses and Cornbrash's alpha was employed to assess the data's dependability. The findings showed that staff management significantly and favorably affects citation, international perspective, education, research, and as well as industry revenue. With the exception of industry income, organizational culture yields the same outcomes. While leadership has large negative effects on worldwide perspective, information technology has favorable and considerable effects on industry income and international outlook. The study comes to the conclusion that industry income, worldwide viewpoint, citation, teaching, research, and research performance were all predicted by employee motivation. Teaching, research, citation, and an international perspective were all predicted by organizational culture. Only industrial wealth and leadership were inversely correlated with international orientation, whereas information technology was a predictor of both. Higher education institutions may use the study's findings in their decision-making process when creating policies that will improve student performance.

Keywords: Knowledge acquisition, knowledge utilization, knowledge dissemination.

1. Introduction

Information administration is the methodological framework for providing and making information available within the higher education sector. This can then present a chance to expand information by generating revenue from the information and data and disseminating it [1]. Administrative empowerment refers to the authoritative approach that is founded on identifying the experts in the Service of Higher Education and Logical Investigation as professionals in mental health, decision-making, and genuine collaboration by their share in managing their tasks. It also suggests that they have trouble understanding, thinking creatively, accepting their regulatory responsibilities, and exercising self-control when carrying out their duties.

Jordan has limited studies examining the relationship between knowledge management and academic success. Literature is scarce in Saudi Arabia, the Emirates nation with the greatest concentration of higher education institutes. This fact drives the researcher to investigate knowledge management (KM) and performance outcomes, and they have identified organizational culture, strategy and leadership, information technology, and performance assessment as knowledge management enablers. This study is guided by these widely used KM enablers. Because teaching, research, citations, worldwide perspective, and industry income are the metrics by which all universities in the world are evaluated. We live in an era where information is expanding at previously unheard-of speeds, thus staff members in educational institutions

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need to stay up to date with advances in science and cognition [2]. The 21st century's fast change can be best handled via knowledge management. has grown to be a key advancement in management theory and practice. Perception has a great value in this environment where knowledge generation, extraction, employment, and usage is the main feature and one of the metrics used to assess an organization's degree of advancement and its merit to deserve excellence. These academic establishments viewed their staff as the cornerstone upon which the system might be built. There has been a rise in interest in the subject of educational administration sciences. The ideas of administrative empowerment and knowledge, or cognitive management, have emerged in the last few decades. This resulted in the development of several applications for these principles given the expertise and perspectives of the researchers. We are presently in the research and development phase of these concepts. In modern educational institutions, the application of knowledge management systems and the empowerment of administrative staff appear to provide new skills and distinct competitive chances. This method offers a clear framework for controlling and carrying out a variety of professional operations, in addition to extensive IT and information management capabilities. It also features an integrated and supporting management component.

Because knowledge is so important at higher education institutions, its management value has grown. To provide guidance Knowledge management is represented in the methodical process, which guarantees the effectiveness of knowledge processes. It is a doorway to adding or producing additional value via merging or compounding its processes in order to develop a knowledge structure that is superior to what it presently possesses, such as data or information. This is accomplished by allowing every Ministry of Higher Education and Scientific Research personnel to reach their full potential in terms of intelligence and cognition. Building and developing the abilities required to deal with change, as well as improving identification of its challenges and early prediction, are essential to preparing the ministry. The concept of strengthening first surfaced in the late 1980s, and it became well-known and popular in the 1990s, which resulted from the growing emphasis on educational education of all types and internal human education. The advancement of sophisticated organizational theory has led to the crystallization of this idea. Embracing innovations like information organization and organizational strengthening shifts in learning organizations, and comprehensive quality management. Programs and further innovations inside reliable frameworks.

1.1. Problem Statement

Applications of information management models are an advanced organizational and educational idea that has gained traction within the educational sector. Many of these institutions still lack a clear vision and mission because there is still a lack of knowledge among employees about the importance of the link between the use of information management models and organizational strengthening procedures due to their limited ability to adapt to the modern era. The majority of employees and teaching staff still believe that providing information for employees in the organization would empower them on the cognitive level. This usually manifests itself in experts' lack of self-confidence and not being given the opportunity to develop their skills and use their creativity in the workplace. Through observation and logical investigation of the arrangements of the Higher Education Department, as well as its formal programs and working systems, we expect that there will be certain guidelines when implementing knowledge management models.

1.2. Study Questions:

The current study will address the following questions:

1. How much do information management approaches affect Ministry of Higher Education staff members?

2. How far has the Jordanian Ministry of Higher Education's workforce been strengthened organizationally?

3. Is there a plausible and significant correlation between the level of organizational strengthening exhibited by employees in Ministry of Higher Education and information management?

1.3. Study Objectives

This study sought to find evidence of the relationship between the higher caliber information management provided by the professionals in the Service of Higher Education and Logical Research and the regulatory fortification of those professionals. The importance of studying It is expected that specialists in the Ministry of Higher Education, especially heads of offices and heads of regions, will benefit from this idea in order to exploit them in creating their potential and capabilities within the official bodies. Educational workspace. It also benefits specialists through its emergence in the areas of organizational preparation by utilizing it in planning educational programs. Tools are developed whose legitimacy and consistent quality have been guaranteed, and which can be used in the future.

1.4. Significance of the study

This study stems its significance from the following facts:

1. Details about management information systems, especially as they relate to educational knowledge management

systems; will make it easier to understand how the motivation and job satisfaction of teachers are affected by knowledge management systems.

2. Depending on data, managers in universities may create rules that will boost the motivation and well-being of their trainers.

3. This data is solely utilized to evaluate relationships between research structures and test hypotheses. Nonetheless, the moderating effects of demographic traits like gender or the mediating effects of teaching motivation can both be evaluated using these data.

1.5. Study Limits:

1. Human limits: The study's sample size is too small to allow results to be broadly applied.

2. Spatial Limits: There are just three state universities among the total number of higher education establishments in the study.

2. Theoretical Literature

The analyst examined several previous administrations and theories pertaining to authoritative empowerment, including [3], [4], [5], [6], [7] focused on observable evidence of workers' perceptions of experts' attitudes on the regulatory strengthening idea and how it affects their creative thinking in the regulatory domain. By using the subjective approach, the results of the analysis demonstrated that experts feel a direct level of strengthening, for a variety of reasons, including the advancement framework's poor form and lack of objectivity [9], the lack of cooperation in decision-making [10], the data framework's moo level [11], and the requirement for receiving clear preparation plans [12].

Brewer & Brewer [13] posed a question that aimed to investigate the veracity of the information management system in the Sultanate of Oman's higher education system before developing a plan for these programs. Among the most important findings was that, across all information administration forms, the Sultanate of Oman's higher education institutions used information administration at a medium level [14]. A study conducted by [15] examined the creation of an organizational information base for practical reuse in American organizations using information administration. The goal of the study was to distinguish between the organizational and innovative viewpoints on the success criteria of the information framework. The results of the analysis showed that there are a number of supporting factors, such as the requirements for transparency, adaptability, and consistent quality that increase the viability of information administration and inspire information specialists to interact with the data base more. The think about of [16] aimed to describe the extent of adhering to the requirements for information management in college instruction. This was achieved by means of a survey that encompassed the information management requirements for usage inside the college. The population under consideration consisted of 134 faculty members from An-Najah National College, Arab-American College, and the Jerusalem Open College branches located in Nablus, Tulkarim, and Jenin. The analysis came to the conclusion that there was a medium impression of the use of knowledge administration in college instruction at the institutional level.

McCarthy [17] made a point of ensuring if information management currently used in trade and business is relevant in the higher education sector. Without a doubt, the idea was to incorporate the information management exercises into the organizational culture of the United States of America's higher education system via the application of the case study method [18], [19], [20]. The findings suggested that workers in higher education, especially in the area of logical research, would clearly benefit from the development of information administration. Encouraged, the analysis showed the flaws in the way information was executed in specific areas, especially in those areas where information exchange with various offices was necessary.

Al-Assaf [21] carried out a study aimed at determining the degree of academic administration strengthening in Jordanian open colleges, their correlation with organizational commitment, and the word-related consistency of full-time Jordanian staff members in Jordanian open colleges. The consideration test comprised (541) workers and showed that the term "medium" linked to bolstering one's degree with the academic authorities of Jordan's open institutions. The resultant advancement revealed a beneficial, demonstrably significant association between the workforce members of these colleges and their word-related devotion, as measured by the scholarly administration of the open colleges. The studies by [22] and [23] made clear how important it is to promote and improve the development and growth forms in American open institutions. The study, a field inquiry, covered eighteen open universities in the United States of America. It demonstrated the importance of raising interest in the colleges' achievement and magnificence. It became apparent that the development and modification efforts inside the foundation of the colleges must be a strong and beneficial idea, founded on the spirit of aim and purpose change.

In order to assess the potential of knowledge management to facilitate planning and decision-making in the many higher education programs offered across the United States, [24] carried out a study. Persuasive regulations, the presence of a

successful official program, organizational training, and information administration support—including frameworks, tools, and mixed media—are all strongly correlated, according to the report. Al-Mata'ani [25] examined the creation of an essential strategy for upholding the moral principles that arise from the use of the cognitive economy in educational leadership. The procedure involved defining the fundamentals of the cognitive economy, measuring needs, classifying methods, and assessing the efficacy of the work and strategies in order to provide a basic framework.

3. Methods

3.1. research design

Because this study was cross-sectional in design, data could be gathered all at once. The research approach used in this study was a descriptive survey, and quantitative methods were used.

3.2. Population and Sample

Over the course of around four months, information was gathered from three public institutions in the Philippines located in the three main island groupings of Mindanao, Visayas, and Luzon. Thirty-five people made up the study sample. Faculty members at each university received individualized questionnaires. Chosen public university with the aid of the Deans' Office, Vice President for Research, Director of Research, and Provost's Office using a straightforward random sample method. With one hundred and fifty surveys returned and none rejected, the response rate was 100%.

The population studied was made up of all certified professionals within the Ministry of Education and higher education service areas (n=150). They were all administered the survey and (150) were returned to compile approximately 100% of the total population.

3.3. Study Instrument

The analyst created a survey drawing on the hypothetical system and relevant past reflections. The survey was developed in two parts. The information management areas included (27), with their various measurements, consisting of three areas: information creation, shared information, and information application, and also included organizational strengthening, (22) with their various measurements. Therefore, the survey included 49 people. Each of them was given a review rating according to a five-point Likert scale.

This study's survey questionnaire, or research instrument, was created and taken from previous studies. Thirteen questions from organizational culture, eleven from leadership, ten from information technology, and ten from employee motivation make up the forty-six questions on a seven-point Likert scale that assess awareness management enablers. The Times Higher Education magazine has created and approved an instrument for assessing organizational effectiveness. It has twenty-one questions measuring organizational effectiveness on a seven-point Likert scale (5 research questions, 4 teaching questions, 3 citation questions, 3 global outlook questions, and 6 industry revenue questions). The tool is divided into three sections: the first asks questions on the respondents' demographics; the second and third sections include inquiries on performance outcomes and knowledge management enablers.

Prior to the survey being sent to the intended respondents, thirty samples from a public university in the Philippines were given the research instrument or questionnaire for the pilot study. The views and criticisms gathered from this pilot research helped to enhance the questionnaire's quality. It is worth noting that Grenache's alpha coefficient was used to compute the internal consistency coefficient between the surveys in order to verify the tool's quality. Table 1 makes it quite evident that these values were adequate for the study instrument's aims.

Table 1: Internal Consistency Values for the Research Variables

No	Item No	Variable	Gronbach Alpha Coefficient
1	01-27	Knowledge Management	0.88
2	27-50	Administrate Empowerment	0.86
3	01-50	The Over Performance	0.91

3.4. Statistical Analysis

Techniques, materials, experimental design, and survey questions from previous research were updated. To collect preliminary information to modify these factors, seven knowledge management experts, managers and researchers were interviewed. Using discussion guides distributed to participants, the authors led the focus group. According to expert opinion, it is best to use elements of research design.

After completing the preparation of the collection of information from the test subjects, the information and criteria of semantics and deviants were published. Pearson's correlation coefficient was used to respond to Title. The effects were aggregated in order to determine the level of impact of information management and organizational enhancement models.

SPSS version 23 was used to evaluate the test results. The reliability of the questionnaire was determined by calculating Cronbach's alpha, and it was deemed legitimate by experts.

4. Results and Discussion

1. What is the degree of the information administration forms by the laborers within the Service of Higher Instruction and Scientific Inquire about?

To reply to this address, the implies and SDs of the estimations of the think about test people were calculated on the things of each of the angles, independently, inside the taking after spaces: To begin with: Information Producing

As can be seen from Table (2), the means varied from 3.61 to 4.25, with Thing (5) giving: "The Service takes after a key arrange for its information administration forms" positioning to begin with a (4.25) cruel. In the interim, thing No. (8) Giving: "The Service depends on its clients as a source of information for it" positioning final with a (3.61) cruel. The cruel of the information creating space was (4.00) as an in general.

Table 2: Data from the Knowledge Items of Knowledge Management Generation in terms of statistics

Rank	No.	Items	Mean	SD	Level
1	5	The Ministry's knowledge management procedures adhere to a strategic strategy.	4.34	1.20	High
2	6	Information systems for education, geography, and services are essential to the ministry.	4.19	0.95	High
3	10	The Ministry innovates and creates new information about its strategic plans using the scientific research technique.	4.19	0.93	High
4	9	The ministry strives to classify the information pertaining to its operations.	4.19	1.12	High
5	1	The Ministry pushes its employees to come up with original and unique ideas.	4.13	1.17	High
6	4	The Ministry looks on its employees as a source of the knowledge required for its operations.	4.05	1.21	High
7	2	Tools necessary for it are owned by the Ministry. Acquire knowledge.	4.02	1.17	High
8	11	The Ministry is responsible for carrying out our methodical and ongoing surveillance of the knowledge that is renewable and accessible from its many sources.	3.89	1.12	High
9	2	The Ministry is looking to hire knowledge management specialists for major projects, such the unified university admissions system.	3.88	0.95	High
10	7	For the purpose of publicizing knowledge, the Ministry gives each administrative entity an own electronic page.	3.68	0.88	Medium
11	8	Clients are the Ministry's primary source of information.	3.59	1.20	Medium
		Knowledge Generation Domain	4.01	1.15	Medium

Table (3) seen below shows that the implies extended between 3.31 and 4.13, with Thing (18) giving: "The Service is committed to giving fundamental information for its chief and laborers" positioning to begin with a (4.13) cruel. In the interim, thing No. (13) Giving: "The Service embraces an organizational culture that empowers master and information trade and sharing through the different classes, distributions and reports" positioning final with a (3.31) cruel. The cruel of the information sharing space was (3.81) as a generally.

Table 3: Knowledge Sharing: Statistical Results of the Items

Rank	No.	Items	Mean	SD	Level
1	18	The Ministry is dedicated to giving its manager and employees the information they need.	4.17	1.22	High
2	14	The Ministry has a subscription to a specialist worldwide database systems.	4.13	1.22	High
3	19	The Ministry offers multimedia to improve efficient information transfer.	4.13	1.13	High
4	20	The Ministry publishes the data within using contemporary technical equipment.	4.03	1.13	High
5	17	The Ministry keeps the information up to date in a simple and	3.72	1.12	High

		approachable way.			
6	16	The Ministry encourages transparency in knowledge and exchanges	3.71	1.06	High
7	15	The goal of the Ministry is to redefine the understanding to guarantee its efficient use.	3.63	1.23	Medium
8	12	The Ministry is in favor of fostering mutual trust among the works by their mutual exchange of information.	3.56	1.16	Medium
9	13	Through its numerous seminars, the Ministry fosters an organizational culture that promotes the sharing of expertise and information.	3.36	0.97	Medium
		Knowledge Sharing Field	3.82	0.95	High

Table (4) below shows that the implies extended between 3.61 and 4.25, with Thing (23) giving: "The Service presents its promotions and choice through its electronic locales" positioning to begin with a (4.25) cruel. In the interim, thing No. (27) Giving: "The information administration execution control and modification is done intermittently" positioning final with a (3.61) cruel. The cruel of the information application space was (3.89) as a generally.

Table 4: Statistical Results of the Items on the Knowledge-Based Application Domain

Rank	No.	Items	Mean	SD	Level
1	23	Through its internet platforms, the Ministry makes its decisions and marketing available.	4.18	0.94	High
2	26	The Ministry adheres to established protocols to protect the intellectual property rights of clients proprietors	4.12	0.97	High
3	21	The Ministry stresses how crucial Utilizing and applying knowledge.	4.04	1.14	High
4	22	It makes use of fresh information to enhance job processes and modifications to the guidelines.	3.83	1.06	High
5	25	The Ministry keeps track of all the procedures related to putting new knowledge concepts into practice.	3.71	1.16	High
6	24	The Ministry makes use of expertise by transforming it into fresh offerings.	3.70	1.10	Medium
7	27	Control and revision of the knowledge management performance are carried out occasionally.	3.61	0.91	Medium
		Knowledge application field.	3.8.	0.98	High

Table (5) moreover outlines the implications and SDs of the hone of the information administration forms in a plummeting arrange by the implies of the spaces.

Table 5: The items on the practice of knowledge management processes: their means and standard deviations

Rank	No.	Items	Mean	SD	Level
1	1	Generation of Knowledge	4.00	1.13	High
2	3	Application of Knowledge	3,90	0.97	High
3	2	Information Exchange	3.79	0.93	High
		Total Outcome	3.89	0.92	High

Information era positioning comes first, with a (4.00) cruel, and information sharing positioning comes last, with a (3.79) cruel, as shown in Table (5) suggests stretched between 3.79 and 4.00. The average severity of the general information administration form ranges was 3.90 with a high degree of accuracy. The Department of Higher Education and Scientific Research offered suitable conditions for enhancing the information management forms, aiming to achieve a recognized execution in the form of exceptional information yields. This may be the reason for this. Programs and forms aimed at gathering and producing information from people with this concern made up the Service's strategy. In order to produce and create information, the Service is attempting to use both individual and bunch creation forms.

2. What is the authoritative strengthening degree of the specialists within the Higher Education Service and Logical Research in Jordan?

The entails and SDs of the consider test estimations had been computed on the items, as shown in Table (6), in order to respond to this address. Table (6) below shows the means and SDs for the Workers Administrative Empowerment items, arranged by mean values and in descending order.

Table 6: The means and SDs for the Workers Administrative Empowerment items

Rank	No.	Items	Mean	SD	Level
1	31	The Ministry assesses the workers' pooled training programs.	4.60	1.15	High
2	30	The Ministry offers instruction programs to enhance the talents of its employees.	4.49	1.13	High
3	28	The Ministry employs a defined approach for educating and enhancing employees' skills.	4.50	1.09	High
4	40	Impartiality and accuracy in the gathering of data.	4.30	1.06	High
5	36	Employees possess the technological expertise and abilities needed to carry out their tasks.	4.28	1.02	High

The implications extended between 3.53 and 4.60, as Table (6) demonstrates. Additionally, item (31) places the main with a harsh (4.60) and states: "The Service assesses preparing programs shared by the specialists." Thing (37) states in the interim that "specialists share in choice making," placing the final with a painful (3.53). Overall, the cruelest part of the authoritative strengthening was (3.90). The analyst explains this by saying that the Service of Higher Instruction and Logical Investigate is focused on continuous preparation; strives to achieve authoritative improvement and self-independency in carrying out their tasks; promotes worker comprehension and participation and gives them the appropriate channels of communication to manage the duties. Therefore, the experts believe that there is nearness within. The public's perception of their authoritative empowerment; this proximity is seen in how they respond to issues related to planning, communication, data flow, work groups, and control designation. This outcome is a reflection of the success of innovative patterns in instructional management as a whole, an approach that the Service of Higher Instruction and Logical Investigate adopted. Usually quite unique through the processes of advancement and change in the way it manages the workers, including the delegation of authority and the introduction of decentralization at work, in order to refine the authoritative strengthening, which can increase their confidence and capacity to fulfill the goals and vision of the Service of Higher Instruction and Logical Research mission.

5. Conclusion

The study comes to the conclusion that only employee motivation among the four knowledge management enablers is a positive and significant predictor of the five performance outcomes measures: teaching, research, citation, international view, and industry income. It has been discovered that organizational culture, when used as a KM facilitator, positively and significantly predicts teaching, research, citation, and global perspective. While KM enabler leadership is shown to be a substantial and negative predictor of international outlook, KM enabler international outlook and industrial income are found to be positively and significantly correlated with information technology.

6. Recommendations and Future Research

Drawing from the findings of the analysis, the analyst recommends:

1. Organizing training sessions and seminars to implement information management forms across various educational settings.

2. Attempting to foster trust among workers in order to improve their ability to communicate together by offering their knowledge, skills, and energy, and to establish them as the Service's intellectual capital.

3. Carrying out field research assistance on the information management forms and regulatory strengthening to include more aspects and populations.

For future research, this study may be repeated with a greater sample size for future research. Further, all state institutions and colleges are able to host future research projects.

Acknowledgments

Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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Appendix: Item wordings for a research construct Knowledge Acquisition (KNA) LeCode

Code	Knowledge Acquisition (KNA)
KNA1	My institution's faculty and administrative personnel actively promote and support the open exchange of ideas and information among various groups.
KNA2	My organization has a system in place to collect information from clients, staff members, suppliers, and rival businesses.
KNA3	My organization takes our comments seriously and keeps it on file for future reference.
KNA4	The policies at my institution aggressively encourage staff employees to pursue more than one week of sick leave.

	Education.
KNA5	My organization honors us for our creative problem-solving and high degree of proficiency.
KNA6	My organization has a network for data transmission and reception.
	Knowledge Dissemination (KND)
KND1	My institution offers a variety of spaces for learning and information exchange.
KND2	My institution's faculty and employees are familiar with the document.
KND3	There is a procedure in place at my university to safeguard original research.
KND4	The public can access KND4 Publications that highlight the research carried out at my university.
KND5	Workshops, conferences, symposia, and other platforms for intellectual discourse are frequently held at my university.
KND6	Bulletins and manuals are just two examples of the written forms in which my organization keeps its data.
KND7	The instructors at my institution have access to centralized data storage areas.
	Knowledge Utilization (KNU)
KNU1	My institution uses KNU2 Information to maintain its competitiveness and meet essential industry standards.
KNU2	Both internally and externally, my university takes the security of student information extremely seriously.
KNU3	Both internally and externally, my university takes the security of student information extremely seriously.
KNU4	My institution uses a range of strategies to broaden horizons and transfer learning to new contexts.
KNU5	My organization has a system in place for filtering, referencing, and integrating data. Academic Staff Satisfaction (ASS) ASS1 I am firmly committed to my company's
	Academic Staff Satisfaction (ASS)
ASS1	I'm very committed to my company's knowledge management activities.
ASS2	I'm happy they have the opportunity to do so because of their commitment to knowledge management.
ASS3	ASS3 I like how the organization approaches knowledge
	Teaching Motivation (TEM)
TEM1	For the institution's students' education, knowledge acquired through knowledge management processes is crucial.

TEM2	I have mastered my field as a result of the resources the university has supplied. Field and am able to teach my kids about it.
TEM3	I'm hoping that others will be interested in the topic.
TEM4	I believe that the way I teach has a big impact on how well my pupils do in school.