مجلة جامعة تشرين – سلسلة العلوم الاقتصادية والقانونية

اسم المقال: تأثير أبعاد إدارة المعرفة على الأداء الوظيفي لأعضاء هيئة التدريس في مؤسسات التعليم العالي: دراسة تطبيقية من المملكة العربية السعودية (دراسة تطبيقية على عضو هيئة تدريس بجامعة شقراء)
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The Influence Of Knowledge Management Dimensions On Job Performance Of Academic Staff In Higher Education Institutions: An Empirical Study From Saudi Arabia (An Applied Study On Academic Staff Member At Shaqra University)

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□ ABSTRACT □

The purpose of this paper is to study the influence of Knowledge Management Dimensions (KM) on Job Performance (JP). More importantly, this study aims to investigate the influence of dimensions of Knowledge management which is represented in (Acquiring and transferring knowledge, knowledge storage, knowledge transfer ،and knowledge application) by academic staff members at Shaqra University on their job performance which is represented (perform task, quality performance, contextual performance, level of negative performance). Moreover, Population of this study were all academic staff members from Shaqra University، that among a random sample of (46) personnel were selected for the study. Descriptive and analytical research methodology was used to collect data and to analyses the extent to which (KM) influence on (JP) in the Shaqra University. (SPSS and AMOS) the most important finding was that, there is a significant influence of knowledge management dimension with (JP) dimension analyzed the data.

Keywords: Knowledge management, job performance, Shaqra University, Acquiring and transferring knowledge, Perform the task.

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تأثير أبعاد إدارة المعرفة على الأداء الوظيفي لأعضاء هيئة التدريس في مؤسسات التعليم العالي: دراسة تطبيقية من المملكة العربية السعودية (دراسة تطبيقية على عضو هيئة تدريس بجامعة شقراء)

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□ ملخّص □

تهدف الدراسة الى:

دراسة تأثير أبعاد إدارة المعرفة على الأداء الوظيفي.

أهمية هذه الدراسة في أنها تهدف إلى التحقق من تأثير أبعاد إدارة المعرفة المتمثل في: (اكتساب ونقل المعرفة، وتخزين المعرفة، ونقل المعرفة، وتطبيق المعرفة) من قبل أعضاء هيئة التدريس في جامعة شقراء على أدائهم الوظيفي والمتمثل في: (أداء المهمة، جودة الأداء، سياق الأداء ومستوى الأداء السلبي). مجتمع هذه الدراسة جميع أعضاء هيئة التدريس في جامعة شقراء، والذين تم اختيارهم من بين عينة عشوائية قوامها (46) فردًا. تم استخدام منهج البحث الوصفي والتحليلي لجمع البيانات وتحليل مدى تأثير ادارة المعرفة على الأداء الوظيفي في جامعة شقراء. تم تحليل البيانات باستخدام (SPSSوAMOS). اهم النتائج الدراسة هي: أن هناك تأثير كبير لأبعاد إدارة المعرفة على الأداء الوظيفي.

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Introduction:

In today's society, knowledge has become such a key component of running day-to-day affairs. Knowledge, currently and in the future, symbolizes a power source that supports progress and competitive advantage because it reflects the most important source for the organizations, societies and the individuals [3].

Knowledge management (KM) is defined as: A term based on the notion that the most valuable resource in an organization is the knowledge of its members. [29].by other terms it is the process by which value can be extracted from organizations' intellectual assets [18].In the knowledge base view, human capital plays an important role in the acquisition of knowledge, the development of skills, the development of up-to - date technological skills, the development of positive attitudes and motivation to work towards the achievement of organizational objectives. [30]

Today's awareness is regarded as an asset in the digital economy and the introduction of knowledge management helps a business to produce new products and is key to strategic decisi ons [27]. In addition, almost every definition of knowledge management involves the storage of knowledge, knowledge management includes the acquisition of knowledge, storage of staff knowledge, and to make information available for other databases and the transformation of implicit knowledge to possible explicit knowledge [26] .While explicit knowledge is called knowledge that is easy to record and share. Transferable abilities with job switching are implicit knowledge. Knowledge gained through personal experience is referred to as tacit knowledge. One of the key (KM) tasks is the transfer of tacit knowledge into explicit knowledge. (Anantatmula, 2009).

The job performance is measured the ultimate principle in human resource management [32].Which contains the three chief dimensions of a job performance (task performance, contextual performance, and counterproductive work behavior). Employees are among the most important determinants and leading factors that determine the success of an organization in a competitive environment. Besides that, if managed properly employee commitment can lead to beneficial consequences such as increased effectiveness, performance, and productivity, and decreased turnover and absenteeism at both the individual and organizational levels [14].

This article will provide additional insights for current theories and research in these areas. First, this research applies knowledge management dimensions (KM) within the job performance, and then it investigates whether or not can effect on job performance (JP). In addition، this article has implications for Academic Staff in Higher Education institutions: An empirical Study from Saudi Arabia (an applied study on academic staff member at Shaqra University) to enhance knowledge management dimension effectiveness with job performance.

The study Problem:

Management studies and theories are full of reference to many results that accrue to different organizations by applying concepts and dimensions of (KM), and among these results are the continuous improvement of performance, the overall quality of production and service, the organizational stability of their working personnel, the simplification of operations and the reduction of costs by eliminating lengthy or unproductive procedures. The necessary, improving customer service and positive interaction with consumers and users, by reducing the time spent in providing the required services, identifying knowledge and competencies in the organization and its environment, preserving and developing knowledge assets, increasing productivity levels, enabling knowledge management to raise employee performance, developing the innovation process Organization, and constantly offering innovative products.

At the university education level, many studies indicate the importance of adopting the (KM) approach as a strategy to advance university education in many countries, as knowledge generation, storage, sharing and application is the main reason for the existence and

establishment of universities, which necessitates its adoption of (KM) as the entrance that leads to improvement and the development of the educational process. Evidence indicates a lack of interest in the dimensions of (KM) in Saudi educational institutions despite the urgent need for these dimensions. The study problem is summarized in revealing the level of practice and application of (KM) and its impact on organizational performance from the point of view of faculty members at Shaqra University.

Questions of the study:

The purpose of the study can be achieved through the following questions:

1. What is the reality of (KM) processes from the perspective of academic staff members at Shaqra University in the Kingdom of Saudi Arabia؟
2. Is there an impact on the degree to which (KM) dimensions are available (Acquiring and transferring knowledge, knowledge storage, knowledge transfer ،and knowledge application) in the degree of availability of organizational performance dimensions (perform the task، performance quality، contextual performance، negative performance level) from the point of view of the academic staff members at The Shaqra University in Saudi Arabia؟

Objectives of the Study:

The key purpose of this study are as follows:

1. Recognizing, from the point of view of its employees, the availability of (KM) dimensions (Acquiring and transferring knowledge, knowledge storage, and knowledge transfer ،and knowledge application) at Shaqra University in Saudi Arabia from the workers 'point of view .
2. Identify the availability of dimensions of (JP) (perform the task, performance quality and contextual performance, level of negative performance) from a staff point of view at Shaqra University in the Kingdom of Saudi Arabia.
3. Knowing the degree of influence of the dimensions of (KM) (Acquiring and transferring knowledge, knowledge storage, knowledge transfer ،and knowledge application) to dimensions of (JP) (task perform the task, quality of performance, and contextual performance, the level of negative performance) at Shaqra University in the KSA.

Significance of the Study:

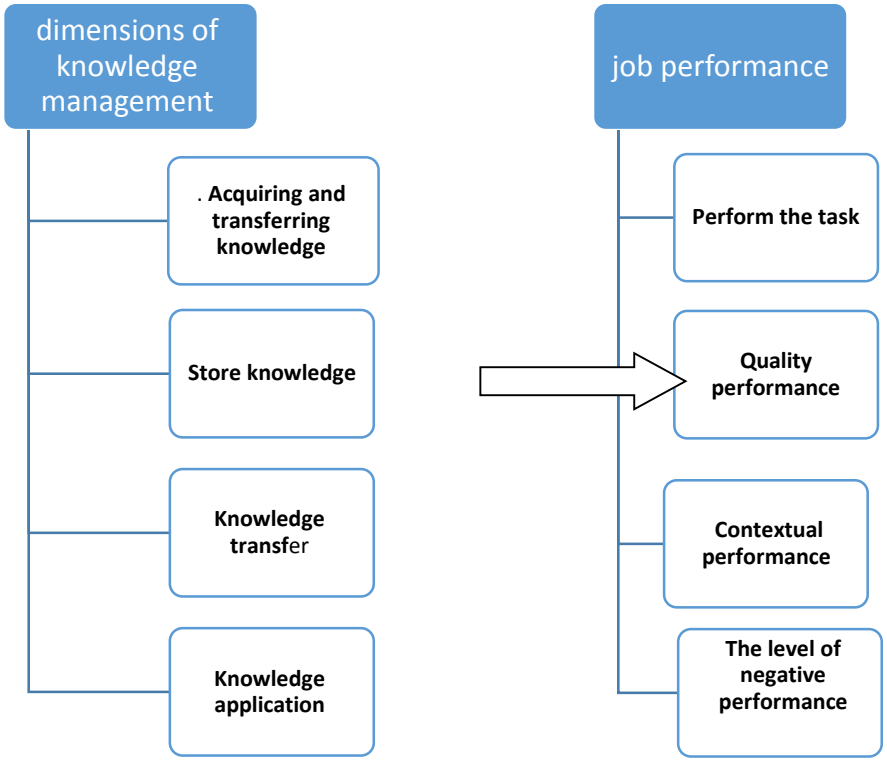
1. To highlight the role that (KM) can play in achieving the goals of universities through the expected (JP).
2. (KM) enables the university to distinguish itself from its counterparts, thus ensuring its continuity and sophistication.
3. Identify requirements for applying (KM) dimensions to contribute to raising their (JP).
4. The results of this study and its recommendations may contribute to suggesting new research directions in the field of (KM) and (JP) for Saudi higher education institutions

The following sections will explain in detail how this empirical research has been carried out until it has been found, and provide some recommendations and suggestions for future research . Its four constituent components (Acquiring and transferring knowledge, knowledge storage, and knowledge transfer ،and knowledge application) were represented in this paper. The focus of the study was on the academic staff member. It is clear that the sample does not represent all other KSA universities and it is therefore recognized that the findings are not easily generalizable to other educational institutions. The paper takes its conceptual point of departure from the two approaches: (KM) and (JP), Subsequent sections create the hypotheses, and this is followed by a presentation of methods and testing issues using the Analyses of Moment structures, (AMOS) analyses.

Study model:

The researcher adopts the activities that are most consistent and appropriate for Saudi universities, from the repeater's point of view, represented by the following variables:

Figure No. (1)
Study variables represented in the independent variables (dimensions of knowledge management) and the dependent variable (dimensions of job performance)



- **Figure 1: Conceptual model for ''dimensions of knowledge management'' and ''job performance''**

Table no. (1):
Model References

Study Variables	References Adaptation
knowledge management (Independent Variable)	
identifying, capturing, selecting, storing, sharing, applying, creating, selling	(Kaira& Phiri,2022)
constructing, embodying, disseminating, and using	(Demarest 1997)
acquiring, retaining, searching, maintaining, disseminating	(Wijnhoven 1998)
Knowledge acquisition, knowledge generation, knowledge storage, extraction Information and analysis, transfer and dissemination of knowledge, application and validation To know.	(Marquardt, 2002), (Davor Vlajčića,2018)
socialization, systematization, transformation, formalization, reutilization, evaluation, orientation, deliberation, realization, institutionalization, indoctrination, externalization, internalization, inspiration, integration	(Yang et al. 2009)
generating, sharing, utilizing Knowledge Acquisition, Knowledge Documentation, Knowledge Creation, Knowledge Application, Knowledge Transfer, Organizational Learning	(Zheng et al. 2010) , Khalid, Fakhra, Samrena,(2021)

locates (creates or acquires), transfers, converts and distributes knowledge	(Walters 2015).
Creating knowledge, transforming knowledge, organizing knowledge, storing knowledge, Spreading knowledge.	(El Badawy & Magdy, 2015) (Adam M. Persky,2019)
knowledge sharing on organizational productivity	(Torabia& El-Denb,2017)
Knowledge acquisition, knowledge storage, knowledge distribution, use Knowledge.	(Gonzalez & Martins, 2017)
Knowledge acquisition, Knowledge sharing, Knowledge creation, Knowledge retention	(Alyoubi, et al, 2018)
Job Performance (Dependent Variable)	
task performance, contextual performance, and counterproductive work behavior	(Walter C.et al,2009) ,(Organ & Paine, 1999)
Task Performance, Contextual Performance	(Jankingthong & Rurkkhum 2012), (Bursalı, et al., 2014). (Díaz-Vilela, et al , 2015), (Sverke et al., 2019) (Cyprian I. Ugwu,2018)
task performance, contextual performance, and counterproductive work behavior	(Villagrasa, et al., 2019)
Task Performance, Contextual Performance	(Zraigat, & Al Saed, 2019)
knowledge sharing and job performance	Swanson,et al,2019)
Quality performance	(Al- Saffara,et al,2019)

Literature Review:

(KM) is the essential solution that every organization tends toward for achieving a superior organizational performance, as well as competing in the current dynamic global business environment [1].For [44] regard (KM) as the "managerial activity that develops, transfers, stores and applies. Knowledge." [45].while (Wielinga et al. 1997) designated (KM) as the gathering of processes that classify and manage an organization's information assets and that direct the conservation and expansion of those assets .

The researchers recommended management to concentrate on (KM) perception and (KM) implementation, knowledge identification, knowledge creation, knowledge retention/ storage, knowledge transfer and knowledge utilization. (Donate and Canales, 2012).

These activities agree on six key activities that are included in most of the proposed (KM) processes: knowledge recognition, knowledge creation, knowledge storage, knowledge transmission, and the application and evaluation of knowledge [3]. In another way, [6] indicated that knowledge process addresses three stages: generate knowledge, build knowledge and knowledge efficiency.

Conferring to (Dess and Lumpkin (2015)), (KM) process includes:

(1)generating new knowledge; (2) access to knowledge on foreign sources; (3) presenting the data in the documents, databases, software, and so on; (4) embedding knowledge in Processes, goods or services; (5) the organization-wide transfer of existing information; (6) the use of open information in decision-making; (7) the facilitation of decision-making؛

Growth of knowledge through culture and incentives; and (8) measuring the value of knowledge assets and the impact of (KM). For (Marquardt), (KM) is contain; Knowledge acquisition, knowledge generation, knowledge storage, extraction Information analysis, transfer and dissemination of knowledge, application and authentication of knowledge. (Marquardt, 2002). On other point of view, (KM) is management that transforms information, data, knowledge and

capabilities into products (goods and services) and uses their outputs in decision-making and problem solving. (Hashim, 2008:43).

While Nonaka, in (1994) said that : "(KM) cycle involves both, the creation and the acquisition of organizational knowledge. Knowledge creation involves developing new knowledge or replacing existing knowledge with new content "

Acquisition of information, storage of information, dissemination of knowledge, utilizing knowledge). In addition, [18] regard (KM) as a management operation that generates transfers, transmits stores and applies information.

This study, focus on flowing (KM), these items were selected as most appropriate for the study's population at Shaqra University in the KSA.

In this study, we focus on four components of (KM), as flowing:

Acquiring and transferring knowledge (ATK):

The acquisition or acquisition of knowledge means the internal processes of the organization that facilitate the creation of tacit knowledge and clear knowledge, starting with the members of the organization, Through all organizational levels, identifying and obtaining the necessary information, identifying sources of knowledge ، [16]. Other opinion about Acquiring and absorbing the information found to be important in the particular organizational context. [33]. (Tiwana, 2000) defined knowledge acquisition as the process of development and creation of insights, skills and relationships. (Choo, 2003) defined "knowledge generation or acquisition as the activities that increase the stock of organizational knowledge".

Store knowledge (SK):

Knowledge partnership means that part of knowledge management that includes the exchange of information, skills, and experiences within and between organizations. Although the knowledge partnership may take a one-way, it is often the same partnership Two-way, it may flow in multiple directions in which each side learns from each other. In addition, a partnership. Knowledge is a term not only for communication, because a lot of knowledge in organizations is difficult to express... [19].Whoever Footage knowledge, recalling and keeping knowledge, and clearly indicating the knowledge directory. [33].In addition to, the process of storing knowledge goes back to organizational memory and contains knowledge in various forms, including written documents, information stored in expert systems, knowledge in reliable organizational processes and operations, implicit knowledge gained from individuals and networks, and over time organizational knowledge accumulates, here, information technology plays an important role in improving and expanding organizational memory and retrieving stored information and knowledge. (Nabil, 1998).

Knowledge transfer (KT):

The process of spreading knowledge or what is called (transferring knowledge) is another basic process of management Knowledge represented in the process of creating knowledge, storing knowledge and applying it . (Chan & Ford, 2002). Therefore, organizations should encourage frequent face-to-face communication and the creation of shared learning experiences and build a knowledge-sharing culture, (Carpenter& Rudge, 2003, Dalkir& Liebowitz, 2011, Nonaka, 1991). The power of knowledge is increased by sharing it through disseminating and using what is already known. (Lee, Lee, and Kang, 2005). Knowledge-sharing activities include informal communication, brainstorming sessions, mentoring and coaching. (Otto, 2001).However, (Becerra-Fernandez and Sabherwal, 2014), said that: (k t) determines the extent to which employees are willing to share their ideas and valuable knowledge with managers and co-workers for accomplishing their tasks and getting better output. Alternatively, it also represents the process used by employees for circulating or exchanging information within different departments and members of the organization [43] suggest a couple of ideal contexts within which organizational knowledge is shaped and shared. The first context is related with the nature

of the relationship or the organizational environment .Knowledge sharing is encouraged when the organization has characteristics of trust, empathy, openness to knowledge sharing ،and accessibility to help. The second context involves managerial policies and actions. Policies that support creation and sharing of knowledge will help employees engage in such behavior.

Knowledge application (KA):

Knowledge must be used as a basis for developing new knowledge through integration and creativity, expanding the existing knowledge base, and using it to make decisions about the regulator. ، (Gonzalez & Martins، 2017). Furthermore putting knowledge into action, utilizing knowledge to produce organizational outcomes. [33].While an efficient knowledge, system is not enough to ensure success in the company, but it is a positive step to learning, its power lies in its use; Application of knowledge is more important than knowledge itself innovation, storage and distribution will not lead to improved organizational performance, as does the effective application of knowledge. (Ismail, 2007).

Is when available knowledge is used to make decisions and perform tasks through direction and routines? Direction refers to the process through which the individual possessing the knowledge directs the action of another individual without transferring to that individual the knowledge underlying the direction. Routines involve the utilization of knowledge embedded in procedures, rules, norms and processes that guide future behavior. [23].

The job Performance (JP) :

Job performance can be measured by using such methods as work quality, punctuality, performance, behaviors، personal characteristics, job outcomes, productivity and training effectiveness [39]**.** The degrees to which the staffs of the organization fulfill the tasks entrusted to them and achieve the objectives pursued by their organizations (Greenslade & Jimmieson, 2007).

Recent trends in management, especially behavioral ones, focused on the need to pay attention to the human element, which led many researchers and academics to investigate job performance as an important topic for many studies and scientific research that which deal with many of its multiple angles (Jankingthong and Rurkkhum, 2012). On other way

There are three main areas of job performance (Sackett & Lievens, 2008): task performance, contextual performance, and counterproductive work behavior. All, these variables want an overall job performance method which is highly structured and parsimonious [8]. (Gardner et al., 2001) said employees do their best work when they focus on difficult activities, use all their skills, and receive regular feedback.

Just two out of five measures of job success were shared between high -and low-level positions: technical expertise and efficiency (in terms of quantity and quality) . The analysis conducted by [24] was a step forward to a generic system.

In this study, we focus on four components of (JP), as flows:

Perform the task (PT):

It concerns activities that relate to the manner in which the employee performs particular job tasks that are specified in a job description or otherwise communicated to the employee [28].In addition, it is known as the behaviors that contribute to the production of a good or the provision of a service, it entails behaviors that vary across jobs, likely to be role-prescribed and that are usually included in job description (Aguinis, 2013).

There are much study's dealing with the topic (**PT**) as Greenslade & Jimmieson. (2007) Jankingthong & Rurkkhum (2012), (Bursalı, et al., (2014). Díaz-Vilela, et al., (2015). (Sverke et al., 2019).In addition , the distinction with task performance is that in contextual performance the effective functioning of the organization is promoted, but not necessarily with a direct effect on workers' productivity (MacKenzie, Podsakoff, & Fetter, 1991). In other terms task performance focuses on employees' behaviors of executing the organization's technical processes or maintaining the organization's technical requirements (e.g., Dalal et al. 2009; Motowidlo and Van Scotter 1994).

In addition, task performance refers to that aspect of workers' behaviors that contribute to an organization's technical performance (Bertolino et al., 2013).

Quality performance (QP):

Quality performance is a reflection of perfection, consistency, adherence to standards and procedures, considering the customer as a priority, providing reliable products, and elimination of waste (Liu and Xu, 2006). In several studies, quality performance is considered as a sub-construct of financial performance or operational performance, thereby this has led to neglecting the operationalization of quality performance as a dependent construct (Soares et al., 2017). However, more studies suggested researching quality performance as a separate construct that is different from financial, business and operational performance, like (Sousa and Voss (2002) who called for the importance of differentiating between quality performance and operational performance that could be attained when scholars define the multi-dimensional nature of quality performance like the following: "Quality improvements improved profitability concluded reductions in fee and increase of market share" [37].

Contextual performance (CP):

A collection of individual efforts that are not directly linked to formal organizational functions because, they constitute the psychological, social and organizational context that serves as an important catalyst for task-related activities and operations .Arrogance that by primary to its community and psychological situation، contributes to the achievement of the organization's objectives [34].

Contextual performance refers to variables that lead to the fulfillment of the goal of the organization via its positive impact on the working environment's organizational, social, and psychological aspects [17].It can be defined as "behavior that contributes to the goals of the organization by contributing to its social and psychological environment" [34].

Methodology:

The survey instrument is a self-administered questionnaire composed of (69) questions. Four of them are demographic questions; 38 questions aim to reveal (KM) processes and 27 for JP practices. (KM) construct was developed by ((Marquardt, 2002), (Davor Vlajčića, 2018, Alyoubi, et al, 2018) (Gonzalez & Martins, 2017), and JP practices construct was derived from the (KM) processes comprise knowledge generation, knowledge codification, and knowledge sharing and knowledge utilization. Each item was rated with the verbal statement "strongly agree" and "on a five-point Likert Scale anchored at numeral."

Analysis of data and testing hypotheses:

Data analysis for the study and testing of his hypotheses will be performed in this section. To do that, firstly we consider the instruments of applied study, which contain the description of the study's population and its sample, method of collection data, the reliability and validity of the research instrument, and the statistical treatments used by the study methodology:

H1: There is a significant Effect of knowledge management dimension (Acquiring and transferring knowledge, Store knowledge, Knowledge transfer, Knowledge application) on task performance.

H2: There is a significant Effect of knowledge management dimension (Acquiring and transferring knowledge, Store knowledge, Knowledge transfer, Knowledge application) on quality performance

H3*:* There is a significant Effect of knowledge management dimension (Acquiring and transferring knowledge, Store knowledge, Knowledge transfer, Knowledge application) on contextual performance.

H4: There is a significant Effect of knowledge management dimension (Acquiring and transferring knowledge, Store knowledge, Knowledge transfer, Knowledge application), on the level of negative performance.

Population and Sample of the Study:

The original population for this study is all the persons who work at Shaqra the original population for this study is academic staff member at Shaqra University in kingdom of Saudi Arabian. The researcher used the simple random sampling to select the persons whom (46) persons. A Likert scale was used for all of the items, and they were rated on a 1 ("strongly disagree") to 5 ("strongly agree") scale unless otherwise indicated. The following table and figure shows the number of distributed questionnaire, the number of received questionnaire with full-required information and the responses percentage.

Sources of data collection and information:

The current study is based on two sources:

1. Secondary sources: The researcher sought in this aspect to analyze the content through the analysis of the opinions of the researchers who wrote in the field of study variables. On this side, the researcher uses books and journals
2. Primary source: In this aspect‹‹ the researcher resorted to the questionnaire as the main tool for the study‹ as it is the main technique in collecting the data for the phenomenon to be subjected to classification‹ treatment‹ testing‹ analysis and presentation.

The researcher used questionnaires to cover the dimensions of the study and its variables, which will be distributed to the selected sample members and collected after being filled by the respondents as follow:

Part One: Attributes of Personal and Occupational. A closed-ended question to collect information, through (4) attributes (Gender; qualification; Age; and Years of Experience).

Part Two: The (KM) Dimensions. This section was measured the Knowledge Management by (4) dimensions (Acquiring and transferring knowledge, Store knowledge, Knowledge transfer, Knowledge application).

Part Three: A Job Performance (JP). This part was examined the Job Performance through (4) dimensions (Task performance, quality performance, contextual performance, level of negative performance); the extent of the response in the questionnaire according to the five Likert scale.

Measure of Sampling Adequacy:

in this study, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity were used to determine the appropriateness of the factor analysis. A degree of sampling adequacy that characterizes the ratio of the squared correlation between the variables to the squared partial correlation between the variables is known as Kaiser Meyer-Olkin (KMO) test (Field, 2013). Its value ranges from zero to one. A lower value of KMO indicates that the sum of partial correlations is larger than the sum of correlations. This is an indication of diffusion in the correlations' pattern, which means the use of factor analysis is inappropriate (Norusis, 2008). Conversely, higher values of KMO indicate that the correlations' pattern is relatively compact and the use of factor analysis would give reliable results (Field, 2013). Several studies reported that the KMO value should be above the acceptable threshold of 0.50 (Kaiser, 1974, Norusis, 2008, Field, 2013). However, the level of acceptance of the KMO value varies depending on the KMO value, as shown in Table no (2).

Table no. (2)
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.757
Bartlett's Test of Sphericity Approx. Chi-Square	235.415
Df	65
Sig	0.000

The (KMO) test, in table no. (2) Shows as a criterion for Measure of Sampling Adequacy size to perform the factor analysis. We find that the value of (KMO) amounted to (0.757), which is greater than the minimum of (0.50,) which indicates the sufficiency of the sample size is appropriate.

The study sample respondents are changes according to the following characteristics:

Table no. (3)

The frequency distribution for the study respondents according to the characteristics

Variable	Classes of variable	Number	Percent
Gender	Female	7	15.2%
	Male	39	84.8%
Total		46	100%
Qualification	PhD	44	95.7%
	M.Sc.	2	4.3%
Total		46	100%
Age	30 to less than 40 year	12	26.1%
	40 to less than 50 year	28	60.9%
	More than 50 year	6	13.0%
Total		46	100%
Years of Experience	Less than 5 year	12	26.1%
	5 to less than 10 year	5	10.9%
	10 to less than 15 year	16	34.8%
	More than 15 year	13	28.3%
Total		46	100%

Reliability and Validity of the Questionnaire:

In order to calculate the validity and reliability of the questionnaire, about (46) questionnaires were distributed to respondents by the investigator. In addition, the Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method depending on the answers from the pre-test sample; the results were shown in the following table :

Table no. (4)

The validity and statistical reliability

Dimensions	No.of item	Reliability	Validity
Acquiring and transferring knowledge	10	0.74	0.86
Store knowledge	10	0.80	0.89
Knowledge transfer	10	0.77	0.88
Knowledge application	8	0.76	0.87
Task performance	7	0.73	0.85
Quality of performance	7	0.72	0.85
Contextual performance	7	0.70	0.84
Level of negative performance	5	0.78	0.88
Fourth		0.82	0.91
Overall		0.72	0.85

We note from the results of above table that all reliability and validity coefficients for test sample individuals about each questionnaire's hypothesis, and for overall questionnaire, are greater than (50%), and some of them are nearest to one. This shows that the responses are highly valid and reliable, so the research questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

Statistical Instruments:

In order to satisfy the study objectives and to test its hypotheses, we use the Person correlation coefficient, Graphical figures, Frequency distribution, Spearman-Brown equation for calculating Reliability coefficient, multiple linear regression, Coefficient of determination. Data analysis was carried out by using the statistical program package SPSS (23) and Amos (23).

Results:

Hypotheses 1: There is a significant Effect of knowledge management dimension (Acquiring and transferring knowledge, Store knowledge, Knowledge transfer, Knowledge application) on perform the tasks.

Table no. (5) Multiple linear regression model for Relationship among dimension of knowledge management (KM) & perform the tasks (PT)

Dep. Variable		Indep. Variables	*Coefficients*	*S.E*	*Z.*	*P-value*
PT	<---	ATK	0.558	0.218	3.319	0.007
PT	<---	SK	0.287	0.230	4.160	0.001
PT	<---	KT	0.037	0.233	3.963	0.010
PT	<---	KA	-0.457	0.181	-3.085	0.002
Multiple Correlations (R)			0.673			
Coefficient of Determination (R^2)			0.453			

000 p≤ 0.01

Table no (5), and Figure no (2): shows the results of the test that is:

1. Direct correlation between dimension of (acquiring and transferring knowledge، store knowledge، knowledge transfer، and knowledge application) with perform the tasks، as the values of the multiple correlation coefficient reached (0.673).
2. The value of the determination coefficient is (0.453). This value indicates that (acquiring and transferring knowledge, store knowledge, knowledge transfer, knowledge application) as (independent variables) that contribute (45%) in perform the tasks (Dependent variable).
3. From the above results، we find that all the regression coefficients (B) acquiring and transferring knowledge، the p-value of (z) (0.007) which is less than significant level (0.05) ،The regression coefficients (B) of Store knowledge، the p-value of (z) (0.001) which is less than significant level (0.05). The regression coefficients (B) of knowledge transfer, the p-value of (z) (0.010) which is less than significant level (0.05), The regression coefficients (B) of knowledge application, the p-value of (z) (0.002) which is less than significant level (0.05). This results indicates the existence of a significant effect by the independent variables (acquiring and transferring knowledge, store knowledge, knowledge transfer, knowledge application and perform the tasks) on the dependent variable (perform the tasks).

Figure no (2)

Multiple linear regression diagram to explain Relationship among dimension of Knowledge management (KM) & perform the tasks (PT)

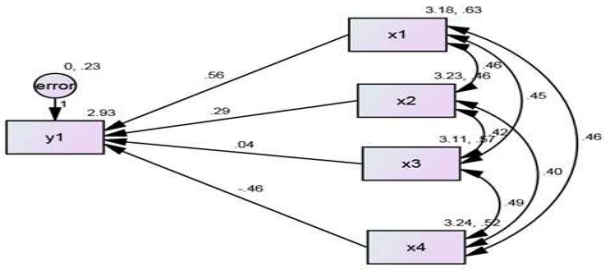


Figure no (2): The final model of the relationships among dimension of knowledge management (KM) & perform the tasks (PT)

Hypotheses 2:

There is a significant Effect of knowledge management dimension (Acquiring and transferring knowledge, Store knowledge, Knowledge transfer, Knowledge application) on quality performance.

Table no. (6)

Multiple linear regression model for Relationship among dimension of knowledge management (KM) & quality performance (QP)

Dep .variable		Indep .variables	*Coefficients*	*S.E.*	*Z.*	*P-value*
QP	<---	*ATK*	0.975	0.213	5.577	0.000
QP	<---	*SK*	0.203	0.064	3.172	0.000
QP	<---	*KT*	-0.034	0.008	-4.250	0.000
QP	<---	*KA*	-0.564	0.188	-3.000	0.000
Multiple Correlations (R*)*			0.772			
Coefficient of Determination (R^2*)*			0.596			

000 p≤ 0.01

Table no (6), and Figure no (3): shows the results of the test as follows:

1. The estimation showed a strong direct correlation between (acquiring and transferring knowledge, store knowledge, knowledge transfer, and knowledge application) and quality performance, as the values of the multiple correlation coefficient reached (0.772).
2. The value of the determination coefficient is (0.596). This value indicates that the (acquiring and transferring knowledge, store knowledge, knowledge transfer, knowledge application) as (independent variables) that contribute (59.6%) in quality performance (Dependent variable).
3. According to the above mentioned results, we find that all the regression coefficients (B) acquiring and transferring knowledge, the p-value of (z) (0.000) which is less than significant level (0.05), The regression coefficients (B) of Store knowledge, the p-value of (z) (0.000) which is less than significant level (0.05). The regression coefficients (B) of knowledge transfer, the p-value of (z) (0.000) which is less than significant level (0.05), The regression coefficients (B) of knowledge application, the p-value of (z) (0.000) which is less than significant level (0.05). This result indicates the existence of a significant effect by the independent variables (acquiring and

transferring knowledge, store knowledge, knowledge transfer, knowledge application and perform the tasks) on the dependent variable (quality performance).

Figure no (3)

Multiple linear regression diagram to explain Relationship among dimension of Knowledge management (KM) & quality performance (QP)

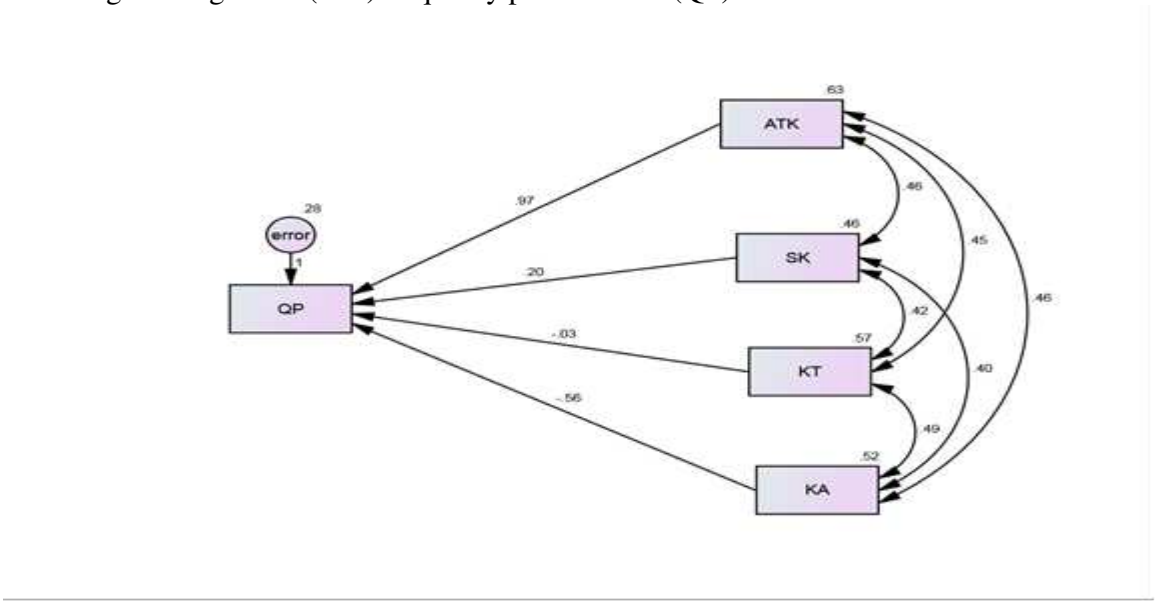


Figure no (3): The final model of the relationships among dimension of knowledge management (KM) & quality performance (QP)

Hypotheses 3:

There is a significant effect of knowledge management dimension (Acquiring and transferring knowledge, Store knowledge, Knowledge transfer, Knowledge application) on contextual performance.

Table no. (7)

Multiple linear regression model for Relationship among dimension of knowledge management (KM) & contextual performance (CP)

Dep. Variable		Indep .variables	*Coefficients*	*S.E.*	*Z.*	*P-value*
CP	<---	*ATK*	0.231	0.190	5.577	0.000
CP	<---	*SK*	0.428	0.236	3.172	0.000
CP	<---	*KT*	-0.103	0.230	-4.250	0.000
CP	<---	*KA*	-0.146	0.257	-3.000	0.000
Multiple Correlations (R)			0.732			
Coefficient of Determination (R^2)			0.536			

000 p≤ 0.01

Table no (7) and Figure no (4): shows the results of the test as follows:

1. A strong direct correlation between (acquiring and transferring knowledge, store knowledge, knowledge transfer, and knowledge application) and contextual performance, as the values of the multiple correlation coefficient reached (0.732).
2. The value of correlation coefficient of determination is (0. 536). This value indicates that (acquiring and transferring knowledge, store knowledge, knowledge transfer, knowledge

application) as (independent variables) that contribute (53.6%) in contextual performance (Dependent variable).

3. From the above results, we find that all the regression coefficients (B) acquiring and transferring knowledge, the p-value of (z) (0.000) which is less than significant level (0.05),The regression coefficients (B) of Store knowledge, the p-value of (z) (0.000) which is less than significant level (0.05). The regression coefficients (B) of knowledge transfer, the p-value of (z) (0.000) which is less than significant level (0.05), The regression coefficients (B) of knowledge application, the p-value of (z) (0.000) which is less than significant level (0.05). This result indicates the existence of a significant effect by the independent variables (acquiring and transferring knowledge, store knowledge, knowledge transfer, knowledge application and perform the tasks) on the dependent variable (contextual performance).

Figure no (4)

Multiple linear regression diagram to explain Relationship among dimension
Of knowledge management (KM) & contextual performance (CP)

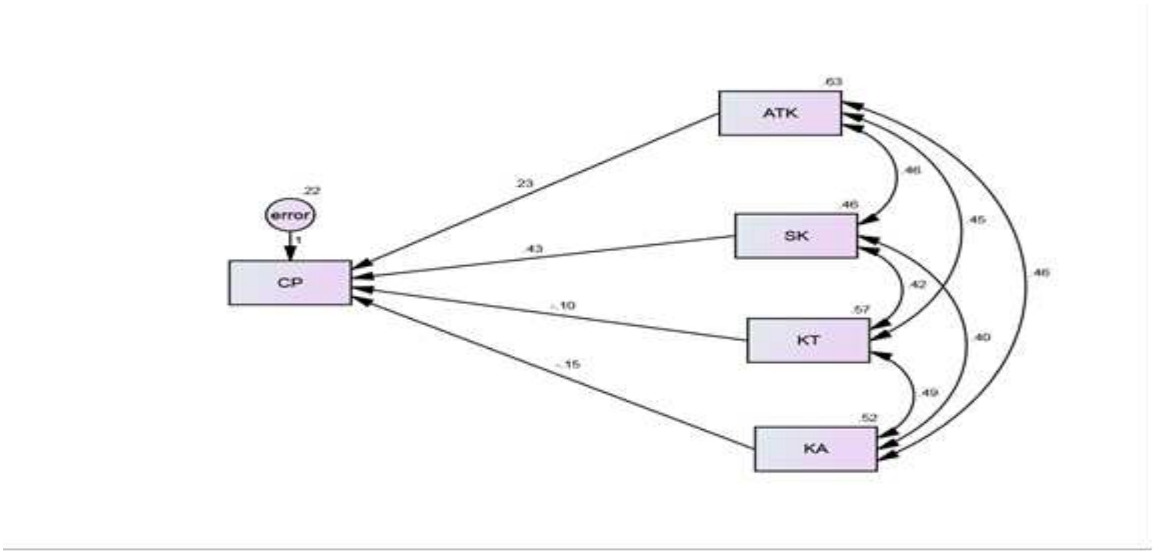


Figure no (4): The final model of the relationships among dimension of knowledge management ((KM)) & contextual performance (CP)

***Hypotheses 4*:**

There is a significant effect of knowledge management dimension (Acquiring and transferring knowledge, Store knowledge, Knowledge transfer, Knowledge application) on the level of negative performance.

Table no. (8)

Multiple linear regression model for Relationship among dimension of knowledge management (KM) & level of negative performance (LNP)

Dep .variable		Indep. variables	*Coefficients*	*S.E.*	*Z.*	*P-value*
LNP	<---	*ATK*	0.097	0.261	5.577	0.000
LNP	<---	*SK*	-0.023	0.324	3.172	0.000
LNP	<---	*KT*	0.462	0.317	-4.250	0.000
LNP	<---	*KA*	-0.742	0.354	-3.000	0.000

Multiple Correlations (R)	0.732	
Coefficient of Determination (R^2)	0.536	

000 p≤ 0.01

Table no (8) and Figure no (5): shows the results of the test as follows:

1. A strong direct correlation between (acquiring and transferring knowledge, store knowledge, knowledge transfer, and knowledge application) and the level of negative performance, as the values of the multiple correlation coefficient reached (0.732).
2. The value of the determination coefficient is (0.536). This value indicates that (acquiring and transferring knowledge, store knowledge, knowledge transfer, knowledge application) as (independent variables) that contribute (53.6%) in the level of negative performance (Dependent variable).
3. From the above results, we find that all the regression coefficients (B) acquiring and transferring knowledge, the p-value of (z) (0.000) which is less than significant level (0.05),The regression coefficients (B) of Store knowledge, the p-value of (z) (0.000) which is less than significant level (0.05). The regression coefficients (B) of knowledge transfer, the p-value of (z) (0.000) which is less than significant level (0.05), The regression coefficients (B) of knowledge application, the p-value of (z) (0.000) which is less than significant level (0.05). This result indicates the existence of a significant effect by the independent variables (acquiring and transferring knowledge, store knowledge, knowledge transfer, knowledge application and perform the tasks) on the dependent variable (the level of negative performance).

Figure no (5)

Multiple linear regression diagram to explain relationship among dimension
Of knowledge management (KM) & the level of negative performance (LNP)

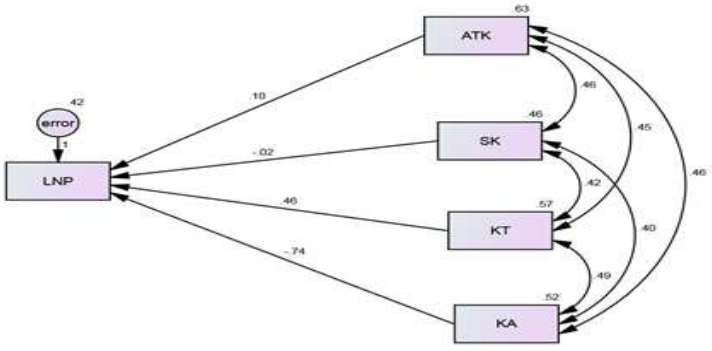


Figure no (5): The final model of the relationships among dimension of knowledge Management (KM) & the level of negative performance (LNP)

Discussion:

Analysis of results of first hypothesis shows that there is a significant effect of knowledge management dimension (Acquiring and transferring knowledge, Store knowledge, Knowledge transfer, Knowledge application) with Task performance, this result agrees with (Ahmad، et، al,2018) study and (Zhang, 2017).

The results of second hypothesis show that there is a significant effect of knowledge management dimension (Acquiring and transferring knowledge, Store knowledge, Knowledge transfer, Knowledge application) with quality performance.this result goes with The study of Alfares (2007) (Alyoubi, et al, 2018), that shows strong correlation between (KM),(jp).

The results of third hypothesis show that there is a significant effect of knowledge management dimension (Acquiring and transferring knowledge, Store knowledge, Knowledge transfer, Knowledge application) with contextual performance, this result agrees with (Ghanbari & Dastranj, 2017) ,also Confirm with (Francisco, 2012)study's that think the relationship is direct and positive.

The results of fourth hypothesis show that there is a significant effect of knowledge management dimension (Acquiring and transferring knowledge, Store knowledge, Knowledge transfer, Knowledge application) with the level of negative performance. Previous studies have also proved positive link between job satisfaction and knowledge sharing, (Shawaqfeh, 2019), There were relationships between the knowledge management process (represented by seven surrogate measures namely; knowledge identification, knowledge creation, knowledge collection, knowledge organizing, knowledge storage, knowledge dissemination and knowledge application) and knowledge management performance, as well as if the knowledge management performance was related to the job performance. (Masa'deh, 2017).

Recommendation:

Throughout this study, several limitations were found: Firstly, the study only focused on staff members in public university, which limits the scope of generalization. Thus, it is suggested that future studies conduct the study in private university, or other industries, as different results might be obtained. Future studies may also involve university workforce from other discipline such as workers, students, and so forth. Since this study was conducted in (KSA), future studies may consider the applicability of similar studies in other Arab countries or beyond.

The contributions of this study will be useful for both academic and administrative…. at the University of (KSA). Results of the analysis may help to establish a distinctive strategy to utilize (KM) to improve JP. Moreover, results demonstrate that, lecturers at the University of Shaqra believe that managing knowledge with other colleagues in the department will increases their willingness to collaborate and to broaden their knowledge as well as increasing their problem-solving abilities and increasing their work efficiency.

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