ATILIM UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION

THE IMPACT OF KNOWLEDGE MANAGEMENT PROCESSES ON THE EDUCATIONAL SERVICE QUALITY/AN EMPIRICAL STUDY ON IRAQI PRIVATE UNIVERSITIES

Master's Thesis

Mustafa Abdulbasit Dawood

Ankara – 2020

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ACCEPTANCE AND APPROVAL

This is to certify that this thesis titled "The Impact Of Knowledge Management Processes On The Educational Service Quality/ An Empirical Study On Iraqi Private Universities" and prepared by Mustafa Abdulbasit Dawood meets with the committee's approval unanimously as Master's Thesis in the field of Business Administration following the successful defense of the thesis conducted in 20.01.2020

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ETHICS DECLARATION

I hereby declare that;

- I prepared this thesis in accordance with Atılım University Graduate School of Social Sciences Thesis Writing Directive,
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MUSTAFA ABDULBASIT DAWOOD

--/-- /2020

ÖZ

Mustafa Abdulbasit Dawood. Bilgi Yönetim Süreçlerinin Eğitim Hizmetlerinin Kalitesi Üzerindeki Etkisi / Irak'taki Özel Üniversitelerle İlgili Ampirik Bir Çalışma, Yüksek Lisans Tezi, Ankara, 2020.

Çağdaş entelektüel trendler bağlamında, çalışma ve araştırmalar, bilginin farklı alanlarındaki birtakım konuları toplayarak, yüksek oranda sinerjilere tanıklık etmektedir ve bu durum, bir taraftan o anda bilgi süreçlerinin temsil ettiği organizasyon davranışları alanında dağıtılan birtakım değişkenler birbirini etkiledikleri zaman, mevcut çalışmanın durumunu yansıtmaktadır. Diğer taraftan bu, eğitim hizmetleri kalitesi felsefesinin çağdaş kavramlarına temas etmektedir. Çalışma zorluğu, bir dizi entelektüel ve bilgi yönetimi kavramını araştırmasında ve ana sürecinde (bilgi yaratma, bilgi depolama ve alma, bilgi transferi, bilgi uygulaması ile) temsil edilen uygulamalı sorularla formüle edilmiştir. Velhasıl, bunun araştırılan üniversitelerdeki uygulama düzeyi nedir? Araştırma Fakültelerindeki eğitim hizmetleri kalitesinin uygulama düzeyi nedir? Bilgi süreçleri ile eğitim hizmetleri kalitesi arasındaki ilişki hangi düzeydedir? Çalışmanın amacı, araştırma bünyesindeki üniversitelerin bilgi süreçleri uygulama düzeylerini ve bunları geliştirme kabiliyetleri boyutunu ortaya çıkarmak, üzerinde çalışılan özel üniversitelerin hizmet kalitelerini arttırarak bunlardan yararlanmak ve üzerinde araştırma yapılan (Somutluk, Güvenirlik ve Cevap Verebilirlik) ile temsil olunan üniversite profesörünün görüş açısı çerçevesinde sağlanan hizmet kalite düzeyini ortaya çıkarmaktır. Yani, öğrenciler özel üniversitelerde ve devlet üniversitelerinde (Tesisler, İletişim Kurulan Kişiler, Sosyal Faaliyetler, Değerlendirme Boyutları ve Müşteri Memnuniyeti) alanındaki hizmet kalitesini ne kadar iyi algılamaktadırlar? Bu çalışma, Irak' taki özel üniversitelerin idarecileri, öğretmenleri ve işletme bölümü öğrencileriyle yürütülürken, keşfedici inceleme yöntemini benimsemiştir. (536) kişinin oluşturduğu (15) üniversite mevcuttur ve bilgi toplama aracı olarak, istatistik araçları Sonuçlara dönüştüren anket kullanarak, mevcut çalışma önemli bir gerçeğe ve hakikate ulaşmıştır ki bu, oluşumda, depolamada, iletimde ve bilgi uygulamasında temsil olunan bilgi süreçleri uygulamasının zayıf bir düzeyidir. Aynı şekilde, araştırma yapılan üniversitelerdeki eğitim hizmet kalitesi standartları uygulama düzeyi de düşüktür. Bu durum da, tartışılan değişkenler arasındaki ilişkiyi negatif olarak yansıtmaktadır. Çalışma, Irak' taki katı yasaların Yüksek Öğretim Bakanlığı tarafından iyileştirilmesi

gerektiğini ve özel üniversitelerin de uluslararası kalite standartlarına uyumlu hale getirilmesini önermektedir.

Anahtar Sözcükler: Bilgi süreçleri, (yaratma, depolama, aktar, uygulama) Eğitim hizmeti kalitesi (dokunulurluk, güvenilirlik, cevaplanabilirlik, tesisler, ilgili kişi, sosyal aktiviteler, değerlendirme boyutu, müşteri memnuniyeti)

ABSTRACT

Mustafa Abdulbasit Dawood. The Impact of Knowledge Management Processes on The Educational Service Quality/An Empirical Study on Iraqi Private Universities, Master's Thesis, Ankara, 2020.

In the context of contemporary intellectual trends, studies and research witness high synergies, by gathering a number of topics in various fields of knowledge, and this is the case of the current study when a number of variables distributed in the fields of organizational behavior represented by knowledge processes on the one hand interacted during this time, on the other hand, it touches on contemporary concepts of the philosophy of educational service quality. The study problem was formulated with a number of intellectual and applied questions, which are represented in delving into the concept of knowledge management and its main processes represented in (creating knowledge, storing and retrieving knowledge, transferring knowledge, applying knowledge), and what is the level of its application in the researched universities?, What is the level of applying the quality of educational service in Research colleges? What is the relationship between knowledge processes and the quality of educational service?

The aim of the study was to reveal the level of application of knowledge processes in the universities under research, and the extent of their ability to upgrade them and harness them in enhancing the quality of services in the studied private universities, and to reveal the level of quality of service provided by the researched colleges from the viewpoint of the university professor represented by (Tangibility , Reliability, Responsiveness), and how well students perceive the quality of service in private universities and public universities represented by (Facilities, Contact Personnel, Social Activities, Assessment Dimension, Customer Satisfaction). The study adopted the exploratory survey method, as the study was conducted on a sample of administrators, teachers and students of business administration departments in private universities in Iraq, and there are (15) universities, with a sample of (536) people, by using the questionnaire as a tool to collect information that has been transformed by statistical tools into Results, the current study reached an important reality and fact, which is the weak level of application of knowledge processes represented in the creation, storage, transmission and application of knowledge, as well as the low level of application of educational service quality standards in the researched universities, which reflected on the negative relationship between the variables discussed. The study recommended that strict laws must be legislated by the Ministry of Higher Education in Iraq and private universities are subject to compliance with international quality standards.

Keywords: Knowledge Process (creation ،storage, transfer, application), educational service quality (tangibility, reliability, responsiveness, facilities, contact personnel, social activities, assessment dimension, customer satisfaction).

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Finally, I dedicate my whole work in this thesis to the all people that sacrificed themselves to raise my country’s name up in the sky.

Much love to my Iraq.

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CHAPTER 1

1. INTRODUCTION

The intellectual vision of the present study revolves around the nature and types of knowledge, its management, and the knowledge that flows continuously between these parties in the educational process to obtain the quality of educational service and knowledge as the intellectual capital of the most critical assets in universities. Contemporary dramatic developments have radically transformed the regulatory environment, resulting in a barrage of research attempting to fill environmental gaps and deficiencies, leading to significant challenges, particularly accelerated digital development.

Quality is one of the main success factors of the organization to be able to reach its competitiveness and promote and maintain, and the quality of service becomes important in the field of higher education due to intense competition between private universities on the one hand and between private and government universities on the other hand, the quality of service of the university in general is assessed using Student perception, this depends on the principle that college students are the main customers of universities.

The perception of quality of service by students in developed countries may differ from the perceived quality of service in developing countries, because each environment has its own specific conditions and requirements, between universities in attracting students. Therefore; the idea of the current study focuses on the diagnosis of the level of knowledge management processes and the extent activated in the Iraqi private universities, and the extent of their impact on the quality of services from perspective of the student and university professor.

1.1.Research Problem

The world today, under the forces of globalization, has become a captive of knowledge in various fields of life, especially in the field of business administration. It has become one of the contemporary intellectual pillars of management philosophy, and the challenge in the competitive field is the knowledge of knowledge.

Knowledge management guides and sorts organization decisions on how and when new knowledge should be created and interpreted within its core processes (knowledge creation, knowledge storage and retrieval, knowledge transfer, knowledge application) for the benefit of educational organizations.

The literature of the management at the hands of some of its pioneers, proved that knowledge is the number one asset, while others pointed out that the customer is the most important asset for the organizations of the present century, and in this direction the knowledge and the customer represented by the university student is the number one in educational organizations, because of the strong interlocking and overlapping borders between them, Universities have realized the importance of the student, and educational organizations are looking for ways to serve this vital asset, especially as they deal with a human asset, which can be called the black box because of the customer's feelings, emotions, tastes and cultures, as it is difficult to know, because of the convergence of university services which have been copied by competitors in other universities.

Therefore, the desire of educational organizations to penetrate into the wishes and orientations of the student as a customer, in return to provide service and knowledge the best possible

On this basis, the problem of the study can be expressed with a number of questions, as follows:

1. Do the researched universities realize the concept of knowledge management and its main processes of (creating knowledge, storing and

retrieving knowledge, transferring knowledge, applying knowledge)? and at what level it’s been applied?

2. How senior management understands the concept of quality of services?

3. What is the level of application of the quality of educational service by the researched colleges represented by (Tangibility, Reliability, and Responsiveness)?

4. What is the level of the student's awareness of the quality of the educational service presented by the researched colleges (represented by buildings and facilities of the university, the variable of the contact staff, the social activity, the activities of the evaluation dimension, the satisfaction of the customer)?

5. What is the nature of the relationship between study variables (knowledge processes and educational service quality)?

After presenting these questions, the study will answer them after field testing through the study tools, whether those tools specialized in data collection and information, or specialized analysis and statistical processing, and the ability of the study population and its sample to adapt to this reality or reject it.

1.2.Research Aims

This research aims to determine the dimensions of knowledge processes that contribute significantly in determining the correct and optimal trends in the quality of service provided to students in private Iraqi universities. In other words, the research questions can be summarized as follows:

- How well do knowledge processes apply? (Creating knowledge, storing and retrieving knowledge, transferring knowledge, applying knowledge) in the researched colleges.
- To reveal the level of quality of service provided by the researched colleges from the perspective of the university professor and represented by (Tangibility, Reliability, Responsiveness)

- How well do students perceive the quality of service in private universities and public universities represented by (facilities, contact personnel, social activities, assessment dimension, and customer satisfaction)?

- What is the most important dimension of Quality of service? From the perspective of students.

- What is the impact of knowledge processes on the variables of the quality of educational service in private colleges?

1.3.Research Method

The study adopted the survey methodology, which is the approach that characterized the pairing described the phenomenon analyzed in order to draw their own results, and being focused on a survey of views as it depends on the diagnosis and analysis down to draw conclusions and monitoring of key indicators, (description) has been used for data and information collection in the necessary of study requirements.

1.4.Research Model

Achieving the objectives of the study requires building a scheme based on the composition of its basic variables on the quality of services, knowledge processes and customer relationship management. Shown in (Figure 1)

- The explanatory variable ensures two types of variables. The first is: Knowledge processes, which included four basic sub-variables (creation of knowledge, storage and retrieval of knowledge, knowledge transfer, application of knowledge),

- Response Variable: The quality of the educational service, which included eight sub-variables (Tangibility, Reliability, Responsiveness, Facilities, Contact personnel, Social Activities, Assessment dimension., Customer satisfaction).

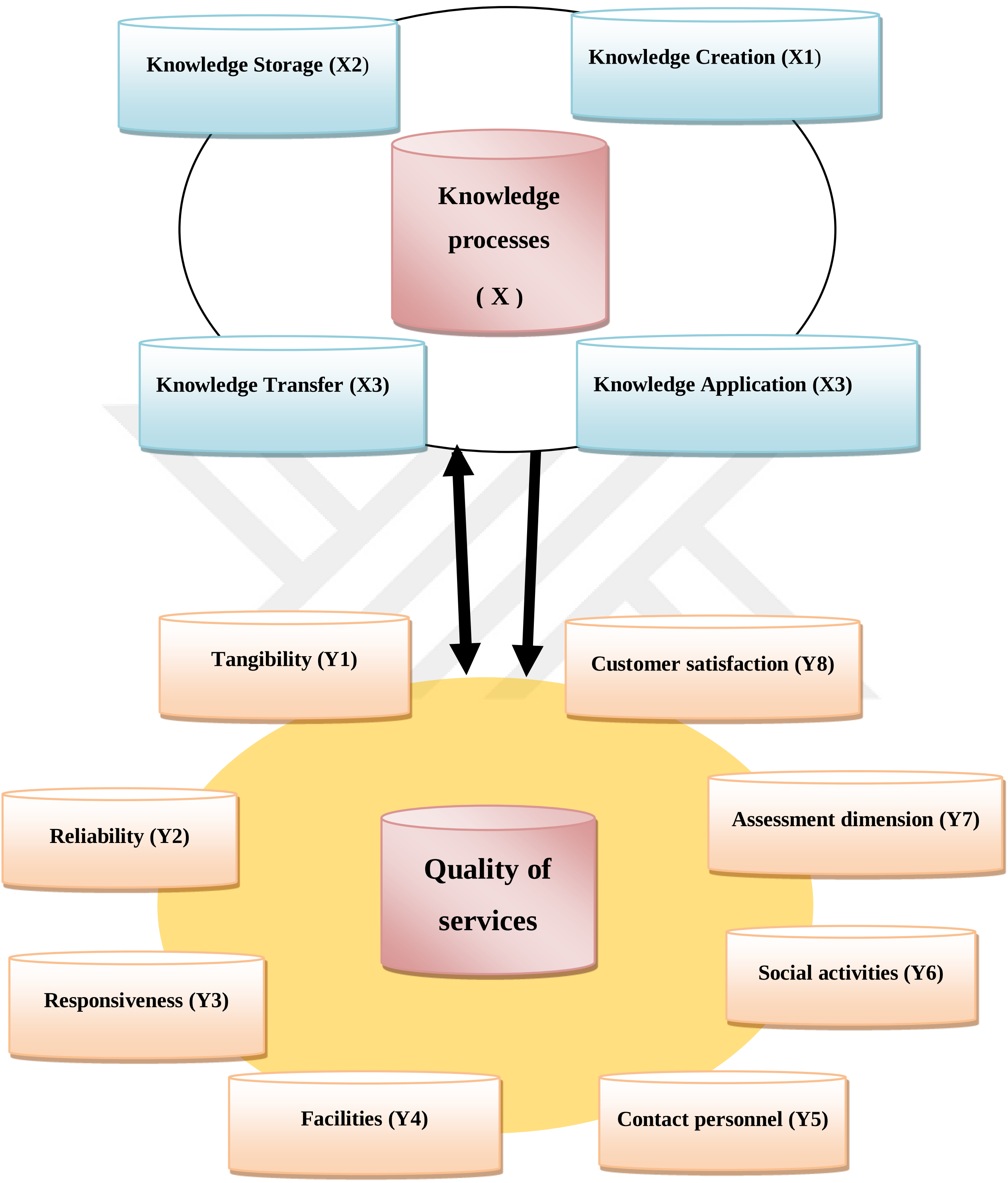

Figure 1.1 Hypothetical research model

1.5.Research Hypothesis

Two main null-hypothesis, and nine sub-hypotheses were made in this research:

H_01: Knowledge processes do not correlate significantly and positively to the quality of the educational service.

And the sub-hypotheses related to the first main null-hypothesis are:

H_01^a: Knowledge creation does not correlate significantly and positively with the quality of educational service and its dimensions (tangibility, reliability, responsiveness, facilities, contact personnel, social activities, assessment dimension, customer satisfaction).

H_01^b: Knowledge storage does not correlate significantly and positively with the quality of educational service and its dimensions (tangibility, reliability, responsiveness, facilities, contact personnel, social activities, assessment dimension, and customer satisfaction).

H_01^c: Knowledge transfer does not correlate significantly and positively to the quality of educational service and its dimensions (tangibility, reliability, responsiveness, facilities, contact personnel, social activities, assessment dimension, and customer satisfaction).

H_01^d: Knowledge application does not correlate significantly and positively with the quality of educational service and its dimensions (tangibility, reliability, responsiveness, facilities, contact personnel, social activities, assessment dimension, and customer satisfaction).

H_01^e: Knowledge processes do not correlate significantly and positively to the quality of educational service and its dimensions (tangibility, reliability, responsiveness, facilities, contact personnel, social activities, assessment dimension, and customer satisfaction).

H_02: Knowledge processes do not affect significantly and positively the quality of educational services.

The sub-hypothesis related to the second main null-hypothesis are:

H_02^a: Knowledge creation does not affect significantly and positively the quality of educational services.

H_02^b: Knowledge storage does not affect significantly and positively the quality of educational services.

H_02^c: Knowledge transfer does not affect significantly and positively the quality of educational services.

H_02^d: Knowledge application does not affect significantly and positively the quality of educational services.

1.6.Research Community

The questionnaire will be used to obtain the most important data. It was the main tool for collecting data and information. The sample will be selected from university professors, heads of departments and unit managers and students of the researched universities, as well as relying on personal interviews. The number of private universities in Baghdad will be 15, out of 47 universities.

CHAPTER 2

2. LITERATURE REVIEW & THEORIES ABOUT THE TOPIC

2.1.Introduction

This section of the research reviews the literature on (knowledge process) and (educational service quality) and the relationship between these two subjects has been completed. The chapter continues to examine each variable's different definitions, then the relationship between (knowledge process) and (quality of educational service).

2.2.Knowledge Management Processes

Knowledge began with the creation of man, as he began to derive his mental energies in the phenomena of nature and deal with it, he began to acquire knowledge from the environment in which he lives, and the knowledge that we have received today is the accumulation of human experiences and experiences from the earliest stages of creation, the Koran descended Knowledge and science in various fields of life, whether in administration, medicine, astronomy, geology, nature ...... etc

Knowledge has received great and rapid attention in recent years due to the rapid changes in the business environment, the tremendous development and increasing creativity that made organizations well aware that knowledge is the most important asset, and the most worthy asset in the 21st century organizations is their knowledge and knowledge makers (Snyman&Kruger,2004:5), it is clear that knowledge has become the most important factor of production, along with employment, land and capital, providing knowledge-based assets or resources such as patents that give each company its unique character and are the core of competitive advantage (Liu & Wei, 2009: 37).

2.3.Knowledge

2.3.1. The concept of knowledge

Knowledge is in the light of contemporary intellectual trends as the active substance to generate net wealth for the work of the Organization, one of the critical sources (Snyman & Kruger, 2004: 5), so the role of knowledge is growing in the success of organizations and the development of their contributions to those turning organizations into knowledge economy (Knowledge Economy). This made them adapt to the rapid change in their unstable environment.

The cognitive development of the concept of knowledge as an intangible asset and the invisible wealth of nations and peoples has created new challenges that allow business organizations to make optimal use of this asset through knowledge management, with the intention of rebuilding organizations after abandoning past

Methods. The recent development in management science from its transition from (art) in the past to (science and art) in the present, which speaks of the knowledge society (Rose, 1997: 3).

(McGriff, 2000: 1) argued that knowledge and its creation have become essential assets such as natural resources, and these knowledge assets arise in the minds of employees and managers within the organization. (Hicks et al., 2007: 7) Knowledge is a usable strategic resource. (Baker, 1997: 65), defined knowledge (Mort, 2001: 223) as an empirical understanding that leads to predictive beliefs derived from data and information that allow to show the same new interpretations or perceptions of the world around us, and in the same way they know them (Zotto, 2003: 30). It is a set of skills and abilities that people use to solve a problem and knowledge depends on data and information and linked to individuals always and it's build on their expectations about the reason, knowledge can be defined as the facts, skills, and understanding that an individual has acquired, especially through learning or experience, which enhances an individual's ability to assess context, make decisions, and take action (Hesham & Ahmad, 2010: 3)

It is the sum of experiences, values and environmental information that help in the assessment and integration of new expertise and information. Perhaps knowledge not only found in documents and repositories, but also becomes embodied in the minds of people over time, and it's demonstrated by their acts and behaviors (Pathirage et al., 2007: 11).

Knowledge is a source of strength for business organizations, and is the key to solving complex business problems. Knowledge is not called knowledge unless the organization invests it into value and wealth when it is applied. Therefore, knowledge is a competitive advantage for organizations, and staying competitive is a continuous battle for all organizations in nowadays' business environment. The development and control of competitive advantage is critical to success (Gold et al, 2001: 186).

2.4.Classification of Knowledge

In order for the organization to be effective in its management of knowledge, it is necessary to categorize its knowledge to improve its use, identify the knowledge gap in it, or develop the mechanism of its creation processes and transform it into an embodiment of the organization's products and services. In this regard, Zack (1999: 125) classified knowledge into three types:

<u>Core knowledge</u>: The basic knowledge of the industry, which in turn acts as an entry point to the industry, and refers to the minimum knowledge required.

<u>Advanced knowledge</u>: The type that makes the organization enjoy a competitive ability, and refers to the acceptable limit of knowledge to ensure that the organization remains competitive because it has what others have the same.

<u>Innovational knowledge</u>: Knowledge that enables an organization to lead its industry and competitors and distinguish itself significantly from them through creativity and change.

Other species are mentioned (Barthes & Tacla, 2002: 5), categorizing knowledge into organizational knowledge and shared knowledge. The first refers to the knowledge techniques used within the organization, in its units, divisions and other configurations, and includes in part visible knowledge, characteristics of knowing how, and describes the ability of designing, building, selling, and supporting the products and services. The other side is tacit knowledge, for example, individual and collective experiences describing workability according to different situations. The second knowledge is the common knowledge used by managers at the senior management level.

(Bolisani&Scarso,1999: 211) categorized knowledge into personal knowledge, which is the knowledge possessed by individuals. Organizational knowledge, which includes personal knowledge of individuals as well as procedures, applications, policies and strategies, is developed within the organization and shared by its members. Therefore, the process of knowledge formation is accompanied by the interaction between personal and organizational knowledge, including the apparent and implicit knowledge.

2.5.The Importance of Knowledge

The importance of knowledge comes from being a strategic tool capable of creating a comprehensive knowledge-sensitive organization by identifying its future capabilities and needs (Probst, 1998: 20). (Prusak,1996: 6) shows that the only thing that gives an organization a competitive advantage is "how much you know, how you use what you know, and how quickly you learn something new". The importance of knowledge can be represented, and knowledge represents great strategic forces in the world of advanced thinking in particular, and is a strategic advantage anywhere in the long term in the field of management and management techniques. This means that knowledge is one of the most important resources compared to financial and physical assets, to emphasize the element of achieving survival and competition. At the beginning of the 21st century, knowledge became the organizational resource that fulfills the critical challenge of organizations (Hitt et al, 2001: 20).

2.6.The Nature of Organizational Knowledge

Most scholars and intellectuals interested in the intellectual and philosophical orientation of knowledge agree that there are two main kinds of knowledge: Explicit, also called clear, coded, and the other knowledge is Implicit. The new Hankari philosopher (1966 Polanyi,) was the first to use the concepts of apparent and implicit knowledge, and represented the connection to the iceberg (Beizorese, 1999: 100), Putting implicit knowledge on his agenda with the slogan "We can know more than we can tell", he described the apparent structured knowledge with the visible value of the glacier, and this part of the glacier is easy to find, identify, share and below the surface. The invisible part (McAdam,2007:44). The study will provide illustrative details of the nature of the apparent and implicit knowledge that the researchers have come up with. Knowledge can be categorized in several ways. First, it can be described as tacit or explicit knowledge. Tacit knowledge is the experience and expertise that resides in the minds of individuals and has not been formally documented, while clear knowledge is that which has been documented and can be shared with others, explicit knowledge can be captured, coded, and transmitted to others in forms such as specifications or procedure manuals, and thus becomes global knowledge. Implicit knowledge is affected by personal commitment, ideals, values and emotions, and it is difficult to formalize them and includes self-insight, intuition and intuition (Downes, 2014: 27)

2.6.1. Explicit knowledge

Explicit knowledge refers to the artificial knowledge that can be obtained through book evidence, words in the paper and data collection (Johan & Chao, 2013: 1). Explicit knowledge can be expressed in formal and systematic language, and shared in the form of scientific formulas, specifications, manuals and the like. Explicit knowledge is easy to capture, retrieve, share and use because it can be expressed with words and numbers that can be managed more easily (Hesham & Ahmad, 2010: 8), it is a systematic knowledge that can be coded, written, in the form of documents, and through information technology systems. It speaks of knowledge about "know about" (Daft, 2001: 258), and (Claire) categorized the apparent knowledge as knowledge that was coded or archived with a design, illustrated, recorded and documented and thus easily shared by users. Databases, intranet, e-mail notes, graphic representation, images, recordings, as well as easy-to-manage knowledge encoding (Claire, 2002: 1012), The apparent knowledge is clear, precise, easily expressed and ambiguous and can be encrypted and stored in databases (Daft, 2001: 264), In the same vein (Herschel, 2000: 41) pointed out that visible knowledge is knowledge that can be formally expressed "using the symbol system and therefore can be communicated and disseminated easily. Explicit knowledge is characterized as "readily available", registered, categorized in a manner that makes it easy to transfer and available for retrieval and use, which can be found in a variety of diverse sources, such as HR data, meeting minutes and the Internet (Hesham & Ahmad, 2010: 8). (Kok, 2005: 12) indicates that visible knowledge is clear, learnable, easy to imitate by competitors, intangible knowledge is tacit, less teachable, less observable, more complex and more difficult to separate from the person who holds it. Pathirage et al, 2007: 116 asserts that tacit knowledge depends on an individual's experiences expressed in their actions of assessing attitudes, perspectives, commitment and motivation. The phenomenon, in turn, is available in non-human assets within the organization such as the brochures of that organization, documents, databases. However, it is very difficult to have large divisions between the apparent and implicit knowledge, knowledge fails if the explicit is separated from the implicit. Explicit knowledge consists of knowledge that has already been expressed or written down in the form of text, tables, charts, drawings, pictures, audios, videos, etc., so that it can be captured, used, or shared directly and completely, such as documented articles, books, reports, best Practices, guides, specifications, and standards (Hesham & Ahmad, 2010: 11).

Both (Mulder&Whiteley,2007:72) have expressed that the implicit and explicit knowledge is (the kitchen room) as the explicit knowledge is (the method of cooking) and the implicit knowledge is (the method of cooking + experience).

There are some essential elements owned by each store, such as pepper, salt, sugar, flour or coffee, and these represent the coded apparent knowledge in the kitchen cabinet, and what is the role of tacit knowledge is the judgment of the chef in the selection and incorporation of elements, while seeing the finished product in mind The authors put Treasury metaphor within the notion of the organization by making the elements data applied to decision-making, the ideological process of combining elements with work contexts is the equivalent of cooking in a cabinet model.

2.6.2. Implicit knowledge

It is the most important type of content because it combines information, experiences, skills and understanding people, which helps people find the best solutions and reduces the chances of repeating mistakes (Hesham & Ahmad, 2010: 8), there are many concepts that attempt to define implicit knowledge, for example sometimes called unencrypted knowledge, ingenuity, experience or non-verbal. Implicit knowledge is described as “we know more than we can tell”. It is described as personal, difficult to speak, and based on experience, moving from conversation and enumeration, and it’s capable of transforming into visible knowledge. Implicit knowledge is inferred as being understood without public expression, or knowledge.

That we can’t explain it by words. Implicit knowledge is a mechanism that desires little (or not) time to help determine how organizations make decisions and affect the concerted behavior of their members, this very personal and subjective form is usually unofficial and can be understood from the statements of others. That is why there is no implicit knowledge in pamphlets, books or databases. Implicit knowledge is also artistic or cognitive and consists of mental models, values, beliefs, perceptions, insights, and assumptions, and cognitive knowledge (tacit) incorporates implicit mental models (implicit) and very well-established perceptions to be recognized. In creating meaning, cognitive models help a lot, and individuals benefit from analogies, proofs, and stories to convey their tacit knowledge to others, and implicit knowledge as a context is easier to remember and talk about something more than explicit knowledge. It is worth noting that implicit knowledge is the knowledge that workers (knowledge makers) have but do not utter (do not declare) and it comes with terms such as skill, ingenuity, and experience that been used to describe knowledge about the ability to perform work. (McAdam et al, 2007: 44). implicit knowledge is very personal and difficult to manage, share or formalize it because it includes experiences, know-how and perceptions, which are usually present in the heads of individuals and memories (Hesham & Ahmad, 2010: 8). implicit knowledge is individual and "knowledgeable" skills that are shaped by intuition, perspectives, beliefs, and values and are difficult to share (Johan & Chao, 2013: 1). (Grant,1996, 25) emphasized that the source of competitive advantage in a volatile environment is not knowledge owned by the organization because the value of that knowledge decreases over time and can be imitated by competitors. Instead, outstanding performance is determined by the knowledge that is not owned by the organization, known as the implicit individual knowledge, which can determine the basis for competitive advantage because it is unique and difficult to transfer. Consequently, implicit knowledge cannot be coded, difficult to pronounce and difficult to spread because it is expressed through work-based skills and is learned through it (Herschel, 2000: 42). Better implicit knowledge allows enterprise managers to perceive the right place for an organization in the marketplace and to improve decision-making ability. Consolidated implicit knowledge helps individuals in the organization to communicate effectively, understand others' perspectives, exchange explicit knowledge, and collaborate to reach their common goals (Johan & Chao, 2013: 4), implicit knowledge cannot be easily expressed in an official language because it is personal knowledge that is embedded in a person's experiences and includes intangible factors such as personal beliefs, perspectives and values. The best way to use implicit knowledge is to use methods and tools that encourage and facilitate collaboration and knowledge exchange between members of the organization, such as the application of electronic messaging tools and electronic meetings (Hesham & Ahmad, 2010: 8), however, implicit knowledge and explicit knowledge is complementary to that knowledge that is created and expanded through a continuous dialogue between tacit knowledge and explicit knowledge, this interaction leads to four modes of knowledge creation (Downes, 2014: 27).

(Nonaka&Takeuchi,1995) pointed out that there is a continuous conversion process to convert knowledge from implicit to explicit and then to implicit by a spiral process involving four stages: social, embodiment, annexation, and integration, which can be summarized as follows:

1. From tacit knowledge to tacit knowledge, which is (socialization): which is done through social interaction and sharing tacit knowledge among individuals.
2. From implicit knowledge to explicit knowledge, which is (externalization): which requires the formulation of tacit knowledge and its interpretation or translation into formulas that can be understood by others.
3. From explicit knowledge to explicit knowledge, which is (combinations): which include the transformation of visible knowledge into more complex groups within explicit knowledge through interconnection with various apparent knowledge such as classification, authorship and integration
4. From explicit knowledge to implicit knowledge and it is called the dissolution (Internalization): It is the integration of newly created knowledge, such as learning through which is the generation of new knowledge.

2.6.3. Tacit knowledge

Interest has grown in recent years, largely towards the hidden dimensions of knowledge, which may be very difficult to manage, due to the difficulty of accessing it as a hidden habit within the human (Tacit), and for this reason that the knowledge is still vague, and not clearly clarified, and not fully understood Referring to the ideas of (Polanyi,1959), he viewed hidden knowledge as the personal form of knowledge, which individuals could only obtain from direct experience in a particular field. He also pointed to the essence of the concept of hidden knowledge with a common phrase “we know more than we can tell”. According to this saying, hidden knowledge is often inconceivable, that is, it cannot be expressed verbally, because its holder cannot provide a useful verbal interpretation, About that knowledge to someone else. Implicit knowledge is another form of expression of knowledge, which is called implicit because it can be expressed but the individual may not want to disclose it for specific reasons, namely, a fundamental behavioral attitude in perception, culture pattern, nature of the organization, etc. (Pathirage et al.,2007: 19).

2.7.Knowledge management

The term knowledge management is generally defined as a set of distinct and well-defined processes and technologies, which include methodological procedures based on techniques and practices, which stimulate effective creation, capture, organization, distribution, use, and sharing of both implicit and explicit knowledge are useful, to enable the organization's members to be more effective and productive in their work In order to generate value for projects and organizations. KM provides tools and services for end users to capture, share, reuse, update and create new experiences, problem solutions and best practices to assist employees in processes such as problem solving, decision making and innovation (Hesham & Ahmad, 2010: 11), knowledge management is the systematic processes for creating, collecting, organizing, purifying, analyzing and presenting information in a manner that improves the capabilities of an individual in the organization and in its work environment. Gaining, storing and using of knowledge is for important purposes such as problem solving, learning, strategic planning, decision-making, protection of intellectual resources from extinction and addition to the Organization's knowledge (Egbu, 2005: 12), it is the new technological application of knowledge in critical planning, evaluation, decision-making, evaluation and redesign of the company's operating systems (Kipchumba & Magutu, 2010: 92), It means devising ways and means to create, form, identify, acquire and distribute the knowledge of an organization to individuals and researchers (Newman: 2000: 17), moreover It is a complete systematic process that coordinates the activities of the Organization in light of its acquisition, creation, storage, participation and development of knowledge by individuals and groups wishing to achieve basic organizational objectives (Rastoji: 2000: 40). Knowledge management is a deliberate and systematic approach to ensuring full use of the organization's knowledge base, along with the potential of individual skills, competencies, ideas, innovations and ideas for creating a more efficient and effective organization, that knowledge management processes include knowledge creation, acquisition, transfer, sharing, and exploitation (Muigai 2015: 8).

In the view of (Hay:2000: 11) that the process of knowledge management mainly involves the generation of knowledge and the acquisition and dissemination, and adds that knowledge processes work to support and support other organizational processes by providing the knowledge required to perform the work, (Montana: 2000: 54) defines it as a branch of knowledge that focuses on systematic, creative methods, practices, methods of managing, creating, acquiring, sharing, protecting, and distributing knowledge and thereby using and applying knowledge, intellectual capital and intangible assets, while (Turban,et al:2001:338) refers to it as the process of efficiently gathering and generating knowledge, working on the management of the knowledge base and facilitating its use and participation for effective application in the organization, (Wiig: 2002: 4) indicates that knowledge management is the process of creating, building, assembling, organizing, transforming, transferring, applying and protecting knowledge, which must be accurate and clear management over all areas and areas of influence.

(Gray,2002:3) defines knowledge management in this perspective as an audit of ideological assets that focuses on unique resources and critical functions that delay knowledge from reaching the point of use, thereby protecting intellectual assets from fading and seeking opportunities to strengthen decisions, (Bertels,2002:2) argues that knowledge management is the management of the organization towards the continual renewing of the knowledge base of the organization. This means building the supportive structure of the organization, providing facilities to the members of the organization and providing those facilities for the spread of knowledge.

2.8.The Concept of Knowledge Management

The science of management has witnessed a remarkable development due to rapid scientific advances, environmental developments and the strength of competitiveness in the local and global markets and the emergence of alliances and mergers and the development of communications and transport and the expansion of the global network, which in turn led to the rapid obsolescence of information, and then the aging of knowledge. Therefore, knowledge management has emerged as an applied field to take on the creation of new knowledge from its apparent, implicit and hidden sources, multiple and scattered, to compile, purify, refine, disseminate and present to beneficiaries for its application and benefit, and that its emergence is due to the most important three challenges facing business management today: which is how Track the impact of customers and serve their needs, desires and expectations, and how to use information technology to gain market share and position in the competitive market. Finally, the mechanism enables the organization to rearrange the accumulated ideas and experience of the staff, (Hicks et al.,2007:5) argues that staying competitive is an ongoing battle for all organizations in today's work environment, and that developing competitive advantage is crucial to success. Knowledge management focuses on systematic methods, practices, and tools to manage, generate, acquire and share, protect, share and apply them. There is core literature on knowledge management and the basic issue is actually defining what knowledge is in order to understand how it can be managed. Knowledge is defined as "knowledge is information that is possessed in the mind of individuals: it is personal information (it may or may not be new, unique, useful or accurate) that relates to facts, procedures, concepts, interpretations, ideas, notes, and judgments." Different types of knowledge lead to different processes for capturing and sharing knowledge (Johan & Chao, 2013: 4). According to (New Man,1996) knowledge management guides and reinforces the organization's decisions on how and when to create and interpret new knowledge (Frey,2001:39). (Egbu,2005:7) added that access to knowledge prevents the loss of accurate or sensitive knowledge due to retirement and reduce the size of the workforce and outsourcing, and therefore the role of knowledge management through its processes and practices, achieve great results in the regulatory field. It enriches work and enhances productivity.

(Hicks et al.,2007: 6) defined knowledge management as an entry point for adding or creating value, by mixing, synthesizing, or synergizing knowledge elements to create better cognitive syntheses as data, information, or individual knowledge. This approach is closer to the process of improving the use of old materials, ideas and things in new ways. While (Jillinda; 2001:28) defined it as the process by which information and intellectual resources are transformed into high-value resources in order to develop the capabilities of individuals and organizations to achieve their objectives.

(Daft,2004:297) discussed that knowledge management is a new way of thinking about how to organize and utilize the intellectual and creative resources of an organization. (Wiig,2002:4) asserts that knowledge management is the process of creating, building, assembling, organizing, transforming, transferring, applying, and protecting knowledge, which must be accurate, clear management of all areas and areas of influence.

Based on the above definitions, knowledge management can be defined as a set of structured activities through which the best combination and linkage of intellectual information and resources is created, by introducing a focused and complex operating room, which involves obtaining hidden and implicit knowledge from the human mind and transforming it into visible knowledge. Stored and shared with its beneficiaries, and then applied the best, to be competitive for the organization.

2.9.The Importance of Knowledge Management and Its Objectives

The sales and production era of the marketing concept ended and was replaced by the knowledge age. The knowledge reached its peak in the modern era because of the accelerated competition between organizations to acquire the satisfaction of customers, obtain the largest quantity of them, and maintain them, thus ensuring their profits. After the development of management science coupled with the intensity of competition between organizations, researchers have become convinced that the arms race in the era of technology is the management of knowledge, which is the first alternative to win this race, for reasons developed by researchers. (Bukowitz&Williams,2000:1) adds that knowledge management can generate a wealth of knowledge, or in other words of its intellectual capital, by reducing costs and customer satisfaction and creativity. (Amidon,1998:47) asserts that knowledge management as a cumulative and integrative concept with many modern organizational ideas (comprehensive quality, re-engineering, organizational learning, modeling others, competitive intelligence, creativity, organizational intelligence and change management) has enveloped these concepts in a broader and deeper perspective, which focuses on the effective use and creation of knowledge. (Evans,2003:6) noted that the impact of knowledge management programs helps the organization:

1. Adopt creativity by encouraging the free flow of ideas.

2. Improve customer service through smooth response time lines.

3. Improve revenue through products and services acquired for faster marketing.

4. Enhance the retention of employees through the value of their knowledge and reward.

5. Develop processes and reduce costs by removing excessive, disrupted or unnecessary processes.

There is no doubt that the main purpose of knowledge management is to help managers realize that knowledge is an important resource, and that its development requires them to work continuously to create a workable process and encourage other individuals to contribute to the production of these ideas. Therefore, (Saito et al.,2007: 99) put forward that knowledge management has three main approaches that are most prevalent:

<u>A people-oriented approach</u>: that focuses on the nature of tacit knowledge and tends to explain the social process and is based on an understanding of the

requirements of human communication and cognition, The behavioral school of knowledge management.

Technology-oriented approach: It focuses on the nature of apparent knowledge and tends to interpret or interpret knowledge as something that can be stored, processed and analyzed by information and communication technology.

Asset-oriented approach: It focuses on the economic value of knowledge and is thus referred to as knowledge capital, or invisible assets, focused on increasing the effectiveness of the business by determining the perimeter of knowledge of the levels of staff tasks, in this regard (Egbu et al.,2005:14), he determined that the importance of knowledge management is determined by the following points:

1. Improved ability to sustain the organization's competitive advantage.

2. Direct results in solving problems throughout the organization.

3. Develop and continuously improve long-term competitive services.

4. Motivating workers and provoking them to work hard.

5. Access and use of knowledge developers from sources outside the organization.

6. Efficient integration of knowledge within the organization.

7. better training of the worker on the job.

8. Enhanced relationships with the customer through better mutual interaction.

9. Developing culture and developing organizations successfully.

10. Better customer retention.

11. Enhanced business development and opportunity creation for organizations.

12. Organized internal administrative processes.

13. Enhance performance and productivity.

14. Developing creativity and innovation.

15. Assist in identifying knowledge gaps, by identifying which types of knowledge are required to support the objectives of the organization as a whole.

16. Set knowledge, by defining a flow map within and across the organization. The aim is to highlight all practices and barriers to knowledge sharing.

17. Assign knowledge property, by providing an inventory and allowing it to be more visible, to be able to measure.

18. Sharing knowledge with customers, to help new ones understand the environment and organization structure.

Regarding the objectives of knowledge management, (Nonaka&Senoo,1998:677) noted that it facilitates the efficient and effective sharing of knowledge among the members of the organization, while (Saito et al,2007:104) stated that the goal of knowledge management is to arrange and organize an environment that facilitates individuals to apply These applications of knowledge will lead to innovation in products, services, processes and distribution channels.

Hence, the goal of knowledge management is to make individuals creative and collaborative, and to make decisions efficient. In other words, knowledge management aims to make individuals work with a focus on high quality. (Drucker,2002:2) expressed the goal of knowledge management by pointing out that improving profits by generating value for organizations by transferring knowledge from experienced to others in the organization and creating value through the effectiveness of the organization's intellectual assets is a goal of knowledge management.

(Nonaka&Senoo,1998: 665) proposed a set of points that should have been set as goals for knowledge management and summarized them into three points:

1. Create close cooperation in the generation and sharing of knowledge, so that decisions are made on a knowledge basis, in order to maximize opportunities.

2. Make knowledge publicly discussed and available for re-use in new content.

3. Prospecting internal and external information and converting it to knowledge using knowledge management tools, increasing the efficiency of both individuals, teams and organization through public discussions.

2.10. Knowledge Management Processes

Many researchers have touched upon the processes of knowledge, including consensus, and some of them differed, and some of them increased, and some of them are lacking. According to (Newman,1996), knowledge processes guide and reinforce the organization's decision on how? And when is the creation and interpretation of new knowledge? It facilitates learning, training, technical innovation and on-the-job experience. Access to knowledge will prevent the loss of accurate or sensitive knowledge due to retirement (Frey,2001:40). Knowledge management processes, including knowledge acquisition, knowledge transfer and application of knowledge, for managing and increasing social capital, and improving company performance. The company's absorptive capacity can be enhanced through knowledge management processes that allow the acquisition, transformation and application of existing and new knowledge by adding value to social capital while continuing to compete in the market (Muigai, 2015: 9), simple discrepancies appear in the definition of knowledge management processes in the literature in terms of the number of operations and the marking of them, rather than variations in basic concepts. Four basic processes of knowledge creation, storage / retrieval, transmission, and application are emerging consistently (Downes, 2014: 33).

2.10.1. Knowledge creation

Creating knowledge means developing new content and replacing existing content with tacit knowledge and explicit knowledge, defining knowledge creation as the process of transferring knowledge to the interaction between tacit knowledge and explicit knowledge (Johan & Chao, 2013: 9), creating knowledge is generating new ideas, recognizing previously invisible patterns, synthesizing separate disciplines, and developing new processes. In addition to defining clear knowledge, the creation of knowledge includes the assimilation of knowledge, implied ideas, intuition, and intuition of individual workers. Acquiring, capturing, or collecting is bringing knowledge to the organization, either by generating new knowledge through internal sources such as daily experiences or employee experience, or accessing valuable knowledge from external information sources and other organizations, the sources relate to identifying gaps between what is known and what Must know and combine informed knowledge (Downes, 2014: 35).

Knowledge creation as described earlier, knowledge acquisition is a process that shares access to and application of acquired knowledge. Since knowledge creation is creative, the creation of new knowledge is therefore linked to the motivations, intuition, experience and insight that arise in the individual (Al-Qaysi,2019:418). The creation of new knowledge is the preoccupation of contemporary organizations in the third millennium. These organizations are desperate to make the best use of their knowledge and available information in order to create a sustainable competitive advantage. What is now called (Information Floating), this abundance has led to a dearth of attention that future decision-makers may suffer greatly, making its accumulation in this way part of the problem and not part of the solution, and creation of knowledge leads to filling the gap between who we know, what we do not know, and what we do, and what we need to know and do. The process of acquiring knowledge may require knowledge, experience and culture, and it has specialized people working day and night on this work, often called the "knowledge makers" mentioned above. These specialists face great difficulties and challenges to accomplish their tasks, defining current knowledge, assessing its usefulness and relevance, identifying ways to write it down, storing it and delivering it, storage includes knowledge repositories such as databases, directories and archives or in people's minds, while retrieval addresses of access to codified knowledge and its participation by people in a timely and cost-effective manner Through simple and easy to use methods. It is important for people to know where to find the information they need. KM's early practitioners focused on using technology such as the intranet, document repositories and collaborative programs, but many of these systems failed because they overlooked people and addressed issues. The storage and retrieval phase bridges the establishment of the warehouse and the distribution of knowledge at the estuary (Downes, 2014: 36). (Broking,1996) says that only 20% of the knowledge available to an organization is actually being used.

What happens to the remaining 80% of staff knowledge? Access to staff knowledge is thus vital to the organization, particularly the key decisions that are made based on experience that are usually shared, and informally, it seems that the importance of staff knowledge is often recognized, but perhaps late, when the individual is On the verge of leaving, he is preparing to take with him the knowledge and experience he has gained over the years. Implicit knowledge, which is difficult to convert into codes, is shared, acquired and transmitted through telephone and informal face-to-face interviews. Acquiring knowledge is the process of adding value to previous knowledge through innovation and creation, and if the organization does not obtain New knowledge it will not survive. The new skills and competencies of staff have a vital role to play in the survival of the organization (Egbu et al.,2005:11). Knowledge management processes can help create knowledge, which can contribute to improving a company's performance. Moreover, company performance is improved when organizations create, transfer, use and protect knowledge (Muigai, 2015: 8).

(Laudon & Laudon, 2000: 436) asserts that knowledge work is the part of information work that acquires information and new knowledge. For example, knowledge makers create new products and find ways to improve existing products. Knowledge work is fragmented into many highly specialized areas and each area has a different set of knowledge work systems with three essential roles, which are critical to the organization and to managers working within the organization.

1. Maintain modern knowledge of the organization.

2. Work as internal consultants regarding their areas of knowledge.

3. Act as agents of change to evaluate and promote change projects.

Interested people point out that it is important for the organization to continue to develop a clear vision to determine the knowledge that benefits it, determine what knowledge should exist when it is created, what knowledge it should acquire from external sources, and what knowledge should be developed because of the lack of it internally or externally.

2.10.2. Knowledge storage

It is important for an organization to store the knowledge created for retrieval and future reuse and the knowledge stored and available for retrieval in the organization is called organizational knowledge (Johan & Chao, 2013: 10). Knowledge storage refers to the importance of an organization's memory. It may face a significant risk as a result of the loss of a lot of knowledge held by individuals and those who leave it for one reason or another. In the form of temporary contracts, because they take their tacit knowledge that is not documented with them.

(Duffy) emphasizes the need to evaluate and maintain the contents of the knowledge repository and to establish the type of relationship between the new and the old. Storage operations include retention, sustainability, research, access, deposit, and retrieval. You will lose a lot of knowledge once these individuals leave the organization, because they carry their tacit knowledge within their minds (undocumented), but documented knowledge will remain stored in its rules, and that knowledge may be stored in the minds of individuals, and embodied in their behavior and procedures, and recorded in different documents or stored as information to enhance their work (Zack, 1999: 138). The term organizational knowledge refers to all knowledge within an organization and can be stored in various forms, such as standard working procedures, written documents and structured information stored in databases and codified knowledge stored in expert systems and the tacit knowledge captured by individuals or the individual network (Johan & Chao, 2013: 10).

2.10.3. Knowledge transfer

After the process of creating and storing knowledge, it is important to transfer knowledge to avoid situations where operational skills and problem solutions must be reinvented (Johan & Chao, 2013: 11). Knowledge transfer is the dissemination of knowledge in organizations. Knowledge must be distributed and shared throughout the organization before being exploited at the organizational level, knowledge transfer will not succeed unless the future absorbs knowledge and applies it using it as a basis for action. The assimilation of new knowledge depends on the source being respected, the trustworthy environment, the importance of knowledge and insight into better ways of performing. Interactions between organizational technology, procedures and individuals directly affect the effectiveness of the distribution of knowledge. The presentation refers to making the knowledge accessible to anyone who can use it in an easy-to-use, user-friendly format, providing flexibility to arrange, select, and integrate knowledge content (Downes, 2014: 36).

Knowledge is an asset that is increasingly being used, shared, and communicated ideas, experiences, and skills among people. Knowledge dissemination consists of the transfer and sharing of knowledge. Creating a culture of knowledge sharing, “Knowledge is power” must be dealt with, with complete tact through the idea that shared knowledge remains with its donor while enriching its recipients. Organizations must find ways to get workers to share what they know (Egbu et al.,2005:13). (Saini, 2013: 23) revealed that community participation and training programs have contributed to implementing knowledge management practices where employees can freely share their ideas and contribute to knowledge sharing, transfer and reuse. Moreover, the overlap between different departments was another component that contributed to the application of knowledge management, knowledge management practices including knowledge capture, knowledge sharing, knowledge transfer, knowledge storage and reuse. Moreover, organizational culture has been found to be critical in transferring tacit knowledge among members of the organization and transforming tacit knowledge into clear knowledge in small and medium sized companies in programs. Knowledge transfer is the process of communicating and applying knowledge from one source to another, focusing mainly on learning (Johan & Chao, 2013: 11), researchers (Sher & Lee, 2004: 936) argue that knowledge sharing helps disseminate internal experiences, experiences and knowledge, which will provide workers with unspecified solutions to decisions, provide learning, and enable them to respond to environmental change at the lowest cost, thereby benefiting organizations from their distinctiveness and competitiveness, He pointed out (Egbu et al.,2005:14) that the process of incarnation (the conversion of implicit knowledge to explicit), Organizations may help to disseminate knowledge within their corridors. It is the process that allows members of the organization to access and use the collective knowledge of the organization (Sarvary,1999:95).

(Ang & Massingham,2007:11) states that the organization's competitive advantages depend not only on its distinctive resources but also on its ability to exploit those resources efficiently. Therefore, the underlying resources of the organization become a very competitive factor, particularly in the production of services, and for more than a decade has been the subject of sharing. Knowledge is a point of discussion for researchers and practitioners alike, and knowledge sharing practices often form the basis of knowledge programs in the light of learning and organizational and individual creativity. (Horschel,2000:38) emphasizes that knowledge-sharing must be transformed from implicit knowledge into explicit.

Knowledge flowing between individuals enables them to enrich their competencies and generate new knowledge interchangeably, and incomplete knowledge transfer may occur when intermediate channels are plentiful, but the quality of knowledge may distort or be less accurate, individuals may be tempted to misunderstand (misjudge) or Forgetting, ignoring, or failing the transmission of original content affects organizational performance as a whole. This incomplete transfer of knowledge will bring about so-called knowledge depreciation or (organizational forgetting), and that the disappearance of knowledge is like the disappearance of currency, and can be defined as the loss of knowledge for its value. This usually happens when:

- Workers leave without transferring their knowledge.
- Existing organizational knowledge is deserted.
- Knowledge is incomplete.

In the same vein (Christensen, 2007: 37), knowledge sharing often stems from social dilemmas, dilemmas of knowledge, and a mixture of both, causing antisocial or irrational knowledge behavior for the benefit of the organization. Cognitive knowledge, that is, knowledge can be implicit or apparent, and exist at the level of organizational or individual.

Knowledge may be stored in the minds of individuals, in reports of the organization, in its database systems and in its knowledge base systems, represented by its objectives, purposes and plans. (Kidd,1994:305) adds that knowledge base systems store knowledge from several different fields of knowledge that can be used (knowledge). It also believes that these systems not only provide formulas for doing business transactions but are also capable of conducting control, explanation, interpretation and learning. Such systems advise individuals on the results of their decisions and add them to their knowledge, leading to Improve their skills, Whereas (Obrien,1997:311) holds that the process of storing knowledge is carried out in knowledge bases, which can include facts on specific topics and guidelines explaining to the expert individual how to perform the reproduction process for those subjects, (Alter,1999:169) indicates that the process of storing knowledge involves collecting, classifying and arranging knowledge into repositories (knowledge bases) to be accessed later to find what is required of us through the search mechanism or through other measures. Structured ways to find people who need this knowledge, (Lev,2000:10) argues that sustaining a system for controlling cognitive and physical assets is the key to knowledge management, and that knowledge repositories grow and accumulate, (Warren&Davies,2000:13) stresses the importance of having knowledge on time, in the right way, with concise and written reports in the working language, which reduces the search effort.

2.10.4. Knowledge application

Applying knowledge means creating value for an organization by making knowledge more active and relevant. Knowledge turns into actions by including it, using it, and exploiting it in the organization's operations, procedures, products and services, problem solving, decision-making and training. New knowledge has been developed from applying existing knowledge. Review is critical to ensure that knowledge remains current and useful, and is updated (Downes, 2014: 36), application of knowledge from recipients begins with the use of learned and received knowledge, during the process of applying knowledge to recipients, knowledge will be redefined, applied and gradually transformed into personal and routine knowledge (Johan & Chao, 2013: 11), the importance of knowledge lies in its applicability. At this stage, implementation is carried out using, using and investing the knowledge obtained and subjected to the above processes. The gap between what you know and what you know is the most important evaluation criteria On individuals, groups and organizations, have strategic and customary aspects as well as use to ensure adequate internal and external transparency that helps individuals find a set of principles for their application in effective knowledge management (Egbu et al.,2005: 11), the application of knowledge is the process by which knowledge is applied directly to the performance of tasks or solving problems, and each organization can possess knowledge but the application of knowledge is important in organizations, and companies do not benefit from the existence of knowledge but from the real benefit of this knowledge when applied correctly, Organizational procedures, guidelines, direct instructions, and self-organizing teams are the main mechanisms that ensure the application of knowledge (Gasik, 2011: 58). (Peffer&Sutton,1999) shows that knowledge comes from employment and how it is taught to others. Knowledge desires learning and explanation. Learning comes through testing and application, which improves and expands the level of knowledge. Therefore, the application of knowledge should be taken in the first place, and there is no work. Without faults, and the Organization must understand this and apply the concept of forgiveness as an organizational culture, because the only one who does not make mistakes is the one who does not work. If the organization does so, it requires respect and admiration, not fear.

The organization of knowledge in the form of a map or a plan is a field within the processes of knowledge, which aims to raise the efficient and effective use of the knowledge of the organization to the optimal form. Creating a knowledge map involves locating important knowledge within an organization and then publishing a list or picture showing where knowledge can be found. Knowledge maps often refer to people as well as documents and databases, and mapping (or organizing) the knowledge map as processes Methods and tools for the analysis of knowledge areas for the purpose of discovery and visualization in a comprehensive and transparent form, as the attributes or features related to the work will be clearly highlighted.

(Peffer&Sutton,1999: 49) pointed out how knowledge is applied and invested when it presents a model of eight paragraphs as a guide that guides organizations on how to invest their intellectual capital (transforming knowledge into implementation) as follows:

1 - Know the reason before the method; the failure of many organizations that followed the success of successful organizations in learning from their successful experiences is that they wanted to learn how to use methods, applications and behaviors instead of knowing the reason for following this philosophy as the issue lies in understanding before implementation.

2 - Knowledge comes from work and teaching others how to do it, as learning and trying to do different things and experience is one of the most important means of knowledge, in this aspect (Honda) organization in making individuals watch the parts and the real situation that reflects the idea of viewing and touch and participate in the actual process A condition for understanding and learning.

3 - Implementation is more important than plans and concepts (Egbu et al., 2005: 11) says that implementation creates opportunities for learning through work because without participation in the work and without being in the physical location and facing the situation will be learning difficult and less efficient because it is based on real experience Rather, the trend towards implementation is a sure solution to success rather than just theoretical plans.

4 - There is no work without errors, when the consolidation of the philosophy of work must be one of the important elements is what will happen during and after the error, it is known that the movements, although in accordance with good plans must be risked failure, how will be the response of the organization? Will it provide flexible solutions? Or will it deal with the mistake strongly, which drives its intellectual capital to participate in the analysis, discussions and meetings, but without implementing anything for fear of failure.

5 - Fear leads to a gap between knowledge and work. Fear causes organizations to create and create many problems. Fear also causes intellectual capital to do things that are inconsistent, wrong and even unreasonable. No one will try anything new if they know that the consequences of their work. It is a disaster for his job.

6 - The reserve of false analogies, as cooperation means that the end result is the result of a common effort and a common goal, and the success of each individual is linked to the ideas of others shared by these individuals, and there is a mistaken

idea is that competition as long as it appears victorious as an economic system, it is possible that Competition within the organization is a better management style (Peffer & Sutton, 1999).

7 - Measure the important aspects through which assistance can be achieved in transforming knowledge into reality. The basis of any successful business organization is the strategy that everyone understands, accompanied by some actionable measures, but this simple idea is often overlooked. The belief that everything that is being measured would have led to the belief that the more the organization could measure many things, the more work would be done, but this was not true in all cases (Warshaw: 1998: 4).

8 - How to allocate resources and address issues. The difference between successful organizations and many organizations that have great difficulty in transforming knowledge into implementation, not only because these organizations attract a group of individuals with creative capabilities, but that the difference lies in the daily management systems and practices that work on Creating and embodying a culture that consolidates, imparts and acts upon knowledge is the most important issue.

2.11. Quality of Educational Service

2.11.1. The service

The high importance of service industries as part of GNP and a source of employment is a hallmark of the economies of Western countries. Many individuals are now able to purchase more diversified products in the consumer market, such as entertainment, health and telecommunications products. It looks at whether the marketing management in the field of services is different from the management of the physical goods market and the debate in this area will undoubtedly continue in the future, but it seems that the services market has some characteristics that include moral value and inability to The growth of the service sector has increased steadily in relation to the gross national product of the United States, which accounts for (74%) of this output, and constitutes (80%) of the total jobs. The trade balance is approximately $ 28 billion annually against a fiscal deficit of $ 132 billion in the goods and commodities sector, which is estimated to account for more than half of consumer expenditures. Technological advances are a major factor in increasing service trade. The service costs that were previously expensive, now it is less expensive because of the lack of labor and the replacement of computers (Peter & Donnelly, 2000: 182).

(Kotler,2000: 467) defined the service as "any activity or benefit that one of the parties may provide to another party which is essentially intangible, does not result in any ownership, and its production may or may not be related to a physical product. (Mathis&Jackson,2003: 33) Delivering an excellent service is a method of increasing competitive performance, an activity or business with a benefit that one entity can provide to another, and services in essence are intangible and do not lead to the acquisition of ownership. With the increase in the level of quality of the product in a comprehensive manner among the competitors, customers have turned to service as a primary means of trade-offs between organizations. Organizations that have benefited from this trend among customers have (Kotler, 2003: 322):

a) Establishing service objectives that support business objectives and product objectives.
b) Define and define the quality of service and response that the customer expects.
c) Translate customer expectations into a deliverable service.
d) Establish integrated, harmonized and specialized delivery systems.
e) Monitoring and controlling the performance and quality of service.
f) Provide fast and cost-effective response to customer needs.

2.11.2. Characteristics of the service

Most of the researchers have agreed on five main characteristics of the services:

a) The intangible value of the service: Means that it cannot be seen, tasted, heard or felt before it is purchased. To minimize uncertainty, buyers look for signals of quality of service, where they reach conclusions about the quality of the place, individuals and price. Except some analysts call this case “Evidence Management,” in which the service organization provides its customers with regular and impartial evidence about its capabilities. The services available to them, therefore, should provide the customer with a wealth of information about the many services available by competing organizations, and on this basis the administration tries to reduce the complexity of the services provided to the client to be understood by the customer (Kotler, 2005: 249).

b) <u>Non-fragmentation, syndromic</u>: Natural products are first produced, then preserved, then sold, and lastly consumed. Services are sold and then produced and used, at the same time. The indivisibility or separation of services means that they cannot be separated from their sources, regardless of whether they are provided by man or machine. If a person provides a service, he or she is part of that service, for example, a factor that gives advice to a customer, in relation to the selection of the appropriate goods in which he has invested part of his money (Mathis & Jackson, 2003: 36).

c) <u>Discontinuity</u>: Since the production and consumption of services depends on people, there is a risk of discontinuity in quality. The quality of services depends on who, when, where and how they are provided. The quality of services itself is very difficult to monitor (Kotler, 2005: 251).

d) <u>Non-retention</u>: The attribute of non-retention means that it cannot be saved for subsequent sale or use. The lack of retention of services does not pose particular problems if the demand for them is somewhat stable. Service providers can apply several strategies to eliminate the asymmetry between demand and supply. On the demand side, discriminatory pricing, ie setting different prices at a different time, helps little change in the share of demand at peak time. Or a dead chapter, a successful marketer is how to find the benefits of time and space (Peter & Donnelly, 2000: 185).

e) Plurality (heterogeneity): The delivery of service products is characterized by pluralism, as it is difficult to standardize production in the case of many employees interfere with the distribution process, in addition to customers have a variety of desires with regard to the type of service required (Etzel et al., 1997: 519), And it is impossible for the service industry, or even the service provider, to standardize the output. Each unit of service is somewhat different from the other unit of the same service due to the human factor in production and delivery. Kotler (2005: 250) suggests that the diversity of service means that the quality of services depends on who provides them, as well as when, where and how they are delivered.

So the service differs in its characteristics above in terms of intangibility and convergence with the seller and heterogeneity and fluctuation of demand. The marketing of the service faces special challenges that may not accompany the sale of goods. What is mentioned in the books and marketing literature on the characteristics of the service does not deviate from the contents of the above mentioned with the change and diversification depending on the provider of the service. (Payne,1995: 9) asserts that service characteristics can be a source of competitive differentiation. A service that is more easily understood and whose benefits can be more easily evaluated can gain a significant advantage.

2.11.3. Quality concept

Quality is one of the most popular intellectual and philosophical concepts as it attracted the interest of academic researchers, fieldworkers and others, swift changes in consumer culture and tastes, as well as increased world competition during the 1980s and 1990s, have made quality a competitive precedent adopted by each manager who chooses the right path to perform productive and service processes (Davis et al., 2003: 214).

(Mark land) thinks that quality is conforming to characteristics, and this reflects what the producers want to accomplish in the product, making quality based on bypassing errors (Mark et al.,1995: 269), (Nahmias, 1997: 639), It is considered as the appropriateness for use, as the customer must be concerned with the quality requirements of the products he needs (Ross, 1995: 5).

Quality is seen as delivering distinctive and superior products, which emphasize the main processes of output as well as the flexibility of sells processing and development of efficiency (Cheng et al., 1996: 134).

(Kotler, 1994: 55) describes it as the whole manifestation and properties of a product (commodity, service), that makes it able to satisfy the requirements of the customer.

(Ross,1999: 82) discusses the product viewpoint in defining quality as a number of distinctive characteristics of the product that is offered in order to satisfy the underlying requirements and achieve contentment.

(Krajewski & Ritzman, 1999: 82) refers to the customer's viewpoint in defining quality as meeting or exceeding customer anticipation, which is the assessment and conformity to the fixed properties of the quality standard or exceeding customer expectations.

it is constantly recognizing and meeting the requirements and anticipation of customers by fulfill the specifications of the product they require (Hill, 2000: 304).

Quality is the way organizations use to effectively achieve competitive advantage (Davis et al., 2003: 219).

It is an assurance of making the best and presenting it to the customer to gain his fidelity to us as it is a strong fortress against challenging organizations, a good path to rapid growth and profitability, a way to gain customer contentment by establishing quality in the planning of operations from the start point of production (purchase, sale or service). Which shows customer satisfaction or vice versa (Kotler, 1994: 491).

Quality from a cultural perspective is the focus of the importance of having common (ample values) for the members of the organization to recognize as a culture, and the culture of the organizations is deputy of their individual characters (Robinson, 2000: 419). It is a complex of knowledge, beliefs, literature, sharia, and custom acquired by competent men from the community sector, the method that it uses and feels to define a distinct way of transmitting faith and values from one descent to another (Hill, 2003: 89).

Here, after understanding the concept of organizational culture, it can be said that a culture of quality is part of the organizational culture. The culture of quality is defined as the organizational value system of quality in an environment that helps the system to promote and improve beliefs and values through which the system can enhance quality (Goetsch & Davis, 1994: 122).

(Robbins) counted it as a system of shared values and ideas of the organization that define how employees work accurately and honestly (Robbins, 1998: 80).

Quality is the common denominator of the concerns of managers and specialists of engineers and economists, and the issue of quality of service has been the priority in order to improve productivity, after it became clear that it represents the main factor in the success of organizations. Japan has been able to achieve achievements globally as a result of its adoption of advanced and pioneering philosophies, including quality, responsibility for all, continuous improvement of quality, zero damage, and quality workshops. Through its ancient civilizations, At the forefront is the Babylonian civilization, by its king Hammurabi (circa 1700 BC). One of the provisions states that “a builder who builds a house and falls on its occupant and hurt them is punishable by death” (Krajewski & Ritzman, 1999: 214).

Quality is defined as the “integration of features and characteristics of a product or service, in a way that meets specific or implicitly defined needs and requirements”, or “a set of characteristics and features of an entity that expresses its ability to meet the requirements specified or expected by the beneficiary”. It is the degree of compatibility between the level of customer expectations and their perception of the level of satisfaction of those expectations "(Slack & Others, 1998: 63), (Krajewski & Ritzman, 1999: 215) developed a set of quality definitions derived from the customer's perspective, these definitions confirm that quality means: conformance to specifications, value, appropriate for use.

2.11.4. Services concept

It has become clear that services are the main source of employment, as more than 80% of the non-agricultural labor force is employed in the service industry and according to the latest projections that the fastest growth of occupations is in the service sector (Etzel et al., 2001: 292), the importance of services is due to the increase in the volume of tunnels, which means increased demand for services, which led writers and economic researchers to pay attention to this aspect, including service producers in activating the work on the production of high-quality services so that they can compete (Gronroos, 1994: 45), The concept of service can therefore be defined as an intangible product that benefits the customer by using a human or mechanical effort on specific persons or objects and cannot acquire a material object (Steven, 1990: 631), services are intangible products that include a working document to match the needs and efforts of the service provider and do not necessarily contain material owned by the applicant (Dibb, 1994: 231), in the same regard, the assistant describes them as intangible products, which are dealt with in certain markets aimed at satisfying the needs and desires of the customer and the industrial user and to benefit him (Skinner, 1995: 631).

According to (Etzel et at.,2001: 29), these are identifiable and intangible activities that are the primary purpose of the transaction and are designed to satisfy customers' desires.

2.11.5. Service characteristics

Writers and researchers agree on the main characteristics of the services in general as follows:

2.11.5.1. Intangibility

As long as services are intangible, it is difficult for prospective customers to obtain a model, taste, hearing or smell (service) before purchasing it (Etzel et al.,2001:295), thus most of the service has a broad theoretical and intangible field (Robert&Edywtt,1999: 18).

2.11.5.2. Inseparability

Services are often inseparable from the product that sells them. In addition, there are services that are created, distributed and consumed at the same time (Etzel et al, 2001: 296). While (Heizer) considers that the intangible component of services is more difficult to measure than the quality of the tangible component, the product user has characteristics in mind that form the basis for balancing alternatives. The lack of knowledge of any customer's mental characteristic of service may be eliminated in further study, and quality may also be perceived as a set of qualities that are many of the less distinctive qualities "over competitors' qualities. This approach distinguishes between goods and services and quality differences that are difficult to identify in services. (Heizer & Render, 2001: 107).

2.11.5.3. Heterogeneity

It is difficult for service organizations to find compatibility and coordination between services because of the humanitarian factor in production and delivery (Etzel et at.,2001:297), Services vary dramatically and cannot be provided in a single format except for some financial services (Robert & Edywtt, 1999: 18).

2.11.5.4. Perish-ability

Services are generally perishable, because existing energy cannot be stored for future use, such as a ship that sails and its rooms are empty (Etzel et al., 2001: 298). Service cannot be maintained for a certain time as in the product because the latter can be stored for a certain period. The service is produced and consumed except for some financial services (Robert & Edywtt, 1999: 18).

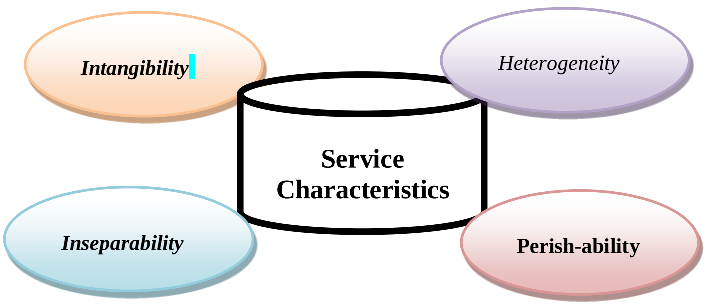

Figure 2.1 Service characteristics

2.11.6. Quality of services

Kotler defined the quality of services as "a set of characteristics that have the ability to satisfy the needs of customers through services that meet the expectations of customers." There are many researchers who linked quality and customer satisfaction, quality services play a crucial role in the success of organizations in a competitive environment, Quality is the key to accessing markets and attracting customers and through quality perceived by customers. Researchers believe that quality means excellence, accuracy or conformity to the requirements of the customer. Quality therefore means different things for each individual or organization, and this makes the definition of quality the first step in development programs (Kotler, 2005: 250).

2.11.7. Dimensions of service quality

There are a number of dimensions of the quality of services mentioned in several references, including those who agreed on specific points and some of those added to them. The quality of service is in two aspects of actual and expected, the first level of quality in any regular service, and the second is an exceptional case that the customer wishes to receive, and the educational institutions to seek to narrow the gap between the two sides, by building a quality system on the basis of accurate scientific quality characterized by the lack of Make mistakes, in order to distinguish them from their competitors. Most researchers agreed on four to measure the quality of educational service (Render & Heizer, 1997: 108).

2.11.8. Tangibility

Physical evidence service means tangibility is easily identified through the uniforms of the university staff, providing the appropriate place for the staff so that they can provide good service to the customer (student) in a timely manner (Davis et al., 2003: 220). Unified buildings with modern designs for educational institutions in various European countries, concrete means the physical means of public facilities and staff (Kotler, 2000: 59) and institutions often rely on the dimension of concrete to build good relations with customers (student).

2.11.9. Reliability

Reliability means Performance & Dependability, Commitment to service on time, as promised (Render & Heizer, 1999: 109). Davis describes it as the degree to which educational institutions comply with a student's appointment. In other words, the college and university provide students with a well-documented educational service (Davis et al., 2003: 220), (Kotler) points out that it is a natural means for educational institutions and their ability to provide a reliable and accurate service on time and provide educational institutions services according to a specific structure that must be taken into account at the time of delivery and service delivery and problem solving, all of which has an impact in determining the perceptions of quality of service to customers, In dealing with a university that adheres to the business structure, especially those that are fundamental to the service, educational institutions need to be aware of the expectations of the customer (the student) in the accreditation (Kotler, 1997: 487), all educational institutions seek to win the student's belief (Inspiring Trust) by the ability of educational institutions to gain the confidence of the student (Kotler, 2000: 59) with the information and kindness of the service providers, and their ability to inspire confidence, which is the credibility and honesty that the customer believes in the organizations. (Davis et al., 2003: 220) this dimension tends to have a clear significance for services that the client perceives as risks or a sense of uncertainty about its ability to assess its benefits and outputs such as educational services, and gain trust, and the student.

2.11.10. Responsiveness

It means the desire to provide immediate assistance and service to customers (Kotler, 2000: 59), This is reflected in the speed of service delivery and how to deal with customer requirements (complaints and questions) because the good handling in the provision of service and problem-solving gives the customer a positive indicator that eliminates the uncertainty and anxiety that may be experienced in waiting (Russell & Tayler, 2000: 77). (Davis) argues that responsiveness means the willingness of educational institutions to readily serve a student (Davis et al., 2003: 221). In order to excel after the response, educational institutions must reduce the gap between their contexts and the aspirations of the customer (student) with regard to the objective standards of speed of delivery and service delivery procedures in a manner that meets the objectives of both parties.

2.11.11. Educational service quality

The role of quality of service in higher education has received increasing attention over the last two decades. Higher Education Institutions must ensure that all service meetings are managed to improve the perceived quality of the consumer Although there is consensus on the importance of service quality issues in higher education, identifying and implementing the right measurement tool is a challenge for practitioners who aim to better understand the quality issues faced with the experiences of students, in fact, using the most appropriate measurement tool will help managers to assess the quality of service provided by their institutions, and therefore have the ability to use the results to better design the delivery of services, quality of education is meant to be fun and joyful education, The teaching should be vigilant "to constantly attract student attention to discussion (Maria & Vassilis, 2010: 174).

The subject of quality of service has become of great importance at the moment. Because students were regarded as the “primary customers” of the University, as direct beneficiaries of the service provided, the perceived quality of service to the student became a very important issue for universities and their management (Hill, 1995), When applied in higher education, the concept of quality takes on broader dimensions, which are reflected in the following concepts (Sahney et al., 2003: 298):

- Value added in education.

- Avoid distractions in the educational process.

- Matching educational outputs to the planned goals, specifications and requirements.

- Excellence in education.

- Fit for purpose.

- Alignment of educational outputs and experience gained for use.

- Meet or exceed customer expectations in education.

Belief in the establishment of the educational organization based on "the entrance of the systems including" management system, technical system and social system, to ensure the quality of inputs represented by students, faculty, support staff, and infrastructure, as well as the quality of processes that reflect the activity of teaching and education, and then The quality of outputs in the form of educated students graduating from the system "(Sahney et al., 2003: 298).

TQM's philosophy of education is based on basic requirements for its application, including: thinking systems, customer focus, continuous improvement, fact management, participatory management, professional development, team work, leadership and long-term planning (Goldberg & Cole, 2002: 11).

One of the most common methods, called SERVQUAL, has the theoretical foundations in the gaps model and determines the quality of service in terms of the difference between customer expectations and performance perceptions on a number of elements. Customer expectations are “beliefs about service delivery that serve as benchmarks or benchmarks against which performance is judged,” while customer perceptions are “subjective assessments of actual service experiences” through interaction with service providers (Zeithaml et al., 2006, p. 49)

Some factors that can affect expectations, such as verbal communications, personal needs, prior service experience and external communications from the service provider, SERVQUAL scale portrays quality of service as having five dimensions measured by five titles: tangibles, reliability, responsiveness, assurance and empathy.

These dimensions include the emergence of the University's physical facilities, equipment, staff, and communication materials (tangible), the ability of the university to perform the promised service reliably and accurately (reliability), the readiness of the university to help students and provide a quick service (response), knowledge and courtesy of teachers and their ability to convey confidence (assurance) and the individual interest and interest that the University provides to its students (empathy). It still appears that the SERVQUAL tool, "despite criticism by a variety of authors, is the most practical model for measuring the quality of service available in the literature" and therefore expectations should be taken into account when assessing quality of service (Cuthbert, 1996b, p.34).

With regard to the stability of expectations and perceptions of quality of service over time, within the scope of higher education, it was concluded that empirically, student perceptions of service have proved less stable over time than expectations (Hill, 1995: 15).

A new quality measurement tool has been developed to examine not only the academic components, but also aspects of the overall service environment experienced by the student. Five dimensions of the quality of service concept have been identified (Firdaus, 2006: 96):

1. Non-academic aspects, the necessary elements to enable students to fulfill their academic obligations, related to the duties of non-academics.

2. Academic aspects, responsibilities of academics.

3. Reputation, the importance of higher education institutions in creating a professional image.

4. Access, includes issues such as accessibility, connectivity, availability, and convenience.

5. Program issues, the importance of offering reputable academic programs / disciplines with flexible structures and health services.

An alternative model based on an important performance model assumes that students will use different criteria in conducting their assessment, which are likely to vary in importance. Importance is defined as "a reflection of consumers on the relative value of various attributes of traits" (O’Neil and Palmer, 2004,43).

Gathering data on the level of importance students assign to each factor and then obtaining customer perceptions of the actual performance of each element (Angell et al., 2008).

CHAPTER 3

3. METHODOLOGY & SERVEY

3.1. Introduction

The research methodology includes the foundation and the road map on which research and studies are based. Through the research methodology, the idea of research is presented by clarifying the roots of the problem on the basis of which the current study was launched, Therefore; ways to solve this problem are reviewed, selecting the sample and the tool that will be used to collect data from the sample and the community that will be clarified, and how to analyze the data through appropriate statistical means to reach information and solutions that can be adopted and circulated to benefit from them.

3.2.Research Design

This research adopts quantitative research method and descriptive design. Descriptive studies give a full image about the problem of the research and the data is being collected directly from the participants (Neuman, 2014). Descriptive research seeks to collect data from all participants in the study population and to provide accurate population measurements.

Research conducted using a census questionnaire, which seeks to obtain more accurate data from the entire population, in addition, a statistical correlation used in this analysis to evaluate the association of variables, while regression used to show the effect between both variables (independent and dependent).

3.3.Research Population and Sample

The current study sample was chosen from the community of private universities operating in Iraq, and the department of business administration was chosen precisely because of the large and varied departments in private universities. The number of private universities that teach business administration is (15) universities, as for the number of students studying, the last stage of them was chosen because of the maturity of their ideas, perceptions and detailed knowledge of the college, after counting the numbers of lecturers in these departments, it ranged between (12-14) teachers for all departments, and their total number reached (195) teaching staff, and the number of senior management staff reached (143) representing heads of departments and dean associates, as for the number of students in the last stages of these departments, it reached 1019 students, moreover, the researcher used a formula to determine the sample size provided by (Krejcie&Morgan,1970) to find a suitable number of samples, in addition, the sample used in this study is the sampling of Nonprobability Convenience.

For this analysis, the sample size is determined using the following formula:

$$Sample\ size = \frac{X^2NPF}{E^2(N-1)+X^2PF}$$

$$Sample\ size = \frac{(1.96)^2(195)(0.5)(0.5)}{(0.05)^2(195-1)+(1.96)^2(0.5)(0.5)} \cong 127$$

$$Sample\ size = \frac{(1.96)^2(143)(0.5)(0.5)}{(0.05)^2(143-1)+(1.96)^2(0.5)(0.5)} \cong 105$$

$$Sample\ size = \frac{(1.96)^2(1019)(0.5)(0.5)}{(0.05)^2(1019-1)+(1.96)^2(0.5)(0.5)} \cong 279$$

- X = X level of confidence of the estimate (in the study of 95% = 1.96).
- E= Marginal error (5%)
- P = proportion of the sample successfully collected P = 0.5
- F = failure of sample (1-0.5) = 0.5
- N = population.

3.4.Unit of Analysis

Universities management and professors were chosen as being the best in answering in terms of knowledge and its processes, and with regard to the variable of the educational service quality, variables and paragraphs related to students were identified, so students of the fourth (last) stage were chosen because they know all the details of the college and the service provided to them because they spent more time than the rest of the stages.

3.5.Data

3.5.1. Data source and type

Data were collected through the questionnaire that was distributed to a sample of faculty members previously selected, as well as information was collected through field interviews of teachers, leaders and students of the completed stage.

3.5.2. Data collection

This part of the methodology covers how to collect information. The study used the collection of preliminary data using the questionnaire in order to obtain data from the participants, and field interviews in addition; the questionnaires were distributed directly to colleges and returned within fifteen days

3.5.3. Data analysis

This research used descriptive and regression analysis, the mean, standard deviation and coefficient of variation. Statistical techniques were used to select hypotheses. The simple regression coefficient was used to analyze and study the impact of knowledge processes on the quality of the educational service. The Pearson correlation coefficient was used to identify the extent to which independent variables (knowledge processes) and their ability to enhance the quality of the educational service.

Mean = arithmetic mean

S.t = standard deviation

C.V = coefficient of variation

r = Pearson correlation coefficient

R^2 = Impact Value

Sig = significance value

The Social Sciences Statistical Package SPSS version 25 was used to conduct statistical analysis and study the relationship between knowledge processes and educational quality of service.

3.6.Measurement Instruments

In this study, a close-ended (likert) questionnaire was used to retrieve participant data. It is easy to gather data from this form of questionnaire and takes less time. Data were obtained from different sources using a survey questionnaire. There are five choices for each question: strongly disagree (1); disagree (2); neither agree nor disagree (3); agree (4); and strongly agree (5).

3.7.Time limitation

The survey has been conducted during a specific time-line which was between August 2019 and November 2019.

3.8.Scale information

The questionnaire has been formulated from different resources as follows:

Table 0.1 Scale information

Main variable	Sub-variable	Question number	Resource
Knowledge Process	knowledge Creation (X1)	1-6	Saleh, (2010) Kandadi, (2006) Downes, (2014) Kinyua, (2015) Al-Qaysi, (2019)
	knowledge Storage (X2)	7-12	
	knowledge Transfer (X3)	13-18	
	knowledge Application (X4)	19-24	
Quality of services	Tangibility (Y1)	25-30	Suzanne, (2016)
	Reliability (Y2)	30-33	
	Responsiveness (Y3)	34-37	
	Facilities (Y4)	38-42	Ana Brochado, (2009)
	Contact personnel (Y5)	43-47	
	Social activities (Y6)	48-52	
	Assessment dimension (Y7)	53-57	
	Customer satisfaction (Y8)	58-61	

CHAPTER 4

4. DATA ANALYSIS AND PRESENTATION

4.1.Introduction

This chapter aims to demonstrate how to analyze and interpret data and show results. The main objective of this study is to determine the relationship and impact of knowledge processes on the quality of educational services.

4.2.Response Rate

Using the questionnaire, the study collected participant data. For this purpose, the study distributed 164 questionnaires to professors from 15 universities, 132 questionnaires were obtained due to the nature of their part-time work, 4 of which were excluded due to a lack of answers, making the final number (128) a valid survey for lecturers.

With regard to the senior management, 116 questionnaires were distributed to college administrators and heads of departments, and 102 valid questionnaires were retrieved.

Regarding the students' sample, 400 questionnaires were distributed, and 306 valid questionnaires were selected.

4.3.Demographic Data of Participants

In this part of the research, the researcher performed a descriptive analysis of the participants' educational level and gender.

Educational level part analysis aims to show the educational level of the participants. The results of this analysis are presented in the figure (4.1). The study found 306 students, which represents (57%) of the participants, (166) participants with a percentage (31%) with a master's degree, and finally (64) participants (12%) with a PhD degree. The study showed that 392 participants were male (73%), while 144 participants were female (27%). The results are shown in Figure (4.2).

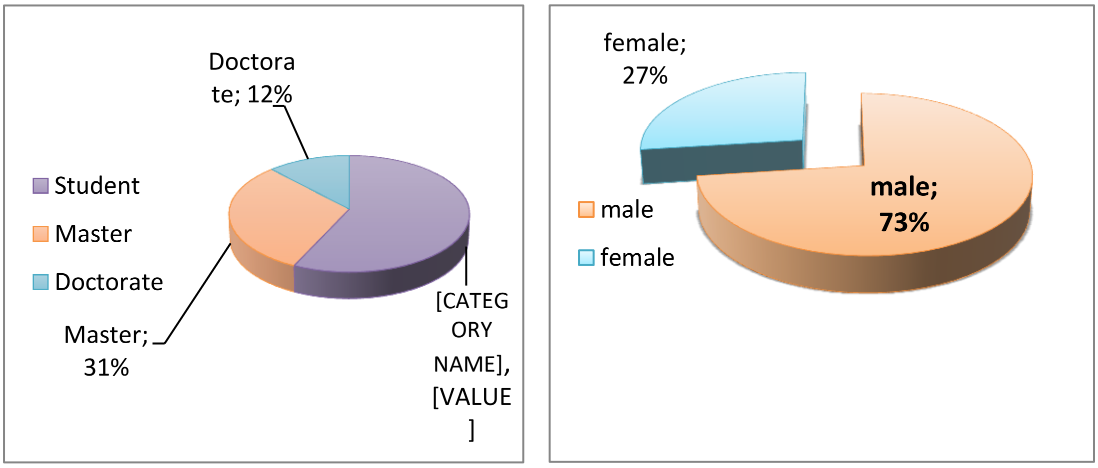

Figure 4.1 Educational level and gender

Table 4.1 Characteristics of the research sample

	Variables		N	%
1	Gender	Male	392	73%
		Female	144	27%
Total			536	%100
3	Educational Level			
		Student	306	57%
		Master	166	31%
		PhD	64	12%
Total			536	%100

4.4.Reliability

The reliability of the collected data should be checked using the Cronbach alpha method before evaluating the relationship between the independent and dependent variables. Cronbach alpha is a large-scale test of measurements used to measure internal consistency in the social and organizational domains (Cronbach, 1951) Alpha measures internal consistency. Most researchers accept a reliability value greater than 0.70. As shown in Table **4.2**, the results indicate that Cronbach alpha for all research variables is greater than 0.70. It can be seen that the reliability of the main independent variable (knowledge process) is (0.874), and the reliability of the sub variables (knowledge Creation, 0.893) (knowledge Storage, 0.864) (Knowledge Transfer, 0.878) and (knowledge Application, 0.881), and the reliability of the dependant variable (Educational Service Quality) has reached (0.859). As for the dependant sub-variables, they have reported the reliability as follows:

(Tangibility, 0.794) & (Reliability, 0.883) & (Responsiveness, 0.863) & (Facilities s, 0.857) & (Responsiveness, 0.863) & (Facilities, 0.857) & (Contact personnel, 0.801) & (Social activities, 0.766) & (assessment dimension, 0.897) & (Customer satisfaction, 0.898). It can be seen that all values are above (0.70). Therefore, the reliability of all variables is acceptable.

Table 4.2 Reliability Statistics

	Variables	Number of items	Cronbach’s Alpha
1	knowledge Creation (X1)	6	0.893
2	knowledge Storage (X2)	6	0.864
3	knowledge Transfer (X3)	6	0.878
4	knowledge Application (X4)	6	0.881
	knowledge Process (X)	24	0.874
1	Tangibility (Y1)	5	0.794
2	Reliability (Y2)	4	0.883
3	Responsiveness (Y3)	4	0.863
4	Facilities (Y4)	5	0.857
5	Contact personnel (Y5)	5	0.801
6	Social activities (Y6)	5	0.766
7	assessment dimension (Y7)	5	0.897
8	Customer satisfaction (Y8)	4	0.898
	Educational Service Quality (Y)	37	0.859
	Knowledge Process & Educational Service Quality (XY)	61	.847

4.5.Descriptive Statistics on The Variables

The current study dealt with two main variables, the independent (knowledge process), and it is divided into four sub-variables, which are knowledge creation (X1), knowledge storage (X2), knowledge transfer (X3), knowledge application (X4)), and the second variable is The dependent variable (Educational Service Quality), and from this variable there are eight sub-variables tangibility (Y1), reliability (Y2), responsiveness (Y3), facilities (Y4), contact personnel (Y5), social activities (Y6), assessment dimension (Y7), customer satisfaction (Y8), and that each of the sub-variables has a set of paragraphs through which the main and sub-variables are measured based on the answers of the studied sample, and the tables (4.3) and (4.4) display the results of the descriptive statistics of the arithmetic mean and the standard deviations for each variable and for each question, as follows:

4.5.1. The independent variable (knowledge process)

The mean of this variable is (2.55), the standard deviation (0.14), and the Knowledge Process variable has branched into four sub-variables, as follows:

Table (4.3) shows that the mean of the sub-variable (knowledge creation) has reached (2.99) and the standard deviation has reached (0.27). The mean of the second sub variable (knowledge Storage) has reached (3.12), and the standard deviation has reached (0.35), the mean of the third sub-variable, knowledge transfer, was very low (1.57), and the standard deviation was (0.59), and the fourth variable (knowledge application) had a mean that reached (2.00), and the standard deviation was (0.33).

It can be noted that all the variables were weak answers by the research sample and it is less than (3), except for the (Knowledge Storage) variable, the mean is higher than the hypothetical mean (3), and the table shows the normal distribution expressed by (standard deviation).

Table 4.3 Mean and standard deviation of independent variable (knowledge processes) and sub variables

Variable		Mean	Std. Deviation
knowledge Creation	X1	2.99	0.27
knowledge Storage	X2	3.12	0.35
knowledge Transfer	X3	1.57	0.59
knowledge Application	X4	2.00	0.33
total of knowledge Process	**X**	**2.55**	**0.14**

4.5.2. Dependent variable (quality of services)

This variable is measured by eight sub-dimensions (tangibility, reliability, responsiveness, facilities, contact personnel, social activities, assessment dimension, customer satisfaction), three of these dimensions are related to the quality of education from the faculty’s viewpoint (the internal customer), and these dimensions are (tangibility, reliability, responsiveness), and five of them are related to the quality of the educational service from the student’s point of view (external customer), and these dimensions are (facilities, contact personnel, social activities, assessment dimension, customer satisfaction), table (4.4) indicates the mean and standard deviations related to the viewpoint of the researched sample regarding an overall educational service quality variable, the mean of the dependent variable (Educational Service Quality) was (3.15), and the standard deviation (0.11). This variable was branched into eight sub-variables, as follows:

Table (4.4) shows that the mean for the first sub-variable (tangibility) reached (2.61) and the standard deviation has reached (0.33). The mean for the second sub-variable (reliability) has reached (1.74), and the standard deviation has reached (0.30), and the arithmetic mean The third sub variable (responsiveness) was very low (1.77), the standard deviation was (0.36), and the fourth variable (facilities) reached the mean (4.31), and the standard deviation was (0.24). The mean of the fifth sub-variable (Contact personnel) reached (3.31) and the standard deviation (0.32). The mean of the sixth sub-variable (Social activities) reached (3.80), and the standard deviation (0.26), the mean of the variable The seventh sub-assessment (Assessment Dimension has reached (4.30), the standard deviation has reached (0.36), while the eighth and last variable (Customer satisfaction) has reached the mean (3.40), and the standard deviation has reached (0.33). Referring to the table (4.4) there is a variation in the arithmetic mean that expresses the answers of the researched sample, the fourth and seventh variables with arithmetic mean (4.31 and 4.30) respectively, while the fifth, sixth and eighth variables got an average value of (3.31, 3.80, 3.40) by order, while the first, second and third variables obtained mean (2.61,1.74, 1.77) respectively, this is a low answer below the hypothetical mean of (3).

Table 4.4 Mean and standard deviation of independent variable (Educational Service Quality) and sub variables

Variable		Mean	Std. Deviation
Tangibility	Y1	2.61	0.33
Reliability	Y2	1.74	0.30
Responsiveness	Y3	1.77	0.36
Facilities	Y4	4.31	0.24
Contact personnel	Y5	3.31	0.32
Social activities	Y6	3.80	0.26
Assessment Dimension	Y7	4.30	0.36
Customer satisfaction	Y8	3.40	0.33
Educational Service Quality	**Y**	**3.15**	**0.11**

When reviewing the arithmetic mean in the table (4.4), the answers of the sample surveyed from the professors and students in the private colleges can be observed and it can be confirmed that all answers were weak and low, and this is the reality of the Iraqi educational environment, these results are very expected, and these results were realistic due to the exit of Iraq from the list of universities in the educational institution (UNESCO), as well as Iraq came out of educational institutions from the Davos World Index on Education, and the Davos index of the quality of global education, ranked from 120 countries in the world, through the findings of the aforementioned study, it is possible to reach a lack of attention to the quality of educational service and knowledge processes by private universities in Iraq, and because of these weak results it has negatively and significantly affected the results of the research hypotheses that include correlation and impact analysis which will be analyzed later.

4.6.Correlation Analysis

A number of hypotheses related to the explanatory and responsive variables were developed, and after harvesting the statistical results generated by the questionnaire distributed to the researched sample, the extracted data was analyzed, as this includes testing the correlation hypotheses. The following details the main and subsidiary hypothesis:

The current study assumed the main hypothesis that (knowledge processes do not correlate significantly and positively with the quality of the educational service),

Table 4.5 Correlation coefficients between the dimensions of educational services quality and knowledge processes

Variables	knowledge Process (**X**)	
Educational Service Quality (**Y**)	Correlation Coefficient	.083
	Sig. (2-tailed)	.197
N	536	

and through table (4.5) there is no positive and significant correlation between knowledge processes and the quality of educational services, and the correlation coefficient value has reached (0.083), The significant value was (0.197), thus, the main hypothesis of correlation ($H_0 1$) between the main variables accepted ,and this result indicates the reality of private colleges operating in Iraq, and this result came nature as a result of weak knowledge support and weak interest in the university professor who is the main pillar in international universities, it is the precious capital in all countries of the world.

As for the sub-dimensions, the following has appeared:

Table 4.6 Correlation coefficients between the dependent variable (educational services quality) and its dimension, and knowledge Creation.

Variables			knowledge Creation **X1**
Y	Educational Service Quality	r	.175**
		Sig.	.006
		N	536
Y1	Tangibility	r	.140*
		Sig.	.028
		N	536
Y2	Reliability	r	.117
		Sig.	.067
		N	536
Y3	Responsiveness	r	.035
		Sig.	.591
		N	536
Y4	Facilities	r	.052
		Sig.	.415
		N	536
Y5	Contact personnel	r	.011
		Sig.	.870
		N	536
Y6	Social activities	r	.170**
		Sig.	.008
		N	536
Y7	assessment dimension	r	.040
		Sig.	.537
		N	536
Y8	Customer satisfaction	r	.119
		Sig.	.063
		N	536
**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).			

Table (4.6) shows that there is a positive moral correlation between the sub-variable (knowledge creation) and (tangibility and social activities), as the correlation coefficient reached the value of (0.140 *, 0.170**), by order, and the moral value

(0.028, 0.008) by order, and this confirms the existence of a positive moral correlation between (knowledge creation) and (tangibility and social activities), the same table indicates that there is no positive correlation between (knowledge creation) and between (reliability, responsiveness, facilities, contact personnel , evaluation of standards, and customer satisfaction), and the value of correlation has reached (.117, .035, .052,. 011, .040, .119) orderly, and the intangible value (.067, .591, .415, .870, .537, .063) by order.

From the previous results of the first sub-hypothesis ($H_0 1^a$), it can be concluded that there are only three significant correlations from the origin of the variables of relationships, which constitutes 33% of the total of the sub-hypothesis, and this leads to acceptation of the first sub-hypothesis($H_0 1^a$).

Table 4.7 Correlation coefficients between the dependent variable (educational services quality) and its dimension, and knowledge storage.

Variables		knowledge Storage **X2**	
Y	Educational Service Quality	**r**	.032
		Sig.	.614
Y1	Tangibility	**r**	.089
		Sig.	.167
Y2	Reliability	**r**	.073
		Sig.	.253
Y3	Responsiveness	**r**	.055
		Sig.	.389
Y4	Facilities	**r**	.054
		Sig.	.404
Y5	Contact personnel	**r**	.004
		Sig.	.946
Y6	Social activities	**r**	.014
		Sig.	.834
Y7	assessment dimension	**r**	.023
		Sig.	.717
Y8	Customer satisfaction	**r**	.070
		Sig.	.276

Table (4.7) illustrates the absence of a positive moral correlation between the sub-variable (knowledge storage) and between (tangibility, social activities, reliability, responsiveness, facilities, contact personnel, assessment dimension, and customer satisfaction), as the correlation coefficient reached a value (0.089, 0.073, 0.055, 0.054, 0.004, 0.014, 0.023, 0.070) by order, and the significant value (0.167, 0.253, 0.389, 0.404, 0.946, 0.834, 0.717, 0.276) orderly. This is to confirm the acceptation of the second sub-hypothesis (H_01^b) of correlation between the sub-variable (knowledge storage) and between (tangibility, social activities, reliability, responsiveness, facilities, contact personnel, assessment dimension, and customer satisfaction).

Table 4.8 Correlation coefficients between the dependent variable (educational services quality) and its dimension, and knowledge transfer.

Variables		knowledge Transfer **X3**	
Y	Educational Service Quality	**r**	.051
		Sig.	.427
Y1	Tangibility	**r**	.161*
		Sig.	.012
Y2	Reliability	**r**	.136*
		Sig.	.034
Y3	Responsiveness	**r**	.157*
		Sig.	.014
Y4	Facilities	**r**	.016
		Sig.	.801
Y5	Contact personnel	**r**	.029
		Sig.	.650
Y6	Social activities	**r**	.014
		Sig.	.825
Y7	assessment dimension	**r**	.039
		Sig.	.546
Y8	Customer satisfaction	**r**	.010
		Sig.	.871
**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).			

Table (4.8) shows that there is a positive significant correlation between the knowledge transfer sub-variable and each of (Tangibility, Reliability, Responsiveness), as the correlation coefficient reached the value of (0.161 *, 0.136 *, 0.157 *), respectively, The moral value reached (0.012, 0.034, 0.014) respectively, and this confirms the existence of a positive correlation relationship between (knowledge transfer) and each of (Tangibility, Reliability, Responsiveness), and the same table indicates that there is no relationship Positive moral correlation between (Knowledge Transfer) and each of (quality of educational services, facilities, contact personnel, social activity, assessment dimension, customer satisfaction), and correlation coefficients reached 0.016, 0.051, 0.029, 0.014, 0.039, 0.010) respectively, and the significant values were (.427, .801, .650, .825, .546, .871) respectively.

It can be concluded that there are only three significant correlation relationships out of nine relationships, constituting 33% of the total of the sub-hypothesis, and this leads to accepting the third sub-hypothesis ($H_0 1^c$) from the main hypothesis.

Table 4.9 Correlation coefficients between the dependent variable (educational services quality) and its dimension, and knowledge application.

Variables		knowledge Application **X4**	
Y	Educational Service Quality	**r**	.070
		Sig.	.275
Y1	Tangibility	**r**	.193**
		Sig.	.002
Y2	Reliability	**r**	.036
		Sig.	.577
Y3	Responsiveness	**r**	.076
		Sig.	.238
Y4	Facilities	**r**	.120
		Sig.	.061
Y5	Contact personnel	**r**	.037
		Sig.	.562
Y6	Social activities	**r**	.085
		Sig.	.183
Y7	assessment dimension	**r**	.028
		Sig.	.669
Y8	Customer satisfaction	**r**	.056
		Sig.	.387
**. Correlation is significant at the 0.01 level (2-tailed).			

Table (4.9) shows that there is a positive moral correlation between the sub-variable (knowledge application) and (Tangibility), as the correlation coefficient reached a value of (.193 **), and the moral value reached (.002), and this confirms the existence of a correlation relationship. Positive between (Knowledge Application) and Tangibility), and the same table indicates that there is no positive correlation between knowledge application and the remaining Educational Service Quality dimensions, Reliability, Responsiveness, Facilities, Contact personnel, Social activities, assessment dimension, Customer satisfaction).and the correlation coefficients were (0.036,0.076, 0.120, 0.037, 0.085, 0.028, 0.056) respectively, with significant value (0.577, 0.238, 0.061, 0.562, 0.183, 0.669, 0.387) by order.

Through the previous results of the fourth sub-hypothesis (H_01^d), it can be concluded that there is only one significant correlation relationship out of nine relationships, constituting 11% of the total of the sub-hypothesis, and this leads to the acceptation of the fourth sub-hypothesis (H_01^d).

Table 4.10 Correlation coefficients between the dependent variable (educational services quality) and its dimension, and knowledge processes.

Variables		knowledge process **X**	
Y	Educational Service Quality	**r**	.083
		Sig.	.197
Y1	Tangibility	**r**	.048
		Sig.	.459
Y2	Reliability	**r**	036
		Sig.	.571
Y3	Responsiveness	**r**	.053
		Sig.	.410
Y4	Facilities	**r**	.020
		Sig.	.753
Y5	Contact personnel	**r**	.016
		Sig.	.807
Y6	Social activities	**r**	.138*
		Sig.	.031
Y7	assessment dimension	**r**	.002
		Sig.	.980
Y8	Customer satisfaction	**r**	.043
		Sig.	.503
*. Correlation is significant at the 0.05 level (2-tailed).			

Table (4.10) shows that there is a positive moral correlation between the sub-variable (knowledge process) and (Social activities), as the correlation coefficient reached a value of (0.138 *), and the significant value reached (.031), and this confirms the presence of a positive correlation relationship between knowledge process and social activities, the same table indicates that there is no positive correlation between knowledge process and (educational Service Quality, tangibility, reliability, responsiveness, facilities, contact personnel, assessment dimension, customer satisfaction), correlation coefficients were (0.083,0.048, 0.036, 0.053, 0.020, 0.016, 0.002, .043) by order, and the significant value (.197, 0.459, 0.571, 0.410, 0.753, 0.807, 0.980) respectively.

From the previous results, it can be concluded that there is only one significant correlation relationship out of nine relationships, constituting (11%), and this leads to the acceptation of the fifth sub-hypothesis($H_0 1^e$).

4.7.Results of Simple Regression Analysis

The simple regression R shown in the table (4.11) is a calculation of the correlation power between the independent and dependent variables. The value of R is .08%, which ensures that the relationship between (knowledge process) and the dependent variable (Educational Service Quality) is weak.

Simple square regression model (R square) As shown in the table(4.11), tell us about the amount of variance in knowledge process variables are explained by the model, in this case, the value of R square reached (0.07%), which means that the (knowledge process) model explains (0.07) of the variance in (Educational Service Quality), while the (adjusted R square) predicts the real population better, based on the results presented in Table (4.11), Adjusted R Square is (.003), which indicates that (.003) of (Knowledge Process) interprets (Educational Service Quality) in Iraqi private universities.

Table 4.11 Model summary ($H_0$2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.083[a]	.07	.003	.11122
a. Predictors: (Constant), X b. Dependent variable: Y				

4.8.Anova Table

Anova is a test to measure the statistically significant relation between independent and dependent variables. Although R square does not measure the statistically significant relationship between dependent and independent variables, in the dependent variable it is a measure of the variance of the independent variable. The F ratio given in the table (4.12) is used to decide whether the R square could happen by chance. This means that F ratio tests the probability of chance breaking the straight line.

Table 4.12 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
H_02 (X)	Regression	.021	1	.021	1.674	.197[b]
	Residual	2.994	534	.012		
	Total	3.014	535			
H_02^a (X1)	Regression	.092	1	.092	7.605	.006[b]
	Residual	2.923	534	.012		
	Total	3.014	535			
H_02^b (X2)	Regression	.003	1	.003	.255	.614[b]
	Residual	3.011	534	.012		
	Total	3.014	535			
H_02^c (X3)	Regression	.008	1	.008	.633	.427[b]
	Residual	3.007	534	.012		
	Total	3.014	535			
H_02^d (X4)	Regression	.015	1	.015	1.19	.275[b]
	Residual	3.000	534	.012		
	Total	3.014	535			
a. Dependent Variable: Y						
b. Predictors: (Constant), X, X1, X2, X3, X4						

Based on the results shown in table (4.12) the F value is 1.674 that is significant at $p > 0.05$. The sig value of Anova analysis is .197, which is less than 0.01. The p-value indicates that there is more than 0.05, which means the predictors (knowledge Process) are unable to account for a significant amount of variance in Educational Service Quality. This means that knowledge processes do not affect the Educational Service Quality, this leads to the fulfillment and acceptance of the first major hypothesis (H_02).

With regard to the sub-hypotheses from the main influence hypothesis (H_02), the following is detailed for analyzing the hypotheses through the following paragraphs:

Table 4.13 Model Summary for the first sub-hypothesis ($H_0 2^a$)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
2	.175[a]	.10	.26	.10989
a. Predictors: (Constant), x1				

The simple regression R, which is shown in Table (4.13), is a measure of the strength of the correlation between the independent variable and the dependent variable. The value of R for (x1) is .175, which means that the relationship between the Knowledge Creation and the Education Service Quality is strong. (R square), as shown in the table, tells us about the amount of variance that explained the knowledge creation variables by model. In this case, the value of R square is (.10), which means that the knowledge creation model interprets (.10) of the variance in (Educational Service Quality), based on the results in Table (4.13), Adjusted R Square .26, which indicates that 26% of (knowledge Creation) is interpreted (Educational Service Quality) in Iraqi private universities.

Depending on the results shown in the table (4.12) the F value is 7.605 that is significant at $p < 0.01$. The sig value of Anova analysis is 0.006, which is less than 0.01. The p-value indicates that there is less than 0.01. The p-value indicates that there is more than 0.05, which means the Independent variable (knowledge Creation) is able to account a significant amount of variance in Educational Service Quality. This means that knowledge Creation is effect of the Educational Service Quality, this leads to the rejection of the first sub-hypothesis ($H_0 2^a$).

Table 4.14 Model Summary for the second sub-hypothesis ($H_0 2^b$)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
3	.032[a]	.01	.03	.11155
a. Predictors: (Constant), x2				

Table (4.14) shows that the value of R for (x2) is 0.03, which means that the relationship between the (Knowledge Storage) and the dependent variable (Educational Service Quality) is weak, and The value of R square for (x2) is 0.01, which means that the knowledge storage model interprets (.01) of the variance in

(Educational Service Quality), based on the results in Table (4.14), adjusted R Square is .03, indicating that 3% of (Knowledge Storage) interprets (Educational Service Quality).

Table (4.12) displays the f value of (x2) which is 0.255, that is significant at $p > 0.05$. The sig. value of Anova analysis is 0.61, which is more than 0.01. The p-value indicates that there is more than 0.05, which means the predictors (knowledge Storage) are unable to account for a significant amount of variance in Educational Service Quality. This means that knowledge Storage do not affect the Educational Service Quality, this leads to the fulfillment and acceptance of the second sub-hypothesis ($H_0 2^b$).

Table 4.15 Model Summary for the third sub-hypothesis ($H_0 2^c$)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
4	.051[a]	.03	.02	.11146
a. Predictors: (Constant), x3				

The value of R for (x3) shown in the table (4.15) is .051, which means that the relationship between the knowledge transfer variable and the educational service quality is weak. R square Tell us how much variance is explained by the Knowledge Transfer variables by model. In this case, the value of R square was (.03), which means that the knowledge transfer model interprets (.03) of the variance in (Educational Service Quality), based on the results presented in Table 4-12, amounting to Adjusted R Square .02, indicating that 2% of (knowledge Transfer) interprets (Educational Service Quality).

Returning to table (4.12), the f value of (x3) is .633, that is significant at $p > 0.05$. The sig. value of Anova analysis is 0.42, which is more than 0.01. The p-value indicates that there is more than 0.05, which means the predictors (knowledge Transfer) are unable to account for a significant amount of variance in Educational Service Quality. This means that knowledge Transfer do not affect the Educational Service Quality, this leads to the fulfillment and acceptance of the third sub-hypothesis ($H_0 2^c$).

Table 4.16 Model Summary for The Fourth sub-hypothesis (H_02^d)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
5	.070[a]	.05	.01	.11133
a. Predictors: (Constant), x4				

The value of R (x4) is .07, which means that the relationship between the Knowledge Application and the dependent variable (Educational Service Quality) is weak, and the value of R square (x4) is (.05), that means the knowledge application model explains (.05) of the variance in (Educational Service Quality), Adjusted R Square is .01, which indicates that 1% of (Knowledge Application) explains (Educational Service Quality) at Iraqi private universities.

Results that are shown in the table (4.12) demonstrates the f value (x4) as 1.19, that is significant at $p > 0.05$. The sig value of Anova analysis is 0.275, which is more than 0.01. The p-value indicates that there is more than 0.05, which means the predictors (knowledge Application) are unable to account for a significant amount of variance in Educational Service Quality. This means that knowledge Application do not affect the Educational Service Quality, this leads to the fulfillment and acceptance of the Fourth sub-hypothesis (H_02^d).

Table 4.17 The main hypothesis and the sub-hypothesis with the description and status

H	Description	Sub-H	Description	Sub-H status	Main-H status
H01	Knowledge processes do not correlate significantly and positively to the quality of the educational service.	H01a	Knowledge creation does not correlate significantly and positively with the quality of educational service and its dimensions (tangibility, reliability, responsiveness, facilities, contact personnel, social activities, assessment dimension, customer satisfaction).	Accepted	Accepted
		H01b	Knowledge storage does not correlate significantly and positively with the quality of educational service and its dimensions (Tangibility, Reliability, Responsiveness, Facilities, Contact personnel, Social activities, assessment dimension, Customer satisfaction).	Accepted	
		H01c	Knowledge transfer does not correlate significantly and positively to the quality of educational service and its dimensions (Tangibility, Reliability, Responsiveness, Facilities, Contact personnel, Social activities, assessment dimension, Customer satisfaction).	Accepted	
		H01d	Knowledge application does not correlate significantly and positively with the quality of educational service and its dimensions (Tangibility, Reliability, Responsiveness, Facilities, Contact personnel, Social activities, assessment dimension, Customer satisfaction).	Accepted	
		H01e	Knowledge processes do not correlate significantly and positively to the quality of educational service and its dimensions (Tangibility, Reliability, Responsiveness, Facilities, Contact personnel, Social activities, assessment dimension, Customer satisfaction).	Accepted	
H02	Knowledge processes do not affect significantly and positively the quality of educational services.	H02a	Knowledge creation does not affect significantly and positively the quality of educational services.	Rejected	Accepted
		H02b	Knowledge storage does not affect significantly and positively the quality of educational services.	Accepted	
		H02c	Knowledge transfer does not affect significantly and positively the quality of educational services.	Accepted	
		H02d	Knowledge application does not affect significantly and positively the quality of educational services.	Accepted	

CHAPTER 5

5. FINDINGS AND CONCLUSION

5.1.Findings

After the results of the responses of the sample respondents from the professors and students with regard to the knowledge processes and the quality of the educational service were described, the sample's response was very accurate. The negative situation and the reality of education in the private colleges in Iraq were accurately accurate, and this is consistent with what the higher education in Iraq has reached globally from During the exit of Iraq from the list of universities in the world within UNESCO, as well as the exit of Iraq from the Davos index of quality education.

By referring to the chapter describing the sample answers, and the low means obtained by the study variables by the sample answers reflected negatively on the assumptions of the current study, and therefore no correlation relationships and influence relationships between the variables of the study were examined, and this is what the researcher wanted to reach, one of the reasons for the study was to reveal some of the negatives that led to the distance of higher education in Iraq from international universities, and the results of the current study shed light on some of these reasons, and it will be transferred as knowledge to those whose in charge in the Iraqi Ministry of Higher Education.

Referring to the tables of correlation and regression, a strong correlation and effect of the variable (knowledge creation) with (quality of educational service) appeared, and the reason for this is due to the presence of competent professors who are able to create knowledge and have the ability to be creative, unfortunately, this knowledge has not been harnessed by those in charge of private colleges to take advantage of this precious asset represented by intellectual capital, and they are professors of colleges, as well as the lack of a suitable climate for them and providing them with the opportunity to create, transfer and apply knowledge; Therefore, most of the study independent or dependent variables, whether the main or sub variables did not interact properly due to the lack of activation of these variables in the environment of private universities, and through reference to the sample responses to the paragraphs of the questionnaire and through means, and through the diagnosis of negative indicators in private colleges by the studied sample, it is possible to find dozens of reasons that led to the lack of interaction of these variables. The results of the study are a starting point for the reforms in order to return Iraq to join the international organizations for the quality of higher education.

Through testing the hypotheses, the study reached a very important fact that the lack of interest in knowledge and its four operations represented in (creating, storing, transferring and applying it) and neglecting the indicators of educational service quality, leads to a weak relationship between knowledge and indicators of the quality of educational service, Because the university administration did not intend to harness knowledge processes and benefit from them with the quality of the educational service, especially that those involved in achieving knowledge processes are faculty professors, they are able to create important knowledge and thus can be used and transferred and applied in the right way leads to the development and progress of nations, and the opposite side is the quality of the educational service that the professor receives as an internal customer on one hand, and the student on the other hand because he is the external customer who benefits from this service,

They reflected their answers and expressed the extent to which private university administrations ignore the simplest reasons and indicators of quality of service, Exemplified by the tangibility and reliability of good service, and the rapid response to the requirements and needs of both the professor and the student alike, while the sample responses emphasized the neglect of private university departments to simple quality requirements represented by wide gardens, appropriate air-conditioned buildings and scientific libraries, and the lack of social factors that help in renewing vitality and reinforce the motivation towards The study, and all these negative signs led to dissatisfaction on the part of the student as an external customer.

5.2.Conclusion

Through an opinion poll of the research sample that represents the educational environment by means of the questionnaire, and after collecting data, processing and extracting them to important information, and after the results were presented in the previous chapter, the current study has reached important results that can be a guideline reference for private universities in Iraq for the purpose of improving their service in a way that is appropriate With world-class universities, these results can be drawn as follows:

Most of the professors of private universities are not interested in scientific research because of the lack of financial, technical and logistical support by private universities, and the lack of online libraries and scientific sources for professors in order to promote scientific research, in addition to not activating the Research and Development Division, but most universities do not have a research and development department Because private universities consider this administration an unimportant extra financial cost, and through these reasons the creation of new knowledge is virtually non-existent in private colleges in Iraq.

The lack of databases that provide information, statistics and knowledge for teachers to enhance scientific research, and there is no interest in storing knowledge and research of professors, so there is a severe weakness in the process of applying knowledge in private colleges.

Through the responses of the sample, it was emphasized that the deans of private universities are not interested in the knowledge of the professors, and there are no attempts to benefit from the scientific expertise of the teachers, and the attention of the departments of private universities has focused on the annual financial gain paid by the student.

Most of the private universities do not provide the Internet for the teaching staff, but rather provide the Internet only in some administrative units for the purpose of keeping track of administrative correspondence, it is worth noting that there is a high control on professors in private universities in terms of commitment to daily working hours for many hours even if there are no lessons and classes, so the teacher should waste his time without scientific benefit, and this was reflected in the weak scientific research of professors in private colleges.

The lack of any clear plans and strategy in private universities regarding knowledge, and the administration of private universities does not provide the means of information technology for the purpose of producing and creating knowledge and thus its application in private colleges.

The results of the opinion poll confirmed the lack of interest on the part of the university professor by providing means and services that provide health and psychological comfort for the teaching, for example, providing appropriate air-conditioned, spacious and clean rooms, providing a health center for teachers, resting and sports halls, providing a restaurant for professors

Most of the responses of the teaching staff in the research sample regarding their interviews with the dean of the college, the majority affirmed that it is very difficult to meet with the dean of the college, and there is no appropriate mechanism to communicate the complaints of the teachers to the dean of the college, and they do not find listening ears for them, some of the teachers did not see the dean of the college at all and some did not even know the location of the dean's office because of the large gap between the higher management and the teaching staff, which increases the complain of the teachers and thus increase the external job rotation, and therefore the professor searches for another university.

The results of the current study emphasized the great importance of having large and wide gardens in colleges, which enhances students ’motivations for study and excellence, knowing that most private universities in Iraq lack green spaces due to lack of commitment to quality specifications and standards.

The answers of the sample of students surveyed in private colleges confirmed their desire for the classrooms to be large and spacious and equipped with air conditioning devices, and most of the private colleges lack these specifications.

Respondents from the sample of students assert the necessity of the presence of sports stadiums and have confirmed that it encourages them to attend university. It is worth noting that most of the private colleges in Iraq did not establish sports places for the student to practice his sports hobbies and activities.

Students stressed the necessity of having a large and wide library for study.

Students want a large and large cafeteria, as it is important and necessary in the college.

Most students assert the necessity of having competent professors who possess expertise and competence.

Students are concerned with the rapid response of the college to their requests and needs, with the need for appreciation and respect by employees when dealing with them.

Responding students emphasized the importance of having recreational trips, parties and art galleries to alleviate academic stress and renew their scientific activity.

Students affirm that the college is trying to increase its profits, and that its profitability trends exceed its interest in the student, which has led to a significant weakness in providing an acceptable service to the student.

Through the answers of the researched sample, students' priorities were identified with regard to the quality of services provided to them, as their first concern was a variable (Facilities) which includes the presence of large playgrounds, large classrooms, large green areas, and a large cafeteria, and came in second place came the variable (Social activities), which includes recreational trips and sports teams and joining unions, parties and art galleries, as for the third variable that the student is interested in is (assessment dimension), the fourth variable is (Contact personnel), the fifth variable is (Customer satisfaction), the sixth variable is (Tangibility), the seventh (Reliability), and the eighth (Responsiveness).

It was found that knowledge storage, knowledge transfer and knowledge application did not enhance the quality of the educational service, the reason for this is due to a weakness in knowledge management processes in private colleges, especially in the storage, transmission and application of knowledge, as well as the lack of quality standards in private colleges in Iraq, whereas, the creation of knowledge has enhanced the quality of the educational service, which reflects that the opinion of the sample examined regarding the creation of knowledge on the need for the college to possess the knowledge necessary for its development and investment.

The results showed that knowledge creation, knowledge transfer and knowledge application enhance tangibility, and knowledge storage has not enhanced tangibility to the quality of educational service in private colleges.

It was found that knowledge processes, including the creation, storage and application of knowledge, did not enhance dependency on the quality of educational service, while it appeared that the transfer of knowledge enhances dependency.

It was found that knowledge processes with its variables, knowledge creation, knowledge storage, and knowledge application did not enhance response in private colleges, while it appeared that knowledge transfer has strengthened response.

The results showed that the processes of knowledge of its variables (knowledge creation, knowledge storage, knowledge transfer and knowledge application) did not enhance the facilities in the quality of educational service in private colleges.

The results showed that knowledge processes with their variables, knowledge creation, knowledge storage, knowledge transfer, and knowledge application did not enhance (contact personnel) in the quality of educational service in private colleges.

It was found that knowledge processes with its variables (knowledge storage and knowledge transfer and knowledge application) did not enhance (social activities) in the quality of educational service in private colleges, while it was found that knowledge creation has strengthened social activities.

The results showed that knowledge processes with their variables (knowledge creation, knowledge storage, knowledge transfer, and knowledge application) did not enhance assessment dimension in the quality of educational service in private colleges.

The results showed that knowledge processes with their variables, (knowledge creation, knowledge storage, knowledge transfer, and knowledge application) did not enhance customer satisfaction in the quality of educational service in private colleges.

The results showed that knowledge processes, including knowledge storage, knowledge transfer and knowledge application, did not affect the quality of the educational service in private colleges operating in Iraq. While it was found that knowledge creation has affected the quality of the educational service in private colleges.

The reason is the weak correlation between most of the variables, as well as the weakness in the effect of most of the variables was an expected and identical result of the study hypotheses, and it is no secret to the reader that Iraq has emerged from the international classifications of quality and came out of UNESCO globally, and after visiting the private colleges in Iraq, a large grumble was observed from Students and professors, it is for this reason that the variables of the current study, namely knowledge processes, quality of educational service, the relationship between them, and their level of application, were studied.

5.3.Recommendations

Although private colleges are subject to the laws of the Ministry of Higher Education in Iraq, However, no strict laws have been enacted regarding to the breaches of these colleges, so the Ministry of Higher Education is required to put in place laws that limit the negative behaviors of running private colleges.

To fully subject private colleges to the Ministry of Higher Education and Scientific Research, in terms of appointing the teaching staff and defining a unified financial regulation and financial and administrative control by the Ministry of Higher Education.

Deporting investors permanently from private colleges, because they are not eligible to invest in educational institutions that will determine the fate of developing or destroying the country scientifically and damaging the reputation of education in Iraq, instead of these investors, the state should invest in more than half to control the decisions of private colleges and reduce the greed of investors whose only concern is wealth, regardless of science and learning, and the reputation of Iraq.

Confiscation of all private universities that do not have global specifications, removing investors from them in any way, reselling shares to qualified investors of these institutions, or merging colleges that do not have international quality specifications with discreet universities.

Refer to the paragraphs of the necessity of supporting scientific research, holding conferences and sending scholars to participate in scientifically advanced countries such as Turkey, England and others.

Attention to the recreational and social aspect of students, such as holding recreational trips, competitions and artistic and poetic exhibitions.

The necessity of establishing sports fields and extensive gardens to relieve students' academic pressure through practicing sports activity, and this is an incentive to study.

5.4.Future Studies Suggestions

1. Making similar studies that are applied in public universities.
2. Making a similar study on pure scientific departments.
3. Making a comparative study between Iraqi universities and Turkish universities, and extracting the size of the gap between them.

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ANNEX1: QUESTIONNAIRE SAMPLE

Dear Respondent!

This study is part of an academic study at Atilim University. The aim of this research is to find out the IMPACT OF KNOWLEDGE MANAGEMENT PROCESSES ON THE EDUCATIONAL SERVICE QUALITY in universities.

Research will be conducted in Iraq.

There are no right or wrong replies in this questionnaire. Any sort of information collected during this research will be kept confidential. Participation in this survey voluntary but encouraged. We really appreciate your time and participation.

If you have any questions, please do not hesitate to contact Mustafa Abdulbasit Dawood through his email: mustafslazar@gmail.com

Thank you for your cooperation.

Address:

Business faculty

Atilim University / Ankara – Turkey

Section A: General information

1) Name of the organization……………………………………….
2) Gender: Male (   ) Female (   )
3) Position of respondent within the organization:

- Dean
- head of department
- lecturer
- student

4) Educational level of respondent:

- Certificate
- Diploma
- Undergraduate
- Postgraduate

Section B: Knowledge management

	Knowledge Processes	Strongly disagree	disagree	neutral	agree	Strongly agree
	knowledge Creation					
1	I do research continuously to create new knowledge.					
2	Interaction among faculty professors was encouraged for the purpose of creating new knowledge.					
3	Staff have problems locating knowledge.					
4	The R&D department is not counted in to generate important knowledge in the college.					
5	Employees know how to use different search methods to find knowledge.					
6	The Deanship of the College stimulates scientific research for the purpose of creating new knowledge.					
	knowledge Transfer					
7	The knowledge in the college is available to all professors and staff to benefit from it.					
8	Internet is available to share and transfer knowledge					

	between the professors of the department and the rest of the faculty facilities.					
9	The College has various means of communication to convey the expertise of staff and professors.					
10	Useful information is published continuously in the college for use.					
11	There is difficulty sharing knowledge among people across the college.					
12	Information and data can be obtained from the macro database easily.					
	knowledge storage					
13	Previous cases and progress reports are referred to as knowledge when management needs them.					
14	There are no sophisticated databases on cognitive topics.					
15	Only explicit Knowledge is stored, and does not care about the implicit knowledge of the teaching staff and the employers.					
16	Store problems, experiences and results in an electronic repository.					

17	There is high flexibility in knowledge storage and retrieval processes in the company.					
18	Documenting knowledge reached in books, articles and websites.					
	knowledge Application					
19	The College adopts guidance, guidance and dialogue to apply the right knowledge that serves its programs.					
20	The College's management has been a pioneer in the adoption and use of new knowledge.					
21	There is serious follow-up by the college to apply the appropriate knowledge in the work.					
22	There are clear continuous improvements in the college as a result of the application of knowledge.					
23	Supported information technology used in the needs of the teaching staff in the college					
24	There is a knowledge management strategy in college.					

Section B: Educational Service Quality

	Quality of services					
	Tangibility					
25	College professors have a good impression that employees are courteous and courteous.					
26	The college has these devices and advanced technologies sufficient to serve the professors well.					
27	The emergency and immediate services of the teachers were not of the required standard.					
28	The public facilities, buildings and spatial facilities available are attractive and suit the evolving needs of teachers.					
29	it is easy to contact the administration and workers at any time and in a way that satisfies the university professor.					
	Reliability					
30	The college can be counted on to meet the professor's requests and needs with amazing speed.					
31	The faculty raises the logo of the university professor above everything and its benefit above all else.					

32	The current strategic plans at the college meet an ambitious service for the professor.					
33	The College takes into account the complaints of university professors and submits to the departments and units concerned and deals with them in all honesty.					
	Responsiveness					
34	The college administration has a high desire to respond to the requests of the faculty professors.					
35	Continuous contacts with selected faculty members to know their reactions to the service provided by the Deanship.					
36	The college administration seeks to solve the problems of the faculty professors without delay.					
37	The Dean has enough time to meet the professors and meet them if they wish.					

	Facilities	Strongly disagree	disagree	neutral	agree	Strongly agree
38	I feel strongly motivated to study when there are gardens at the university.					
39	I would like the classrooms to be large, spacious and inviting.					
40	The presence of sports fields encourages me to ban to university.					
41	I want to belong to a university that has a large scientific library for reading and research.					
42	Having a large cafeteria, I care a lot.					
	Contact personnel (lecturers and staff)					
43	I care about the proficiency and capabilities of the professor because it enhances my scientific abilities.					
44	The administration's interest in the student is a pleasure and motivation.					
45	Respect from my university staff makes me more motivated.					
46	Whenever the university staff respond quickly to my requirements and needs, it will motivate me and enhances my performance.					

47	Having enough staff and teachers is important to me.					
	Social activity variable					
48	I would like to join unions representing students.					
49	I like to participate in recreational trips to relieve the pressure of study.					
50	I want to exercise and play sports at the university to ease the intensity of the study.					
51	Interested in the concerts held at the university a lot.					
52	I would like to participate in art exhibitions.					
	Assessment dimension					
53	The grades assigned to the course are suitable for me.					
54	I want to allocate degrees for scientific research annually.					
55	Allocating degrees on the annual application in the relevant institutions.					
56	I would like to allocate degrees for sports activity.					
57	I would like to have a standard for oral tests.					
	Customer satisfaction variable					
58	The university tries to increase its profits at the expense of student					

	satisfaction.					
59	The University seeks to improve its services with quality that achieves student satisfaction.					
60	The student's satisfaction with the services provided is recognized.					
61	The University follows up the problems of dealing with the student and takes corrective actions to ensure the achievement of student satisfaction.					

turnitin report

ORIJINALLIK RAPORU

%19	%8	%6	%17
BENZERLIK ENDEKSI	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCI ÖDEVLERI

BIRINCIL KAYNAKLAR

1	Submitted to University of Duhok Öğrenci Ödevi	%3
2	docplayer.net İnternet Kaynağı	%1
3	Submitted to Kenyatta University Öğrenci Ödevi	%1
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14	www.macrothink.org İnternet Kaynağı	<%1
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Öğrenci Ödevi

20	Submitted to Yeshiva University Öğrenci Ödevi	<%1
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29	Submitted to Mount Kenya University Öğrenci Ödevi	<%1
30	Journal of Knowledge Management, Volume 11,	

Issue 2 (2007-03-28)
Yayın

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