Mechanisms for Knowledge Management and Achieving Organizational Development of Higher Education Institutions from a Community Organization Perspective

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ABSRACT:

The research described "knowledge management mechanisms" as one of the methods of developing higher education in Egypt, especially social work institutions and towards achieving organizational development within them. These mechanisms used for identifying, acquiring, generating, storing, and organizing knowledge, as well as for knowledge application and development.

Knowledge management is considered one of the most important means and methods that can contribute to improve the environment of the educational system, with its material and human components. And based on the fact that the method of community organization as one of the professional methods in the social work profession seeks to combine all efforts which it is possible to achieve organizational development within the institutions of society as a whole, including the importance of organizational development within educational institutions as one of the mechanisms and methods of practicing this method in development organizational and overall quality of the institution.

The study attempted to answer the following questions:

1- What are the mechanisms of knowledge management and achieving organizational development in higher education institutions ?

2- What is the reality of knowledge management mechanisms, namely (knowledge diagnosis – knowledge acquisition – knowledge generation – knowledge storage – knowledge distribution – knowledge application – knowledge organization) ?

3- What are the most obstacles that face higher education institutions in achieving organizational development using knowledge management ?

This study was considered a descriptive and analytical study. The social survey method was used.

The study found that there is a noticeable increase in the level of influence of knowledge management mechanisms related to "knowledge diagnosis – knowledge acquisition – knowledge generation – knowledge storage and organization – knowledge development and application" and achieving institutional organizational development. The most influential of them was the process of diagnosing knowledge.

And that there are many obstacles that hinder knowledge management processes in higher education institutions and their degree is high represented in administrative, technical, human, technological, cultural and organizational obstacles, the most prominent of which is the absence of measures to measure the degree of knowledge exchange among the institution's employees, as well as the lack of awareness of knowledge management, as well as the lack of knowledge management skills.

Staff of the institutions in addition to the lack of organizational units for knowledge management, which negatively affects the organizational development of higher education institutions.

At the conclusion of the research, a set of means by which knowledge management processes are achieved in a way that contributes to achieving organizational development in higher education institutions was presented.

KEYWORDS:

Mechanisms – knowledge management – organizational development.

ملخص البحث باللغة العربية

يستهدف البحث وصف آليات إدارة المعرفة كأحد أساليب تطوير مؤسسات التعليم العالي في مصر وخاصه مؤسسات تعليم الخدمة الاجتماعية وتحقيق التطوير التنظيمي بها ، وذلك من خلال وصف الآليات المتعلقة بـ " تشخيص المعرفة –اكتساب المعرفة– توليد المعرفة– تخزين وتنظيم المعرفة– وتطوير المعرفة وتطبيقها ".

وتعد إدارة المعرفة تعد أحد أهم الوسائل والأساليب التي يمكن أن تساهم في تحسين بيئة النظام التعليمي بمكوناتها المادية والبشرية. وانطلاقا من أن طريقه تنظيم المجتمع كأحد الطرق المهنية في مهنة الخدمة الاجتماعية تسعي إلي تضافر كافه الجهود التي يمكن من خلالها تحقيق تطوير مؤسسي تنظيمي داخل مؤسسات المجتمع ككل متضمنه أهميه التطوير التنظيمي داخل المؤسسات التعليمية كأحد آليات وأساليب ممارسة هذه الطريقة في التطوير التنظيمي وتحقيق الجودة الشاملة للمؤسسة ، حاولت الدراسة الاجابة عن التساؤلات التالية :

1– ما آليات إدارة المعرفة وتحقيق التطوير التنظيمي بمؤسسات التعليم العالي؟

2– ما واقع آليات إدارة المعرفة وهي (تشخيص المعرفة–اكتساب المعرفة–توليد المعرفة– تخزين المعرفة– توزيع المعرفة– تطبيق المعرفة–تنظيم المعرفة) ؟

3– ما أكثر المعوقات التي تواجه مؤسسات التعليم العالي في تحقيق التطوير التنظيمي باستخدام اداره المعرفة ؟

وتعتبر هذه الدراسة من الدراسات الوصفية التحليلية. وتم استخدام منهج المسح الاجتماعي اسلوب العينة . وتوصلت الدراسة إلي أن هناك ارتفاع ملحوظ في مستوي تأثير آليات إدارة المعرفة المرتبطة بـ " تشخيص المعرفة –اكتساب المعرفة– توليد المعرفة– تخزين وتنظيم المعرفة– وتطوير المعرفة وتطبيقها " وتحقيق التطوير التنظيمي المؤسسي. وكان أكثرهم تأثيرا عملية تشخيص المعرفة. وأن هناك العديد من المعوقات التي تعوق عمليات ادارة المعرفة بمؤسسات التعليم العالي وقد جاءت درجتها مرتفعة وتمثلت في معوقات ادارية وفنية وبشرية وتكنولوجية وثقافية وتنظيمية وابرزها عدم وجود مقاييس لقياس درجة تبادل المعرفة لدى العاملين بالمؤسسة، وايضا قلة الوعي بإدارة المعرفة وكذلك عدم توافر مهارات ادارة المعرفة لدى العاملين بالمؤسسة بالإضافة الى عدم توافر وحدات تنظيمية لإدارة المعرفة ، مما يؤثر سلبا على التطوير التنظيمي بمؤسسات التعليم العالي. وفي ختام البحث تم تقديم مجموعة من الوسائل التي يتم من خلالها تحقيق عمليات إدارة المعرفة بما يساهم في تحقيق التطوير التنظيمي بمؤسسات التعليم العالي.

الكلمات المفتاحية : الآليات ، إدارة المعرفة ، التطوير التنظيمي

INTRODUCTION:

Knowledge society is a contemporary term that describes societies characterized by a high degree of social, economic and cultural self-dependence in creating scientific, technological, and institutional knowledge. With these characteristics, knowledge societies continue to build human capital through teaching and training and continue to develop innovations (Styli strategic: 2018)

It is regrettable that most organizations focus their attention on material and tangible resources, neglecting knowledge resources despite their importance (El-Qubaisi: 2002).

Knowledge explosion requires educational institutions to reconsider the basics of selecting and planning their academic content and the methods of their knowledge development in terms of teaching approaches and dealing with students and teachers.

Many studies confirm that knowledge has become the real core of organizations today. It is the purposeful and contemporary administrative means for adapting to the requirements of the era. Knowledge is the most important resource for creating wealth and achieving excellence and creativity in light of the intellectual input. It is the framework within which many intellectual concepts, such as globalization, privatization and information revolution have evolved (Khudair: 2020). Knowledge management is the basis of advancement in organizations. Arab universities, as institutions of higher education, face many internal and external challenges. Most researchers and educators agree that universities could contribute to the formation of knowledge, especially due to their possession of developed equipment contemporary scientific curricula, and enlightened administrative and academic leadership. Universities thus need to manage their knowledge assets in order to

better accomplish their mission, leading to a quantum leap in the level of their performance (Barakat: 2001)

From this perspective, knowledge management will allow universities to achieve quality and improvement, and to seek organizational development (Naddam Hussein: 2011, p. 3). Knowledge management is the optimal and effective use of creative skills and innovative ideas, reflecting a value added to the organization (Gad El Rab: 2009, p. 58).

It can be deduced that the management of scientific knowledge is one of the most important means for improving the environment of the educational system including material and human components. Quality of education and institutional development is no longer a theoretical matter, nor is it a luxury sought after by educational institutions. It is a tangible reality that no institution should ignore. It is considered a strategic option dictated by the nature of educational movement today. Furthermore, it an evidence for the organization's presence and continuity.

Organizational development focuses on human resources, allowing their participation in performance and exchange of experience, which in turn, improves problem solving and provides motivation for achievement (Bass. B: 1996).

This conforms with the conclusions of Uran's study (Uran, Godfrey, 1999) indicating that continuous career development which relies on performance control standards and focuses on creativity lead to high level of performance. In this case, knowledge organization and development is the approach for organizational development and performance improvement.

Knowledge management in public universities is the integrated and interconnected system of processes for knowledge analysis, acquisition, refinement, storage, distribution, and investment. Knowledge

identification process aims to understand the reality of available knowledge, its sources, and areas of need within community organizations. It also aims to enhance knowledge generation and knowledge distribution processes, achieving a high presence among academic circles, and updating knowledge storage process to ensure its retention, facilitate recall, and achieve knowledge investment for utilization in problem solving and program development (El Motlaq, Turki, 2015).

Deruza's study (2008) asserted the correlation between the requirements of knowledge management and the identification, generation, storage, and distribution of knowledge. The study also asserted the relation between knowledge management processes and organizational development.

The objectives of knowledge management are:

- Determining the strategic goals of organizations through knowledge acquisition, storage, utilization, and reutilization.

- Making decisions to improve performance and services.

- Developing human resource capacities through knowledge management processes.

- Utilization of technological infrastructure.

Ghobari (Amal Ghobari: 2017) proclaimed that knowledge management is a novel mechanism that invests in available knowledge to improve human resources' considers knowledge management to be the identification of knowledge, generation of knowledge, its storage and organization, and its application. It is therefore the responsibility of universities to manage knowledge as fitting to their scientific environment. This applies as well to social work institutions to achieve organizational development and to achieve the goals of the education system and social work practice (Nicolas: 2004, p. 20).

Conformity exists between knowledge management and its role in achieving organizational development on the one hand, and the philosophy of social work that comprises of mechanisms for achieving organizational development on the other hand. One of the studies aimed found that knowledge management had a positive effect on decision-making processes and on the improvement of organizational performance. Milad (Sabrina Milad 2006) pointed to institutional performance and organizational development, and asserted that professional training and knowledge management skills lead to effective performance and goal achievement.

Therefore, knowledge management within the institution is considered one of the most important mechanisms for achieving organizational development. It is a catalyst for effecting a harmony between organization and strategic operations, and between culture and the development of organizational and innovative solutions. Hunger Wheeling (2000, 340) stated that an organization must possess the knowledge for managing innovation through identification of its stored knowledge as an investment for future.

Thus, there several motives for the shift to knowledge management that could be summarized as follows (Abu El Maati: 2003):

1- The increasing role of knowledge in institutional success especially as an opportunity for decreasing cost and increasing effectiveness.

2- Globalization, having facilitated the direct communication between societies through satellite channels, the internet, and social media, has increased accessibility to and exchange of information.

3- Expansion of Knowledge Management: Knowledge management depends on adding value to employees in an institution as being the repositories of intellectual capital. Thus, the secret to

organizational development and continuity lies in its ability to manage knowledge (El Tamimi: 2015, p. 4).

Social work as a profession has paid attention to organizations, building on a strong knowledge and informational basis derived from a social environment that can withstand social issues and problems. For that purpose, social work education institutions provide students in all grades with academic programs that help them acquire experiences, skills, and theoretical and practical knowledge to achieve the required level of performance quality.

Hence, in light of the community organization approach as a professional method that seeks to combine all efforts within the framework of the social work profession, organizational development can be achieved within higher education institutions. Organizational development represents one of the mechanisms for applying the community organization approach, achieving ample quality within the institution, and generating the need for change. This will only be reached through knowledge management with its various mechanisms. Sohaila Abbas' study (2005) discussed organizational development and life work quality. The study asserted the need for enhancing work quality through developing human capital, and the necessity of spreading a culture of knowledge.

Establishing the importance of knowledge management in general and scientific knowledge in particular in organizational development, and establishing its impact on the overall performance of the organization and on organizational development, the study problem was identified to be: knowledge management mechanisms and achieving organizational development in higher education institutions from the perspective of community organization approach.

Theoretical Guidelines of the Research:

The theory of scientific knowledge: This theory helps creating new application or methods across or between cognitive fields, encourage multiple visions mentalities and fostering imagination and diversified Thought and give great importance to sources of knowledge and learning strategies (attention, understanding, and memory, reception, processing and processing of information), so the learner's awareness of what he has acquired from knowledge and how it is acquired increases his metamorphic activity. This activity, experience, or training obtained by the individual, causes a change in his behavior. (Ali Bria bed 2015)

Study Objectives:

The main goal of the study is describing the mechanisms of knowledge management and achieving organizational development in higher education institutions. The goal can be achieved through the following objectives:

1. Defining the reality of knowledge management mechanisms and achieving organizational development through the identification, acquisition, generation, storage, application, and organization of knowledge.

2. Identifying the obstacles facing higher education institutions in achieving organizational development using knowledge management.

Research Questions:

1. What are the mechanisms of knowledge management and achieving organizational development? The question could be answered through responding to the question: what is the reality of knowledge management mechanisms, including knowledge analysis, acquisition, generation, storage, distribution, application, and organization?

2. What are the obstacles that face higher education institutions in achieving organizational development using knowledge management?

Research Concepts:

- **Mechanisms:**

'Mechanism' linguistically means aggregation of parts in a machine (Mounir, 1995 p.56). In previous studies, this term was substituted with 'method' or 'tool' (dictionary, 1983, p.917).

- **knowledge management:**

Knowledge is derived from the verb (to know). Knowing something implies the recognition of it. Stewart (1997) defines knowledge as an element of intellectual capital that helps the organization achieve success in the work environment.

Ghalib (2004) considers knowledge to be information that is mixed with experience, facts, judgments, and values that work together to allow individuals and organizations to create new situations and manage change (Ghalib: 2004, 26)

Duffy (2000) sees it as a directed process towards creativity through investment in thought and experience, promotion and assignment of the generation of knowledge, and contribution to creativity, which could trigger the success of organizations. He further asserts the necessity of applying knowledge to achieve effective organizational development.

Abo El Nasr (2017 , 20) defines knowledge management as kind or type of management interesting with collecting , organizing , adding , analyzing , distributing and storing knowledge in organization to help decision makers and employees in : taking decisions , planning , implementation and evaluation effectively.

The concept of knowledge management in this study means :

- It is the conscious organized process through which knowledge is identified, organized, applied, distributed, and stored for investment in organizational development.

- It is carried out by professors of social working on collating their knowledge through its various processes to generate further knowledge.

- **Organizational development:**

French WL & Bell CH (1995) define organization development as a long-range effort to improve an organization's problem-solving and renewal processes, particularly through a more effective and collaborative management of organization culture – with special emphasis on the culture of formal work teams — with the assistance of a change agent or catalyst and the use of the theory and technology of applied behavioral science."

The concept of organizational development in this study means :

- Organizational development is an essential and necessary process for educational organization in higher education institutions. The reason for this is that the correct method for improving the level of performance in organizations is change and innovation for adapting to the surrounding environment.

- Organizational development must be a planned activity, not limited to response for addressing a specific problem.

- Organizational development starts at the level of administrative leadership and its possession of various sources of knowledge and knowledge processes.

Methodology:

1- **The Study Type**: This is a descriptive study that aims to determine the characteristics of a specific problem and study its surrounding conditions.

2- **The Study Method** : Social survey is a method for collecting social data through standardized interviews or through standardized questionnaires (Abdel-Baset: 1971). This study relies on the scientific method using:

- Sample social survey using a sample of faculty members and their assistants, and a sample of employees of Faculty of Social Work, Helwan University

3- **The study tools**: The study applied a questionnaire as a data collection tool on knowledge management mechanisms and achieving organizational development in higher education institutions.

The study tool was built on the following steps:

1- **Building** the tool in its initial form based on the theoretical framework for the study and related previous studies.

2- **Validity** : The tool was presented to 11 faculty members from the Faculty of Social Work, Helwan University. The tool was approved with 80% consensus.

3- **Reliability** : The reliability of the tool was calculated using the Alpha Kronbach coefficient on the estimated values of the questionnaire on knowledge management mechanisms and achieving organizational development for higher education institutions. The sample was comprised of 10 staff member at the the Faculty of Social Work, Helwan University.

IV –Fields of the study:

1– **Location field:** the study took place at the Faculty of Social Work.

1– **Human field:** non – random sample of 65 individuals (50 staff member at the Faculty of Social Work , Helwan University and 15 employees working at the same faculty).

2– **Time field :** Data were collected 16/ 2 /2020 to 13 / 3 /2020.

VI – STUDY RESULTS:

Presentation, discussion and analysis of study results related to the study questions:

Table (1)

Identification of knowledge (N= 65)

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
1	Determining the available knowledge contributes to the development of the institution	171	2.63	87.96%	9
2	Continuously updating knowledge contributes to the development of the institution	179	2.75	91.79%	6
3	The process of comparing available knowledge in the institution with knowledge that the institution should provide contributes to the development	167	2.56	85.64%	10

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
	of the institution				
4	Determining the necessary knowledge on new business practices contributes to the development of the institution	182	2.8	93.33%	3
5	The precise identification of the knowledge to improving the institution's ability to achieve its goals	183	2.81	93.84%	2
6	The institution's identification of knowledge that needs to be developed will improve its performance	176	2.7	90.25%	8
7	The presence of a project or department for knowledge management contributes to the development of the institution	184	2.83	94.35%	1
8	The institution's use of consultants and experts in identifying the necessary knowledge leads to the development of the institution	178	2.73	91.28%	7
9	Setting scales to measure the levels of knowledge of the	180	2.76	92.30%	5

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
	institution's employees contributes to its development				
10	Setting clear and specific goals for knowledge management in an institution leads to its development	181	2.78	92.82%	4
11	Low funding allocated to knowledge management	158	2.43	81.02%	9
12	lack of expertise to manage knowledge of the institution	138	2.12	70.76%	10
Total		1781	27.35		
Relative Percentage of the Variable as a Whole		91.33%			
Weighted Average of the Variable as a Whole		2.73			

The table above indicates that the first rank came the presence of a project or department for knowledge management contributes to the development of the institution, with a weighted percentage of 94.35% and a weighted average of 2.83. The precise identification of the knowledge that the institution benefits from amid the vast amount of knowledge contributes to improving the institution's ability to achieve its goals came in the second rank with a relative percentage of 93.84% and a weighted average of 2.81.

Table (2)

Acquisition of knowledge (N=65)

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
1	Using modern mechanisms for acquiring knowledge is one of the factors of organizational development	168	2.86	86.15%	8
2	The institution's use of seminars, dialogues and meetings on a regular basis helps employees acquire the knowledge for developing the organization	175	2.69	89.74%	6
3	The scientific organization of Knowledge facilitates the benefit of all for developing the institution	189	2.9	96.92%	1
4	The process of retaining knowledgeable cadres is one of the factors for organizational development	187	2.87	95.89%	2
5	The process of designing a guide for employees for identifying and acquiring knowledge is one of the	177	2.72	90.76%	4

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
	factors for organizational development				
6	The institution's communication with centres of expertise and specialists is one of the factors for organizational development	176	2.7	90.25%	5
7	The institution's encouragement for workers to acquire knowledge using different methods helps develop its operations	169	2.6	86.66%	7
8	Benefiting from the suggestions and complaints required for the development of the institution	168	2.58	86.15%	8 duplicate
9	Spreading a culture of knowledge acquisition among the institution's employees contribute to the development of the institution	159	2.44	81.53%	10
10	The institution's promotion of knowledge acquisition policy is one of the factors for	166	2.55	85.12%	9

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
	organizational development				
11	The provision of various training programs to the development of the institution	186	2.86	95.53%	3
Total		**1920**	**29.77**		
Relative Percentage of the Variable as a Whole		**89.51%**			
Weighted Average of the Variable as a Whole		**2.7**			

The table above lists the factors for knowledge acquisition in the institution. the first rank came the scientific organization of Knowledge facilitates the benefit of all for developing the institution with a weighted percentage of 96.92% and a weighted average of 2.90. The process of retaining knowledgeable cadres is one of the factors for organizational development came in the second rank with a weighted percentage of 95.89% and a weighted average of 2.87.

Table (3)
Generation of knowledge (N = 65)

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
1	The process for knowledge acquisition through interaction with experts is one of the factors of organizational development.	184	2.83	94.35%	2
2	The presence of a specialized unit for gathering reports from each department to the development of the institution.	186	2.86	95.53%	1
3	The institution's endeavours to engage in joint activities with other institutions in the external community to obtain new knowledge contributes to the development of the institution	172	2.64	88.20%	5
4	Using work teams within the institution to generate new knowledge is a factor of organizational development	166	2.55	85.12%	6
5	The institution's endeavours to increase the knowledge and expertise of its leaders and experts to the development of	173	2.66	88.71%	4

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
	the institution				
6	Investing in the existing experiences and expertise of the institution's employees and converting them to new knowledge helps the development of the institution	152	2.38	77.94%	7
7	The analysis process for programs and activities and utilizing it in generating new knowledge can be used in organizational development	184	2.83	94.35%	2 مكرر
8	The availability of data and information in its various forms to all is one of the methods for generating serious knowledge that can be used for developing the institution	179	2.75	91.79%	3
Total		**1396**	**21.5**		
Relative Percentage of the Variable as a Whole				**89.48%**	
Weighted Average of the Variable as a Whole				**2.68**	

The table above indicates that the first rank came the presence of a specialized unit for gathering reports from each department and preparing a final report on the institution as a new form of knowledge contributes to the development of the institution with a weighted percentage of 95.53% and a weighted average of 2.86.   This was emphasized in Hafeez's study (Hafeez, Khaled, 2007), which asserted the importance of the academics utilization of communities of scientific practice ,to generating new knowledge.

Table (4)

Storage of knowledge (N = 65)

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
1	Knowledge storage through various knowledge databases contributes to the development of the institution	190	2.92	97.43%	1
2	The institution's participation in external knowledge databases leads to the development of the institution	188	2.89	96.41%	2
3	Knowledge storage in archives leads to the development of the institution	123	1.89	63.07%	11

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
4	Accessibility to stored knowledge in the institution at any time is one of the factors of institutional development	169	2.6	86.66%	7
5	The presence of staff trained on knowledge storage processes contributes to the development of the institution	186	2.86	95.53%	3
6	The existence of systems to recall, return, and update basic and new knowledge leads to the development of the institution	185	2.84	94.87%	4
7	The institution's use of knowledge guide and document management processes for the development of the institution	179	2.75	91.79%	5
8	Knowledge documentation processes	168	2.58	86.15%	8

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
	discussed during meetings in the development of the organization				
9	Documenting best practices that that staff rely on to carry out their work contributes to the development of the institution	157	2.41	80.51	10
10	Documenting lessons learned from past experiences is one of the factors of the institution's development	175	2.69	89.74%	6
11	The institution's policy of promoting employees' documentation of their data, skills, capabilities and competencies helps in the development of the institution	167	2.56	85.64%	9
Total		1887	28.99		
Relative Percentage of the Variable as a Whole				87.97%	

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
	Weighted Average of the Variable as a Whole				2.63

The table above indicates that the first rank came knowledge storage through various knowledge databases contributes to the development of the institution with a weighted percentage of 97.43% and a weighted average of 2.92. The institution's participation in external knowledge databases leads to the development of the institution came in the second rank with a weighted percentage of 96.41% and a weighted average of 2.89.

Table (5)

knowledge distribution (N=65)

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
1	The transfer of knowledge to individuals in the institution through an internal information network contributes to the development of the institution	179	2.75	91.79%	3
2	The distribution of knowledge through individual communication	132	2.03	67.69%	7

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
	between employees of the institution helps the development of the institution				
3	Knowledge transfer through distributing flyers and periodicals to the development of the institution	173	2.66	88.71%	5
4	Providing the appropriate means to distribute and exchange available knowledge the factors of the institution's development	180	2.76	92.30%	2
5	Holding conferences, seminars, scientific meetings, that help the development of the institution	181	2.78	92.82%	1
6	The exchange of experts and specialists between the departments of the institution which helps in	178	2.73	91.28%	4

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
	developing the institution				
7	Meetings with other institutions in the community development of the institution	171	2.63	87.96%	6
Total		1194	19.34		
Relative Percentage of the Variable as a Whole		87.47%			
Weighted Average of the Variable as a Whole		2.76			

The table above indicates that the first rank came holding conferences, seminars, scientific meetings, panel discussions and courses to distribute knowledge is one of the factors that help the development of the institution with a weighted percentage of 92.82% and a weighted average of 2.78. Providing the appropriate means to distribute and exchange available knowledge among employees is one of the factors of the institution's development came in the second rank with a weighted percentage of 92.30% and a weighted average of 2.76. This was confirmed by Abdel Rahman in her study (Asmaa Abdel Rahman 2017, p. 141),

Table (6)

Application of knowledge (N=65)

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
1	The employees' application of their acquired knowledge contributes to the development of the institution	190	2.92	97.43%	3
2	Putting into practice the opinions and suggestions of the beneficiaries of the institution's services and considering them new knowledge contribute to the development of the institution	193	2.96	98.97%	1
3	Using new knowledge in modifying work processes helps the development of the institution	188	2.89	96.41%	4
4	The processes of converting theoretical knowledge to practice	179	2.75	91.79%	6

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
	contributes to the development of the institution				
5	The application of new knowledge in directing workers towards correct work methods contributes to the development of the institution	186	2.86	95.53%	5
6	Making the institution's policy for applying new knowledge available leads to the development of the institution	191	2.93	97.94%	2
7	The process of applying the knowledge gained from previous experiences contributes to the development of the institution	177	2.72	90.76	7
Total		**1304**	**20.03**		
Relative Percentage of the Variable as a Whole				**95.53%**	

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
	Weighted Average of the Variable as a Whole				**2.86**

The table above indicates that the level with which the application of knowledge contributes to the organizational development of higher education institutions is high, where the overall weighted percentage for knowledge application was 95.53%, with a weighted average of 2.86. In the first rank came Putting into practice the opinions and suggestions of the beneficiaries of the institution's services and considering them new knowledge contribute to the development of the institution with a weighted percentage of 98.97% and a weighted average of 2.96.

Table (7)

Organization of knowledge (N=65)

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
1	The process of continuously organizing and classifying data and knowledge contributes to the development of the institution	195	3	100%	1
2	The process of establishing an organizational memory of the knowledge	193	2.96	98.97%	2

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
	available at the institution helps to develop the institution				
3	The process of organizing knowledge to the development of the institution	168	2.58	86.15%	6
4	The institution's development of cognitive maps is one of the factors for the development of the institution	173	2.66	88.71%	5
5	The Developing a clear working guide for organizing knowledge contributes to the development of the institution	188	2.89	96.41%	3
6	Training workers on knowledge organization methods of to facilitate its utilization is one of the institutional development factors	186	2.86	95.53%	4

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
	Total	1103	16.95		
	Relative Percentage of the Variable as a Whole			94.27%	
	Weighted Average of the Variable as a Whole			2.82	

The above table indicates that the first rank came the process of continuously organizing and classifying data and knowledge contributes to the development of the institution with a weighted percentage of 100%, and a weighted average of 3. The process of establishing an organizational memory of the knowledge available at the institution helps to develop the institution came in the second rank with a weighted percentage of 98,97% and a weighted average of 2.96.

Table (8)

Obstacles that impede knowledge management process in higher education institutions (N=65)

Sr.	Statement	Total Weights	Weighted Average	Weighted Percentage	Rank
	Total	1992	30.59		
	Relative Percentage of the Variable as a Whole			85.12%	
	Weighted Average of the Variable as a Whole			2.54	

The table above indicates the scoring of obstacles impeding knowledge management processes in higher education institutions. The obstacles score is high, where the relative percentage was 85.12%, with a weighted average of 2.54.

Discussion of the study results:

The study responded to the research questions which were the description of knowledge management mechanisms, achieving organizational development of higher education institutions, and challenges to the application of knowledge management in higher education institutions. The results proved the following:

The degree with which the knowledge identification process contributes to the organizational development of higher education institutions is high, , and setting scales to measure the levels of knowledge in the institution contribute to the organizational development of the institution.

For the second question: The study results indicated that the degree with which knowledge acquisition contributes to the organizational development of higher education institutions is high, The study also indicated that knowledge acquisition occurs through the establishment of a specialized department in the institution for gathering reports from each department and preparing a final report on the institution as a new knowledge.. As for the third question, the degree with which the knowledge generation process contributes to the organizational development of higher education institutions is high,.

Results for the fourth question showed that the degree with knowledge storage contributes to the organizational development of higher education institution is high,. This can be achieved through the availability of a highly precise system for storing and recalling knowledge in order to maintain knowledge against loss.

The results for the fifth question indicate that the level with which the distribution of knowledge contributes to the organizational development of higher education institutions is high,. Knowledge distribution occurs through holding conferences, seminars, scientific meetings, panel discussions and courses and providing the appropriate means to distribute and exchange available knowledge among employees. This is consistent with the results of Ahmed's study (Malak Ahmed: 2002), which recommended motivating employees to transfer information and experiences towards the creation of a work environment that is suitable for institutional growth.

As for the sixth question, the results indicated that the degree with which the application of knowledge contributes to the organizational development of higher education institutions is high, Knowledge application occurs through putting into practice the opinions and suggestions of the beneficiaries of the institution's services and considering them new knowledge as well as through making the institution's policy for applying new knowledge available leads to the development of the institution.

Concerning the seventh question, the results of the study indicated that he level with which the organization of knowledge contributes to the organizational development of higher education institutions is high,. Knowledge organization occurs through continuously organizing and classifying data and knowledge, establishing an organizational memory of the knowledge available at the institution, the development of a clear working guide for organizing knowledge, as well as training workers on knowledge organization methods.

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