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The impact of knowledge management strategies on quality of educational service
Study analytical for the opinions of a sample of workers in public and private universities

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Abstract
The current research seeks to identify the impact of knowledge management strategies as an independent variable across its dimensions (coding strategy, personalization strategy) on quality of educational services a variable a follower across its dimensions (academic aspects, content continuous improvement, academic experience, academic advising, student resources and services), In public and private universities, the results were reached using the statistical program such as (SPSS.V.25) and the program (Amos.V.25).To analyze the data to reach conclusions, the most prominent of which was the existence of a correlation and impact relationship between knowledge management strategies and the quality of educational service, and based on the conclusions reached.
Key words:-knowledge management strategies -Quality of educational service

Introduction

The most prominent elements of the success of universities are their ability to keep pace with the latest changes taking place in the era of the technological and information revolution as a result of the tremendous development that has occurred in information and communication technology and its uses in the field of information; Which led to an urgent need to organize this information and manage it wisely and responsibly; To make maximum use of it in achieving its strategic objectives, and to support decision makers in making their decisions; Emphasizing the importance of effectively employing technology and expanding community participation; To spread this vision and work in its field and develop new teaching and learning strategies that have the ability and flexibility to absorb, spread and benefit from technology in higher education institutions, thus improving the quality of the educational service provided.

Methodology

First: Research Problem

Based on the observation of the field reality in public and private universities, which represented the site of the study, the researcher conducted an exploratory study whose main objective is to see the capabilities and skills possessed by public and private universities in the field of knowledge management strategies and the quality of educational service, as public and private universities face several challenges, including weakness The employees' awareness of knowledge management strategies or their awareness of the meaning of the

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slogans related to the quality of educational service, and in light of this the problem can be formulated in the following main question (Can the relationship between knowledge management strategies and educational service quality be explained) and the following sub-questions emerge from it:-

1-What is the level of awareness of individuals working in public and private universities, the location of the study, of knowledge management strategies
2-What is the level of variation in the quality of educational service shown by working individuals towards public and private universities?
3-How do working individuals perceive the quality of educational service in light of the activities and practices related to knowledge management strategies?
4-What is the nature of the relationship between knowledge management strategies and educational service quality?
5- Is there an impact of knowledge management strategies on the quality of educational service?

Second: Importance of Research

1-This research has gained its importance through the novelty of the variables that you touched on, especially the variable of knowledge management strategies, and the quality of educational service.

2-Determining the nature and type of the relationship between knowledge management strategies and the quality of educational service, which enables future studies to measure the nature and type of this relationship on other samples through which it is possible to identify a set of strategic solutions that in turn represent a treatment for the problems of each sample.

3- Develop appropriate and feasible solutions to the obstacles of knowledge management strategies and the quality of educational service, which public and private universities suffer from the research community.

Third: Research Objectives

1-Determining the nature of the relationship between knowledge management strategies and educational service quality.
2- Determining the nature of the influence relationship between knowledge management strategies and educational service quality.
3- The current research can contribute to determining the trends of public and private universities towards using knowledge management strategies, improving and Quality of educational service

4- It can be an effective tool in revealing the importance of the subject to public and private universities, in line with foundations and standards .Quality of educational serviceby investing its resources.

Fourth: Research hypotheses

The first main hypothesis: - There is no significant correlation between knowledge management strategies and educational service quality, and the following sub-hypotheses derive from it-:

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-There is no significant correlation between the coding strategy dimension and the quality of educational service.

- There is no significant correlation between the dimension of personalization strategy and the quality of educational service.

The second main hypothesis: - There is no significant effect of knowledge management strategies on the quality of educational service.

Literature Review

First: Strategies knowledge management

represent Strategies knowledge management Vision far term what will you be? on her organizations in a the future, And it according to nature a job organizations so play an important role in Investigation crafting The strategy the public applicable From Before this is organizations , and working on Prepare Strategies far Term enable her From overcome On Difficulties Which face it (Kumar&Ganesh,2011:6). As the strategies Knowledge she has calendar far duration Increase From level Knowledge organizational result So more directly in a head the money intellectual for organizations (Donate-Manzanares et al.,2011389). he pointed(Secundo et al.,2019:22) to that strategy knowledge management she plan specific to help the organization On Management the information and data and knowledge for her sake and owners interest, correspond Strategies Knowledge successful with strategy organizational overall and its goals and maintain On Concentration a team Management Knowledge On Priorities and needs her job. as well as style move To face Threats or Opportunities environmental ,which Takes in a take into account points Weakness and strength the interior for the project, in pursuit to achieve message and goals The project, and do The strategy make Knowledge focus On framing or adoption options correct and convenience, where Orientation the organization to me how to catch and processing its assets intellectual(Davila et al.,2019:241). It is a building Aim to to me Create Values New From during look to me Knowledge as a supplier strategic in a Make the decision administrative(Janicot et al.,2020:85).Through the foregoing, it is possible to define knowledge management strategies as: From options The strategy for the organization while Regard create or acquisition knowledge New and capacity On Benefit From Knowledge current to create products and operations organizational new, as it represents the sum of decisions Which make it the organization According for a position transcription Factors The environment the interior and external she has.

Second:-The importance of strategies knowledge management

Contribute strategies knowledge management increase head the money intellectual likely and head the money intellectual operational for organizations, as strategy Knowledge"maybe mind Arbitrage between Resources and capabilities the list On Knowledge and knowledge required To provide Products in ways Excellence That own with competitors(Bratianu,2017:34).he pointed(Secundo et al.,2019:22) until it is done construction Strategies knowledge management in a Interface between area powers inner and field powers outer for every organized, that is, it is resultant on integration thinking the strategist and management Knowledge and her impact direct On head the money intellectual.

stated(Denford&Chan,2011:104) as describing approach year Which intend the organization follow him to match its resources Cognitive and its capabilities with Requirements intellectual for its strategy , And therefore reduction Gap Cognitive existing between What Must that you know the organization To perform its strategy gesticulate you know. he pointed(Shih et al., 2018:2) until Collection options The strategy Which having food formation Knowledge in a or ganisation What provide the organization with principles guiding to create Feature competitive. confirms (Ioannis&Belias,2020:41)On that organizations need to me systems management strategy Knowledge From okay maintain On its effectiveness and its efficiency , From during

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more customers So satisfied Guarantee Continuation business, and the reason he that strategy Management Knowledge contribute in a more performance employees From during their interaction and exchange Knowledge, as to strategy Management Knowledge lead to to me gathering From Knowledge between employees which Complete save it for managers Executives Once the need to her.

Third:-**strategic dimensions knowledge management**

1- Coding strategy

Target From coding he Re Utilization knowledge, as the idea the basic she extract Knowledge From people and store in a way What(Durcikova et al.,2011:856).and done Utilization this approach in the form of Special From Before companies Which Depends On operations and which focus On coding so Aims operations company to me encoding Knowledge acquired , to construct a base cognitive continuously content Official Around Tasks or Problems specific(Goodwin, 2007: 94).

and often What Complete to implement process blogging From during sequences hierarchical organizational supreme Associated construction Reports in a Many From cases with responsibilities and it works as a channel Contact between levels sequence hierarchical different, used this is Reports in the form of common as a tool control in a mission decisive and complex Like Management projects , where Working Reports Previous as a guide.So tracking Reports brace in a same the time , To communicate between sequences hierarchical organizational building a base cognitive (Fu& Dong,2012:2).

and often What Complete to implement process blogging From during sequences hierarchical organizational supreme Associated construction Reports in a Many From cases with responsibilities and it works as a channel Contact between levels sequence hierarchical different, used this is Reports in the form of common as a tool control in a mission decisive and complex Like Management projects , where Working Reports Previous as a guide.So tracking Reports brace in a same the time , To communicate between sequences hierarchical organizational building a base cognitive (Fu& Dong,2012:2).

Includes strategy coding roads used to encode and storage and re Utilization Knowledge, and extract Knowledge From individuals and re frequently used for purposes other, building electronic system to document and storage and spread and re Utilization Knowledge, and require this is The strategy investment big in a area Technique the information, and depend On systems Support the decision, and maps Cognitive , and practices the best(Hansen et al., 1999: 107).

2-personalization strategy

Includes strategy Diagnostics Share knowledge Implicit existing From during Development Networks a job bind individuals to each other, to get On Proposals innovative to solve problems The strategy, No require investments huge in a area Technique the information, and used This strategy groups, and conferences, Forums discussion(Hansen et al., 1999: 107). Focus allocation strategy or The strategy It is more human-oriented on tacit knowledge and aims to enhance face-to-face interaction and engagement between individuals in the organization, as depend this The strategy To form social networks in teams Or rely on forms of learning such as apprenticeships and mentoring(Nguyen et al.,2017:93).

he pointed(Qian et al., 2018:52) to it erected Concentration Personalization On people and contact them direct while between them. Especially in a companies Which tracking structures organizational flat , is being Connection inner whatever, so that to encourage employees On exchange Ideas and experiences he Principle primary ,And therefore get up Staff continuously building and improve their network Social inside company , which they use to settle Knowledge required or experts in a condition the need(directed Toward Target).

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and trying company Which tracking strategy Personalization Usually Support methods creative and individuality for tasks unique, when face Just Problems Especially Extremely , and embrace the difference between all Project and customer From okay Submit Solution specialized , where levels different and fields Experience a task (Li et al., 2018:3).So then Management Knowledge focus in the form of Larger On link employees(From Person for the last), and often What Complete Support that From during culture company open Which help in a Connection profile and provide Circumstances to share Knowledge (Kim,2019:4).

Fourth: Quality Of Educational Service

As a result of the great developments that occur in the fields of knowledge, technology and various sciences and the emergence of the concepts of the knowledge economy and its societies, the importance of the education service sector has increased as it is one of the important sectors that work to keep pace with these developments and build an advanced society (Kiran & Diljit, 2017: 96). Therefore, educational institutions emerged as leaders of the community as a center for providing education service, and in order to perform this role successfully, they had to provide their services with high quality in order to achieve the desired goals (Meesala & Paul, 2018: 262).

as The world has now realized that the economic success of countries is directly determined by the quality of their educational systems, which directly affects knowledge, skills, creative abilities and moral qualities. for individuals the society (Jin et al., 2016: 120) , Service quality cannot be determined solely from the institutional aspect as a public or private institution, but rather on whether the institution adheres to established standards in the academic community (Haji; et al, 2017:87), and some researchers believe that it is necessary for higher education management to apply market-oriented principles and strategies that are used in profit-making institutions with the aim of gaining a competitive advantage and accordingly increasing interest in their importance and this reinforces the need for higher education institutions to provide high-quality services to achieve sustainability In the environment of competition in services (Haming, et al, 2019: 129).and he A set of specifications that the management of the institution seeks to provide for its resources, activities and outputs so that its outputs are able to meet the current and future labor market needs, and be measurable by adopting control indicators prepared in modern scientific formulas(Haji; et al, 2017:87). The degree to which their universities meet the needs and aspirations of students receiving higher education services (Jin et al., 2016: 120). Based on the foregoing, the quality of the educational service can be defined as meeting the requirements of the educational process and the expectations of customers and the parties benefiting from it according to the standards provided by the educational process and related to the inputs and outputs, which would provide the requirements of society, working individuals, faculty and customers. In addition to that Quality of service in education is particularly important and necessary, it refers to That positive perceptions of service quality Which It has a great influence on satisfaction customers.

Fifth: The importance of the quality of educational service

The quality of higher education service has received great attention in developed countries, and researchers called it the “age of quality.” Those countries made great efforts to raise the level of the educational process. These countries have made great efforts to raise the level of the educational process, considering the human being (the optimal investment), and it must be built with the best and best educational means. The management system in the educational institution should be characterized by flexibility and rapid adaptation to the desires and expectations. Changing students, and communication technology that is related to the ability of the educational institution to adopt quality while providing its services directly or through the Internet (Mustafa and Al-Ansari, 2002:78). Quality in the field of educational service has the ability to

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provide the community with distinguished graduates in various aspects (Jaafar&Tasmin, 2018: 278). By designing effective training programs that suit their needs (Saggaf et al., 2018:2). And (Chen et al., 2020: 85) that the quality of the educational service is important in terms of creating an effective cooperation system between the educational institution and customers, reducing waste and loss to the lowest possible level, detecting weaknesses and working to address them, in addition to making sound decisions that depend on data. and accurate information.

Sixth: Dimensions of educational service quality

1-Academic aspects

sides academy she modeling ethnic denominator , Which process Translation and put the problems and questions taken From systems Which form part From reality the students(Jain,2018:15).Called sides academy in the sense of Self Academic, as it is called Evaluation self related with sides academy Concept Self academic(Jamieson,2017:12).and side Academic Means Features Main for operation Academic, may include sides academy Species the exams and exams short Which will be use and books required and details other (Jiang.2016:103).

2- Manahc (Content)

The curriculum is an important pillar in the educational process, as it plays an important role in developing the learner's behavior, gaining knowledge, ways of thinking, exploratory research methods and solving his problems. It is static, but develops according to developments (Nguyen,2018:46), and defined (Blum, 2014:4) as a planned and directed educational interaction by an institution that students can conduct in groups or individually through educational content, materials, resources, and processes to assess the achievement of educational goals.

3- Continuous improvement

The idea of continuous improvement is based on the principle of everything in the organization that can be improved on a continuous basis. It is not limited to the products and services it provides, but includes them and all their components (Blum, 2014:4), Total Quality Management also emphasizes the importance of continuous improvement of the various activities and processes of educational institutions by strengthening research and development, encouraging creativity and developing knowledge and skills for their human resources. (Nguyen,2018:46), If we want to identify the term continuous improvement, it is called in Japanese the term (Kaizen), which is a Japanese term consisting of two syllables, the first of which is (Kai) which means (change) and the other is (Zen) which means (Good) to become the meaning of good change (Haming, et al, 2019: 129), today's environment depends on the routine (the usual procedures) and proceeding with the saying (Juran) (If it is not broken, do not fix it) (Nguyen,2018:46).

4-Academic experience

Academic experience is the experience through the interaction between the learner and the external conditions in the environment with which a person can interact (Nguyen,2018:46).Definition of Academic experience Refers to any course, program, or other experience in which learning takes place, whether it occurs in schools, classrooms or in locations outside of school, outdoor environments, and these include educational interactions between students who learn and teachers and professors or interactions in which students learn from Through games and interactive software applications(Blum, 2014:4).Expertise is formed by applying theory and academic content to real-world experiences, whether in the classroom, within the community, or within the workplace, leading to program progress or the advancement of course-based

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learning outcomes that focus specifically on employability skills (Jaafar&Tasmin,2018:278).

5- Academic advising

Academic advising is one of the most important administrative and supportive services for the educational process at the university, as through it the student overcomes the obstacles that may hinder his educational path. His behavior for the better, and this in turn leads to the achievement of the goals of the educational process, and he knew (Blum, 2014:4). Academic advising is a relationship in which a person or several people who have a problem want to discuss it, in order to find a solution to it with another person or several people to help them with that (Jaafar&Tasmin, 2018:278).

6-Student Resources and Services

The concept of student services is used to describe the departments that provide services and support students in higher education. Its purpose is to ensure students' growth and development throughout the academic experience. Student services originated in ethnic education and universities but in modern times it is generally recognized as an American phenomenon. The identification of Student Services Professionals is well defined in some countries, but in others it remains an emerging phenomenon. Amid an increasing diversity of students admitted to the College, additional support services have developed that have contributed to students' academic and personal development, including academic skills development programs and specific support for students who have difficulty learning or adjusting to college life. These services contribute to the quality of the academic experience and help students realize their learning potential. The pattern of operation and organization of student services varies from country to country. Training is provided through many specific courses and programs but is not mandatory (Ciobanu, 2013:170).

7-Teaching quality

Good teaching quality in service educational institutions is an important factor in gaining and retaining clients in particular and stakeholders in general (Malik et al., 2010:3). Maintaining the quality of teaching in educational institutions is not only related to its importance, but also as an essential component to achieving excellence in education (Lagrosen, 2017:321). Educational institutions recognize that the quality of teaching and other services they provide must be considered a similar business as many other service industries, and educational institutions must begin to focus on the performance and well-being of customers, faculty, and all other stakeholders (Kahsay, 2012:4).

Applied Aspect Of Research

First: - check and testing of the study measuring instrument

1-distribution of the data

It assumes the statistical approaches that fit the nature of the data used in the research, which requires the researcher to choose one of them before entering to display the statistical description and test hypotheses. The first type is called the natural parameter approach.(The condition of the normal distribution of the data must be met), and the other type is the non-parametric input, which does not need to assume the existence of the conditions for the normal distribution, and it is preferable to use the first over the second due to the fact that its statistical tools include characteristics characterized by statistical powered, and in the event that the data are not distributed normally Complete Utilization Transfers sports different On data Variables with a goal to improve level distribution natural And from then Possibility Utilization the exams parametric, Among these logarithmic functions, and functions root squared, and inverse Valuable Variables and others , to guarantee possession characteristic Parametric what chime with nature relations potential On according to literature between That Variables ,The data has been tested based on test(Kolmogorov-Smirnov)And as shown in schedule ( ).

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schedule( )consequences Test distribution natural			
Kolmogorov-Smirnov			Test type and parameters Variables
Sig.	df	Statistic	
0.052	122	0.080	knowledge management strategies
0.200	122	0.062	Quality of educational service

It is evident from the value of the significance level (sig) for the Kolmogorov-Smirnov test for the variable of the educational service quality variable and the variable of knowledge management strategies, which amounted to (0.052, 0.200), which is greater than the significance level adopted in the study of (0.05), and this indicates that the variables follow a normal distribution, and based on This result will be the adoption of parametric methods in conducting the following statistical analyses.

2- Confirmatory factor analysis of a variable knowledge management strategies

Figure shows (Confirmatory factor analysis of a model **knowledge management strategies** which consists of afterbasic, consisting of15) paragraph ,And by noting the quality indicators of conformity extracted to the model and shown in the figure ( ) It turns out that most of these indicators do not match, and to improve these indicators, According to the recommendations of the amendment indicators.

Table ( ) Statistical Indicators for model knowledge management strategies									
P	CR	SE	saturates	Standard saturations	(AVE) Average Extracted Contrast	(Co.R) compound stability	Dimensions	path	questions
			1.000	.524	0.680	0.914	coding strategy	--->	Q1
0.000	5.570	.140	.778	.437				--->	Q2
0.000	5.182	.214	1.111	.636				--->	Q3
0.000	4.675	.190	.890	.551				--->	Q4
0.000	5.335	.173	.924	.509				--->	Q5
0.000	5.189	.267	1.386	.749				--->	Q6
0.000	5.527	.299	1.654	.879				--->	Q7
0.000	5.472	.194	1.059	.708				--->	Q8
0.000	5.704	.286	1.629	.828				--->	Q9
			1.000	.779	0.558	0.883	personalization strategy	--->	W1
0.000	6.209	.103	.638	.590				--->	W2
0.000	7.636	.110	.839	.709				--->	W3
0.000	6.312	.145	.918	.695				--->	W4
0.000	6.877	.104	.717	.638				--->	W5
0.000	7.340	.145	1.061	.830				--->	W6

3- Confirmatory factor analysis of the educational service quality variable

Figure shows (Confirmatory factor analysis of a model **Quality of educational service** which consists of Seven basic dimensions consisting of (35) Povertye ,And by noting the quality indicators of conformity extracted to the model and shown in schedule( ) It turns out that most of these indicators do not match, and

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to improve these indicators, we will amend them accordingly. Recommendations for modification indicators

Table ( ) Statistical indicators of the educational service quality model									
P	**CR**	**SE**	**saturates**	**Standard saturations**	**(AVE) Average Extracted Contrast**	**(Co.R) compound stability**	**Dimensions**	**path**	**questions**
			1.000	**.606**	**0.626**	**0.892**	**Academic aspects**	--->	A1
0.000	**7.057**	**.206**	**1.453**	**.852**				--->	A2
0.000	**6.845**	**.170**	**1.161**	**.824**				--->	A3
0.000	**6.004**	**.188**	**1.130**	**.704**				--->	A4
0.000	**5.687**	**.180**	**1.024**	**.631**				--->	A5
			1.000	**.589**	**0.571**	**0.868**	**Content (Curriculum)**	--->	S1
0.000	**7.644**	**.149**	**1.140**	**.656**				--->	S2
0.000	**6.685**	**.200**	**1.340**	**.828**				--->	S3
0.000	**6.113**	**.204**	**1.244**	**.716**				--->	S4
0.000	**4.957**	**.217**	**1.074**	**.537**				--->	S5
			1.000	**.698**	**0.672**	**0.911**	**continuous improvement**	--->	D1
0.000	**8.231**	**.169**	**1.387**	**.810**				--->	D2
0.000	**7.701**	**.176**	**1.353**	**.754**				--->	D3
0.000	**7.511**	**.183**	**1.373**	**.738**				--->	D4
0.000	**8.084**	**.181**	**1.467**	**.796**				--->	D5
0.000	**7.662**	**.089**	**.681**	**.621**	**0.704**	**0.922**	**Academic experience**	--->	G1
			1.000	**.775**				--->	G2
0.000	**10,527**	**.094**	**.987**	**.905**				--->	G3
0.000	**7.924**	**.110**	**.872**	**.796**				--->	G4
0.000	**8.336**	**.120**	**1.002**	**.874**				--->	G5
			1.000	**.653**	**0.757**	**0.939**	**Academic Advising**	--->	H1
0.000	**9.244**	**.140**	**1.299**	**.807**				--->	H2
0.000	**8.307**	**.182**	**1.513**	**.882**				--->	H3
0.000	**8.726**	**.190**	**1.658**	**.951**				--->	H4
0.000	**7.505**	**.168**	**1.263**	**.838**				--->	H5
			1.000	**.632**	**0.693**	**0.918**	**Student Resources and Services**	--->	K1
0.000	**7.640**	**.128**	**.980**	**.676**				--->	K2
0.000	**7.091**	**.157**	**1.112**	**.772**				--->	K3
0.000	**7.586**	**.158**	**1.202**	**.848**				--->	K4
0.000	**7.966**	**.163**	**1.295**	**.920**				--->	K5
			1.000	**.714**	**0.680**	**0.914**	**Teaching quality**	--->	C1
0.000	**10.074**	**.104**	**1,049**	**.689**				--->	C2
0.000	**8.368**	**.136**	**1.136**	**.815**				--->	C3
0.000	**7.674**	**.171**	**1.310**	**.842**				--->	C4
0.000	**7.770**	**.184**	**1.427**	**.782**				--->	C5

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Secondly:- Descriptive analysis in light of the answers of the researched sample

This research seeks to get to know On effect reality knowledge management strategies in a Quality of service educational according to Response the sample in a Public universities and private universities ,And Will Complete Accreditation On the middle arithmetic And deviation normative The coefficient of variation, the answer for the opinions of the researched sample the order of importance, and the direction of according to their answers.

Table ( ) Summary of Dimensions knowledge management strategies

Superlative	PUBLIC UNIVERSITIES				PRIVATE COLLEGES				dimensions knowledge management strategies	T
	Variable order	Variation coefficient	standard deviation	Arithmetic mean	Variable order	Variation coefficient	standard deviation	Arithmetic mean		
private universities	1	16,446	0.626	3.808	1	15.207	0.615	4.047	**coding strategy**	1
private universities	2	18.117	0.687	3.791	2	15.868	0.629	3.965	**personalization strategy**	2

and to arrange Importance for dimensions variable knowledge management strategies,It was completed use Labs the difference by credit On the middle arithmetic and deviation normative and the table( )Shows that after (Coding strategy) (at private colleges(It came in the first place in terms of the dimensions of knowledge management strategies, as most of the answers of the sample were in agreement on this dimension.

Table ( ) Dimensions summary Quality of educational service

Superlative	PUBLIC UNIVERSITIES				PRIVATE COLLEGES				dimensions Quality of educational service	T
	rankingDimensions	Variation coefficient	standard deviation	Arithmetic mean	rankingDimensions	Variation coefficient	standard deviation	Arithmetic mean		
private colleges	1	13,785	0.566	4.109	3	13.076	0.571	4.365	**Academic aspects**	1
private colleges	2	14.312	0.579	4.046	5	15,569	0.634	4.069	**Content (Curriculum)**	2
private colleges	5	17,801	0.717	4.026	4	13,843	0.595	4.296	**continuous improvement**	3
private college	4	14.992	0.629	4.197	1	12,953	0.555	4.285	**Academic experience**	4

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s										
private colleges	6	20,734	0.822	3.963	6	16,390	0.656	4.000	**Academic Advising**	5
private colleges	7	24,701	0.877	3.549	7	17,496	0.727	4.158	**Student Resources and Services**	6
private colleges	3	16,406	0.667	4.066	2	12,983	0.548	4.223	**Teaching quality**	7

And to arrange Importance for dimensions variable The quality of educational service,It was completed use Labs the difference by credit On the middle arithmetic And deviation normative And schedule( )Shows that after (Academic aspects) (private universities(It ranked first in terms of educational service quality dimensions, as most of the sample's answers were in agreement on this dimension.

Third:-Analyze the correlation between the research variables

Uses Labsa Nolink(Pearson(Pearson to discover the strength and direction of the relationship between the variables, and the positive correlation between two variables indicates that the increase in one of the variables corresponds to an increase in the other variable, while the negative correlation refers to the increase in one of the variables offset by a decrease in the other variable (PallanT, 2011: 128). A strong positive when it is (+0.3 to +0.7) and a weak positive.when it is (0 to +0.3), in a When the correlation is strong negative when it is (-0.3 to -0.7), and negative.weak.When it is (-0.3 to 0). If the correlation coefficient is (+1) this indicates a perfect positive correlation, (-1) indicates a perfect negative correlation, and (0) indicates no correlation,[1](Cohen et al 2002:69)

1-Testthemain premiseThe first for private colleges and government universities which states (**There is no significant correlation between knowledge management strategies and educational service quality**)

The value of the coefficient came Link to private colleges between **knowledge management strategies And Quality of educational service** (0.619**)when level indication (0.000) It is less than the significance level (0.05). and level Good, having achieved a value (Z(computed) 5.064) which is greater than the value of (Z(extent tabular) 1.96 This result indicates the significance of the correlation value, and this means accepting the hypothesis that(**there is relationship Engagement with indication morale between knowledge management strategies And Quality of educational service**) . As for public universities, the value came Labs link between **knowledge management strategies And Quality of educational service** (0.744**)when level indication (0.000) It is less than the significance level (0.05). and level strong, having achieved a value (Z(computed) 7.853) which is greater than the value of (Z(extent tabular) 1.96 This result indicates the significance of the correlation value, and this means accepting the hypothesis that(**there is relationship Engagement with indication morale between knowledge management strategies And Quality of educational service**) .That is, there is a correlation relationship for both private colleges and government universities in the value of the correlation of knowledge management strategies with the quality of educational service, with some preference in the strength of the relationship of knowledge management strategies with the quality of educational service. That is, when the universities and colleges surveyed do the knowledge management strategies and work on developing the knowledge aspect within the college and in

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all administrative and scientific aspects, this will have a positive and effective role, which will be well reflected on the quality of the educational service.

a-Test thehypothesis The first branch of private colleges and government universities which states (**There is no significant correlation between the coding strategy dimension and the educational service quality**)

The correlation coefficient is reached In private colleges between After **coding strategy The quality of the educational service** (0.608**) when level indication (0.000) It is less than the significance level (0.05). and level strong, having achieved a value (Z(computed)4.940) which is greater than the value of (Z(extent tabular) 1.96This result indicates the significance of the correlation value, and this means accepting the hypothesis that (**there is relationship Engagement with indication morale What between After coding strategy And Quality of educational service**) . As for public universities, it reached correlation coefficient between After **coding strategy And Quality of educational service** (0.631**)when level indication (0.000) It is less than the significance level (0.05). and level Average, having achieved a value (Z(computed)6.082) which is greater than the value of (Z(extent tabular) 1.96 This result indicates the significance of the correlation value, and this means accepting the hypothesis that (**there is relationship Engagement with indication morale What between After coding strategy And Quality of educational service**) . This indicates the existence of a correlation between the coding strategy and the quality of educational service in private colleges and public universities, meaning that the colleges investigated whenever they seek to adopt the coding strategy effectively, this will have an effective relationship on achieving the quality of educational service.

B- Test Hypothesis Sub Second in private colleges and government universities Andawhich states (There is no significant correlation between the dimension of the personalization strategy and the quality of educational service)

The correlation coefficient is reached In private colleges between After the **personalization strategy And Quality of educational service** (0.533**)when level indication (0.000) It is less than the significance level (0.05). and level strong, having achieved a value (Z(computed) 4.160) which is greater than the value of (Z(extent tabular) 1.96This result indicates the significance of the correlation value, and this means accepting the hypothesis that (**there is relationship Engagement with indication morale What between After the personalization strategy And Quality of educational service**) .While the value of the correlation coefficient in public universities was between After the **personalization strategy And Quality of educational service** (0.677**)when level indication (0.000) It is less than the significance level (0.05). and level Average, having achieved a value (Z(computed) 6.741) which is greater than the value of (Z(extent tabular) 1.96This result indicates the significance of the correlation value, and this means accepting the hypothesis that (**there is relationship Engagement with indication morale What between After the personalization strategy And Quality of educational service**), which indicates the existence of a correlation between the personalization strategy and the quality of educational service in private colleges and public universities, with some preference for public universities. Thus, this indicates that when the colleges under study seek to adopt a personalization strategy, this will lead to achieving the quality of educational service.

Table ( ) Correlation values between two d knowledge management strategies and Quality of educational service

Superlative	public universities	private universities	Correlation value and	Dimensions of the	dependent

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			significance level	independent variable	variable
public universities	0.631**	0.608**	R	strategy coding	Quality of educational service
	0.000	0.000	Sig		
	6.082	4.940	Z		
public universities	0.677**	0.533**	R	strategy personalization	
	0.000	0.000	Sig		
	6.741	4.160	Z		
public universities	0.744**	0.619**	R	Strategies Management Knowledge	
	0.000	0.000	Sig		
	7.853	5.064	Z		
	3	3	The number of accepted hypotheses		
	100%	100%	percentage		
	70	52	Sample volume		
Correlation is significant at the 0.01 level (2-tailed).**					

2-Main Hypothesis Test the second

which it says.(**No There is impact with indication morale knowledge management strategies in a Quality of educational service)** The analysis will be done according to the simple linear regression model, as follows:

$$Y= 1.399+ 0.683 (X)$$

1- achieved Values (F) calculated what did you value (84,294) . which is greater than the value (F) the tabular amount of (3.98) at the level of significance (0.05), and in light of this result, we accept the hypothesis that (there is a significant effect).for variable knowledge management strategies in a Quality of educational service(at significance level)5%) i.e. with a degree of confidence (95%).

clear By the value of the coefficient of determination corrector(^{2}R) of (0.547 .)) that Variable knowledge management strategies explain what you attributed (55%) of the variables that occur in **Quality of educational service**

recorded value (t) calculated for the marginal slope coefficient for variable knowledge management strategies(9.181) which is greater than the value (t) the tabular amount of (1.664), and this indicates that the marginal slope coefficient is significant to After knowledge management strategies

It turns outbid the value of the marginal slope coefficient (β) of (0.683) that an increase of a variable knowledge management strategies by one unit will increase Quality of educational service in the rate of (68%).

achieved constant value (a) in equation (1.399), meaning when **a variable knowledge management − strategies** equal for zero The quality of educational service will naysay about this value.

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As a result of the above, it is clear that there is a significant effect of knowledge management strategies on the quality of educational service in both private colleges and government universities. With some preference for public universities in the impact of knowledge management strategies on the quality of educational service. That is, the researched colleges, the more they seek to adopt knowledge management strategies that focus on diversity and keep abreast of developments and environmental changes that may occur, the more this leads to achieving effectiveness in the quality of educational service.

Conclusions and Recommendations

Conclusions

1-The results of the analysis showed that there is a direct correlation between the system of knowledge management strategies and its dimensions with the quality of the educational service and its dimensions, as its value was (0.619**) at the level of significance (0.000), which is less than the significance level (0.05) and at a good level, and this indicates that colleges If applied to the dimensions of knowledge management strategies, this will be reflected in improving the quality of educational service in colleges**.**

2-The correlation coefficient in private colleges between the dimension of the coding strategy and the quality of the educational service was (0.608**) at the level of significance (0.000), which is less than the significance level (0.05) and at a strong level.

3-The correlation coefficient in private colleges between the dimension of the personalization strategy and the quality of educational service was (0.533**) at the significance level (0.000), which is less than the significance level (0.05) and at a strong level, as it achieved the calculated (Z) value (4.160), which is the largest From the tabular (Z) value of (1.96) and this result indicates the significance of the correlation value, and this means accepting the hypothesis that (there is a significant correlation relationship between the dimension of the personalization strategy and the quality of educational service). While the value of the correlation coefficient in public universities between the dimension of the personalization strategy and the quality of educational service was (0.677**) at the significance level (0.000), which is less than the significance level (0.05) and at an average level, as it achieved the calculated (Z) value (6.741), which is the largest From the tabular (Z) value of (1.96), this result indicates the significance of the correlation value

4-The calculated value of (F) achieved its value (84,294). And it is greater than the tabular value (F) of (3.98) at the level of significance (0.05), and in light of this result, we accept the hypothesis that (there is a significant effect of the variable of knowledge management strategies in the quality of educational service) at the level of significance (5%), i.e. with a degree of Confidence (95%)

Recommendations

1-The need for the colleges administration to monitor the level of defects and failures that occur in the educational process on an ongoing basis through the use of approved and known indicators at the educational level and to pay attention to the annual evaluation process for educational cadres, and the institutional evaluation of colleges.

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2-The necessity of adopting the processes of continuous improvement in the educational process to address errors and failures, and consider it an integral part of daily activities and the way of performing work in order to identify errors and treat them as quickly as possible.

3 -Involving employees in advanced courses in the continuous development and improvement of the process for the purpose of early diagnosis of errors and deepening understanding of the achievements, developments and future visions that work on continuous improvement of the educational process.

4-Develop mechanisms and plans for the purpose of motivating and inspiring individuals working in the achievements achieved by them through a reward or moral stimulus program and considering them as a source of inspiration and motivation for others to carry out continuous improvement in the process.

5 -Paying attention to advanced equipment and equipment that works to deliver the scientific material to the student in a practical and modern scientific manner instead of relying on traditional and theoretical methods in the educational process.

6-Paying attention to classrooms and equipping them with modern educational means, whether visual or explanatory panels that facilitate the arrival of ideas faster and easier than traditional methods, in addition to the need to pay attention to the establishment of laboratories equipped with modern technologies for education and providing them with modern laboratory equipment and equipment that help in delivering the scientific material to students in an easy way.

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Table ( ) analysis Effect Dimensions of knowledge management strategies in Quality of educational service

Superlative	public universities								private universities								dimensions a variable knowledge management strategies	Variable approved
	indication	Sig	(t)	(F)	Adj (R^2)	(R^2)			indication	Sig	(t)	(F)	Adj (R^2)	(R^2)				
public universities	moral	0.000	6.703	44.929	0.389	0.398	1.958	(α)	moral	0.000	5.417	29.349	0.357	0.370	2.078	(α)	coding strategy	Quality of educational service
							0.534	(β)							0.524	(β)		
public universities	moral	0.000	7.592	57.632	0.451	0.459	2.010	(α)	moral	0.000	4.457	19.867	0.270	0.284	2.417	(α)	personalization strategy	
							0.523	(β)							0.450	(β)		
public universities	moral	0.000	9.181	84.294	0.547	0.553	1.399	(α)	moral	0.000	5.571	31.038	0.371	0.383	1.906	(α)	knowledge management strategies	
							0.683	(β)							0.572	(β)		
	sample size =70			Values (F) Tabular = 3.98 Values (t) tabular = 1.664					sample size =52						Values (F) Tabular = 4.03 Values (t) tabular = 1.671			

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