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The Impact of Knowledge Management on Strategic Management Practices

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Abstract

Purpose: The study aims to assess the effect of knowledge management on strategic management in the General Administration of Education in Jeddah, Saudi Arabia.

Design/methodology/approach: The research employed a quantitative method and descriptive analysis was conducted using SPSS21 and AMOS 23. The design, which has six independent variables and a single dependent variable. The study uses the questionnaire tool, a questionnaire was developed by the researcher, and distributed to a sample of 316 employees of the General Administration of Education in Jeddah in Saudi Arabia. and the questionnaire is two-part. The first is for primary verses such as age, experience, degree of employment, scientific qualification, and average income, and the second part is to address the knowledge management dimensions (knowledge distribution, knowledge acquisition, knowledge diagnosis, knowledge storage, knowledge generation, knowledge application) and its relationship to strategic management practices, the testing measurement validity and reliability could be occurred by EFA then analyzed the data by using multi regression .The study is based on the descriptive analytical approach to suit its purposes, free from reviewing and reviewing the theoretical literature on knowledge management and strategic management practices, in addition to reviewing previous relevant studies.

Findings: knowledge management processes impact on Strategic Management Practices when testing the relationship between knowledge management processes and strategic management practices by structural equation modeling SEM, but the knowledge acquisition has no significant effect on strategic management practices.

Research limitations/implications: The research was applied to the General Administration of Education in Jeddah, in Saudi Arabia, and the research was limited to the city of Jeddah only, and these tools can also be applied to other government institutions, especially in departments that work in providing services to the public. It is believed that knowledge management will have a role Effective if it is applied in service institutions that seek to apply strategic management to meet the increasing needs of the public.

Originality/value: The paper is of theoretical and practical importance, as the theoretical importance is the literary addition to which research contributes to the theoretical enrichment of scientific literature on knowledge management and strategic management practices, The paper also has its applied importance as it deals with the effect of knowledge management on implementing strategic management practices. This will be applied in Jeddah, Saudi Arabia, which contributes to developing strategic performance based on knowledge management.

Keywords: Knowledge Management; Strategic Management Practices; Structural Equitation Model; AMOS 23.6

1. Introduction

In the present era, knowledge management and its operations have evolved into one of the contemporary intellectual advancements in management philosophy and effective practice that is consistent with the organization's world's rapid changes in modern management. As this period is defined by knowledge and information technology, learning, creativity, and innovation are the tools by which companies achieve their goals, as well as the primary capabilities that enable them to anticipate changes and grow their internal environment. As a result, the need for human resources with unique characteristics and superior skills that rivals cannot duplicate has skyrocketed. Knowledge management

is much broader, even than having a modern knowledge base that serves the needs of employees and customers. When knowledge management is genuinely effective, it is the strategic director of many knowledge mobilization activities and between its partners and customers. Knowledge management is one of the departments that has become an independent area from the rest of the departments; it enters many areas, including management and informatics information systems, library management and information, and many numerous areas.

As knowledge-based assets are typically challenging to replicate and socially complicated, the knowledge-based perspective of the organization assumes that this knowledge asset will generate a long-term sustainable competitive advantage. However, it is not so much the organization's current information. Instead, it can successfully create new knowledge and provide the foundation for creating a competitive advantage through knowledge-based assets. [1] asserts that strategic management serves as a link between businesses' aspirations and reality. It is founded on mature strategic planning, which is contingent upon the accuracy of the data acquired and the experience and efficiency of people charged with encapsulating this data.

The term "strategic management practices" refers to the process of formulating, implementing, and evaluating a strategy [2]. According to [3], strategic management establishes the organization's goal and the strategies and activities necessary to accomplish that aim. It is the collection of management decisions and behaviours that influence a company enterprise's long-term performance. It entails developing and executing strategies that will assist the company in aligning with its environment in order to accomplish organizational goals. In a nutshell, strategic management provides a company with overarching direction. The study is of theoretical and practical importance. The theoretical importance is the literary addition to which research contributes to the academic enrichment of scientific literature on knowledge management and strategic management practices. The study also has its applied importance as it deals with the effect of knowledge management on implementing strategic management practices. This will be applied in Jeddah, Saudi Arabia, which develops strategic performance based on knowledge management. The study aims to examine the knowledge management processes and their impact on strategic management practices in the general administration of education in Jeddah.

2. Literature Review

To review and analyze management literature on knowledge management throughout the 1990s. The results showed that knowledge management had gone through three stages of development, the first (1995-1991) reflected the origin and crystallization of knowledge management systems, while the second phase (1999-1996) witnessed development in knowledge management concepts, and the third phase (2000-2001) saw a decline in the application of knowledge management. [4]. According to [5], which developed a diagnostic tool to evaluate knowledge management, found that there are three factors: the company's culture, individual ability and the ability to employ knowledge applications, where the company's culture was the most important factor influencing the company's culture, individual capacity, and factors influencing the use of applications to facilitate knowledge management efforts.

According to [6], targeted to demonstrate the possibility of applying knowledge management in Saudi universities: a case study on um al-Quora University, and the results of the work indicated that the university gives priority knowledge management, and the term knowledge management is circulated in the university intensively, and there is a clear strategy knowledge management. This work aimed to analyze the outstanding requirements of knowledge management in accordance with the excellence of institutional transparency and performance (cognitive commitment and awareness, cognitive needs, internal and external communications, generation, knowledge management processes diagnosis, storage, application, and distribution) and its effect on the excellence of institutional performance in the Jordanian Ministry of Higher Education, and one of the most important findings of the work is the presence of a stuck statistical function between the knowledge management requirements, both knowledge diagnosis, knowledge generation, and storage Knowledge, requirements, distribution of knowledge, application of knowledge, and the existence of a statistically functioning link between the requirements of knowledge management and its processes from single point of view and the workers satisfaction, growth and learning, and the efficiency of internal processes untether (Darwazah , 2008). We targeted to reveal the effect of knowledge management practices on the

planning function of STC, and the findings of the work revealed an effect of knowledge obtained from the following sources: (feedback, other competing companies, open sources and external advisor) on planning at STC [7].

According to [8]. aimed to know the effect of knowledge management on the decision-making effectiveness in Jordanian extractive companies. The findings indicated and that the effectiveness of decision-making was also high. The work results revealed that the application of knowledge management was also high to the presence of the knowledge management effect dimensions on the decision-making effectiveness in Jordanian extractive companies, and among the dimensions of the decision-making effectiveness was the choice of alternative. Given that there is no agreed-upon definition of knowledge management in the existing literature, there is a need to analyze the methods proposed in the empirical literature, specially during the construction industry and academics broadly adopted knowledge management. According to [9], knowledge management entails the creating processes, disseminating, storing, and retrieving knowledge. It is obvious that terminology overlaps in a variety of fields.

It is possible to decompose knowledge management into the following components: people develop and receive content; content is the actual pieces which transmit information; routines and procedures specify how information should be collected, stored, shared, and accessed; Information is created, stored, shared, and accessed through technology, while organization allows people, technology, content, and routines to coexist.

Knowledge management goes through several processes that contribute to transforming the organization's input into knowledge, which can be shared, stored, for these processes: distribution and application, and the following is presented:

1) Knowledge Diagnosis

This process aims to identify the organization's type of knowledge and reveal the gap between available and desirable knowledge.

2) Knowledge Acquisition

The sources of this process lie through knowledge repositories, sharing experiences by various means available, whether traditional business and conference workshops or electronic such as video, online meetings and others [10]. Attracting new and creative workers and collaborating with R&D units both at the organization level and abroad is one of the most important channels for acquiring knowledge [11].

3) Knowledge Generating

This implies purchasing, innovating, discovering, or acquiring all of these activities, as they pertain to the development and acquisition of information, which is regarded as one of the most critical sources of institutional discrimination.

4) Knowledge Storage

The practice of storing knowledge demonstrates the importance of organizational memory for the knowledge conducted by persons who leave for one reason or another, and storing or retaining knowledge has become essential, particularly for institutions with high rates of work turnover and that rely on employment and use in the form of temporary and advisory contracts to generate knowledge, as these individuals take their nebulous implicit knowledge with them, once they've left the company. It depends on the organization's memory, which includes the knowledge that the organization possesses in its various forms of work procedures and conversions in the organization, which can form systems such as documents or databases in the organization. Organizational memory encompasses knowledge stored in a variety of component forms, involving codified human knowledge in expert systems, written documentation, structured data in electronic databases, documented organizational procedures and processes, and tacit knowledge acquired by individuals and networks of individuals.

5) Knowledge Distribution

It includes disseminating and exchanging information across diverse persons and administrative levels, that individuals utilize their unique abilities and tacit knowledge is transferred through a variety of approaches, including

training and conversation. Explicit information may be released in documents and internal bulletins, as well as via learning, and administrative assistance plays a critical part in this process.

Through the internal communication network, archiving systems, e-mail, and electronic management, accessible technology also plays a role in spreading and exchanging knowledge. What is critical during the distribution process is that the right knowledge reaches the individual.

6) Knowledge application

It refers to the application and utilization of knowledge. The organizations that best use knowledge ensure a competitive advantage, but there must be two fundamental components: a well-trained human element capable of effectively transferring accessible information, and a well-equipped physical infrastructure. Institutions encompass regular work activities as well as the technology components of equipment, communication networks, and databases. It is impossible to efficiently manage the massive amounts of information accessible today in all business sectors without the use of modern information technology.

This process represents the work of knowledge and its application in the organization, its transfer and education members of the organization, which indicates that the process of applying knowledge depends on learning and improvement, which contributes to enhancing the opportunities to face the obstacles to the application of knowledge, and this application is accompanied by mistakes in the performance of the work, and therefore the process of continuous development seeks to minimize errors to the maximum possible. The efficient knowledge system is sufficient to ensure that the application of knowledge succeeds in The company, but it is a positive step for learning, and that the strength in it lies in its use, and more important than the knowledge itself, and will not lead the processes of creativity, distribution, storage, to enhance organizational performance as the process of effective application of knowledge, especially in strategic processes in achieving the high quality of services and products to meet the customers' needs, so knowledge is strong if applied [12].

3. Research Framework

Figure 1 presents the research model, which intends to check the impact of processes of knowledge management on strategic management practices in try to fill the research deficit noted in the introduction. The impact of knowledge management on strategic management practices. Knowledge management's objective is to maximize the value of an organization's knowledge The following key hypothesis formalizes the projected effect of knowledge management on strategic management practices:

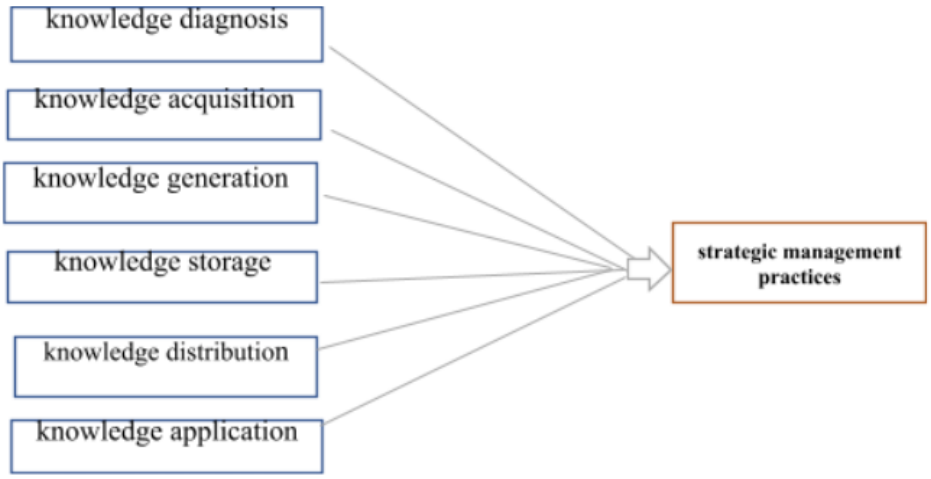

Figure. 1. Research Model

3.1. Study Hypotheses

The study's main hypothesis: There is a statistically significant impact of knowledge management on the implementation of strategic management practices. This imposition can be tested by the following sub hypotheses:

1) **H1:** There is a statistically significant impact of knowledge diagnosis on the implementation of strategic management practices.
2) **H2:** There is a statistically significant impact, not knowledge acquisition, on the implementation of strategic management practices.
3) **H3:** There is a statistically significant impact of knowledge generation on the implementation of strategic management practices.
4) **H4:** There is a statistically significant impact of knowledge storage on the implementation of strategic management practices.
5) **H5**: There is a statistically significant impact of knowledge distribution on the implementation of strategic management practices.
6) **H6**: There is a statistically significant impact of applying knowledge to the implementation of strategic management practices.

4. Methodology

This research followed a quantitative approach and used SPSS21 and AMOS 23 to conduct descriptive analysis. Multiple regression was used to analyze the design, which has six independent variables and a single dependent variable. Through this analysis. A questioner gathered the primary data. Employees of the General Administration of Education in Jeddah in Saudi Arabia answered the questionnaire as an analytical unit. For this study, a questionnaire based on a survey was employed. For analytical purposes, a seven-point Likert scale with response options ranging from 7 (seven) "strongly agree" to 7 (seven) "strongly disagree" was used. The instrument comprised of two valuable parts. The first section provided demographic information on the intended respondents, while the second section included questions about the study variables. Employees of the General Administration of Education in Jeddah were the target population.

Sampling occurs when the researcher selects a participant from the whole population of prospective participants from which the relevant information is obtained [13]. The selected sample include workers in general administration of education. The technique uses a non-probability convince sampling approach, Also, respondents answered all questions in accordance with the instructions. A questionnaire was used to conduct an online survey distributed to workers of the general administration of education's website groups. It includes a cover letter explaining the study's goal and taking their permission to conduct this research. Previously developed scales will be used to collect data, such as strategic management practices was develop by [14], and the diagnosis of knowledge was develop by [13] and the acquisition of knowledge was develop by [13] and the generating of knowledge was develop by [15] and the storge of knowledge was develop by [16], and the distribution of knowledge was developed by [16], and the application of knowledge was developed by [16].

This questionnaire was prepared first in English then translated to Arabic and both versions, Arabic and English, of the questions were included in the questionnaire. We reviewed the replies to each question with attention. Incorrect replies, such as giving the same response to all questions, and incomplete responses were omitted from our sample. In all, 316 respondents successfully completed the questionnaire, which is a sufficient sample size for this type of study [17]. These valid replies were analyzed to determine their reliability, validity, and suitability for testing hypotheses.

5. Data Analysis

This study aims to explores the relationship between knowledge with its six dimensions (diagnosis, acquisition, generation, storage, distribution, and applying) on the implementation of strategic management practices. Therefore, the statistical analysis preformed using SPSS21 and AMOS 23, and contains five stages : descriptive statistics sample demographic, Explanatory Factor Analysis EFA, validity and reliability, Conformity factor analysis CFA, Hypothesis testing using multiple regression.

5.1. Sample Demographic

Table 1 exhibits 56.6% of the sample where mail and 43.4% female. The majority of participants their ages between 30-40 years 39.2%, 38.9% of them their income 5,000-10,000 SR. The majority of participants work as administrator 71.2%, most of them their experience were less than 5 years30.4% , holding bachelor degree 52.2% .

Table. 1. Sample demographics of this study

		Frequency	Percent
Gender	Male	179	56.6
	Female	137	43.4
AGE	20-30	98	31.0
	> 30-40	124	39.2
	> 40-50	71	22.5
	> 50-60	18	5.7
	above 60	5	1.6
Income	SR 5.000 or below	89	28.2
	> 5000-10000	123	38.9
	> 10000-15000	47	14.9
	> 15000-20000	19	6.0
	> 20.000 or more	38	12.0
Job	Administrative	225	71.2
	Manager	68	21.5
	Chairman of the Board of Directors	23	7.3
Experience	Less than five years	96	30.4
	Five years and above	87	27.5
	Ten years and above	63	19.9
	Fifteen-year and above	38	12.0
	Twenty years and above	32	10.1
Education	High school	71	22.5
	Bachelor	165	52.2
	Master	67	21.2
	PhD	13	4.1
	Total	316	100.0

5.2. Exploratory Factor Analysis (EFA)

The dataset suitability for exploratory factor analysis (EFA) was evaluated by testing the dataset suitability for EFA was evaluated by testing the correlation matrix of variables, measures Kaiser Mayer Olkin sampling adjustment (KMO) and Bartlett's sphericity test as recommended by [18]. A non-zero determinant suggests that at least one parameter can be obtained from the dataset (Pallant 2011). On other side, best practice among researchers recommends that KMO be> 0.50 while the Bartlett test statistic must be 05 [19]. The KMO was 0.916> 0.50 and the p-value of the Battlett test is 0.000 < 0.05 indicating that we have a correct sample size. Table 2 also shows factors extracted which resulted from the analysis, with 87.239% of total variance is explained. Identifying latent constructs will provide manageable representative data without significantly losing the intrinsic characteristics of the original data, this was depending on the recommendation of [18] who suggest that factor loads can be suppressed up to 0.50. two items were deleted due to it's factor loading on more than one latent variable "The company seeks to gain advanced knowledge." and" The company is flexible in distributing its knowledge." respectively. Table 2 displays the mean and standard deviation besides to factor loading for each item. Moreover, table 2 shows the Cronbach alpha for each construct. The acceptable threshold for the reliability of the scale is 0.70 and above [20], for all constructs of this study Cronbach alpha vary from 0.986 to 0.825 which above the cut of point , therefore, the internal reliability for the questionnaire is valid.

Table. 2. Exploratory Factor Analysis EFA

Contract	Item	Mean	Standard deviation	Factor Loadings
Knowledge Diagnosis	DK1	2.8196	1.80363	0.915
	DK2	2.8165	1.81821	0.919
	DK3	2.7278	1.83839	0.905
	DK4	2.7563	1.87569	0.913
Cronbach alpha				0.950
Knowledge Acquisition	Ak2	2.0475	1.25013	0.780
	AK3	2.4114	1.21174	0.786
	AK4	2.2943	1.25942	0.832
	AK5	2.2816	1.31889	0.763
Cronbach alpha				0.825
Knowledge Generation	GK1	2.9652	1.75898	0.911
	GK2	2.8513	1.57360	0.928
	GK3	2.9747	1.81685	0.911
	GK4	2.6487	1.66191	0.911
	GK5	2.8070	1.49838	0.894
Cronbach alpha				0.968
Knowledge Storage	SK1	2.5665	1.93842	0.923
	SK2	2.6677	1.71095	0.965
	SK3	2.6741	1.39093	0.886
	SK4	2.6266	1.36153	0.834
	SK5	2.8639	1.81103	0.947
Cronbach alpha				0.954
Knowledge Distribution	DistK2	2.6108	1.76484	0.834
	DistK3	2.5506	1.71842	0.870
	DistK4	2.5722	1.67142	0.879
	DistK5	2.6329	1.65560	0.854
	DistK6	2.6677	1.62335	0.839
Cronbach alpha				0.974
Knowledge Application	AppK1	2.7278	1.42606	0.872
	AppK2	2.2911	1.45102	0.858
	AppK3	2.4905	1.46382	0.844
	AppK4	2.4810	1.48098	0.888
Cronbach alpha				0.946
Strategic Management Practices	SMP1	2.8354	1.93008	0.772
	SMP2	2.9810	1.89727	0.782
	SMP3	2.9430	1.91815	0.799
	SMP4	2.9747	1.89049	0.806
	SMP5	2.9937	1.88561	0.805
	SMP6	3.0114	1.92372	0.798
	SMP7	3.0443	2.00743	0.794
Cronbach alpha				0.986

5.3. Instrument Validity and Reliability

Validity means the instrument ability to do what was it made for. In this research, the content validity of the instrument was verified by a panel of experts and academic referees. The questionnaire was sent to the referees in its

preliminary form to make their comments and suggestions. They made several comments and suggestions to delete, modify or rephrase some of the items. These comments and suggestions were considered to design the final form.

Reliability refers the ability of the search tool to provide the same results if it is applied multiple times with a marginal error not exceeding (5%). respondents representing the sample of the target population. Table (3) shows the reliability analysis result. Moreover, the convergence and the discriminant were evaluated using CFA via AMOS (23). According to [20], the thresholds are 0.7 Each dimension of the extracted mean variation (AVE) is greater than 0.5 and all CR> AVE [21]. Therefore, the various aspects of this study have convergent validity.

Table. 3. Reliability and Validity

Construct	CR	(AVE)	Dk	Ak	Gk	SK	DistK	AppK	SMP
Dk	0.964	0.87	**0.933**						
Ak	0.843	0.591	0.119	**0.769**					
Gk	0.976	0.891	0.144	0.219	**0.944**				
SK	0.966	0.852	0.13	0.065	0.051	**0.923**			
DistK	0.98	0.908	0.109	0.214	0.329	0.234	**0.953**		
AppK	0.961	0.861	0.086	0.298	0.2	0.227	0.471	**0.928**	
SMP	0.989	0.925	0.251	0.307	0.502	0.552	0.727	0.3	**0.962**

CR; composite reliability ,AVE; average variance extracted, DK; Knowledge Diagnosis, AK; Knowledge Acquisition, GK; Knowledge Generation, SK; Knowledge Storage, DistK; Knowledge Distribution, AppK; Knowledge Application, SMP; Strategic Management Practices.

Validity relates to how well indicators accurately assess the constructs they are designed to assess [21]. Discriminant and convergent validity were used to test construct validity [21]. Discriminant validity evaluates how unique each variable is and how well it represents a phenomenon of interest not represented by other variables in the same measurement model [21]. The square root of each construct's AVE is bigger than the construct's highest correlation with any other construct in this study, as seen in Table 3. Estimates suggest that these constructs are discriminant validity valid [21].

5.4. Confirmatory Factor Analysis

A total number of (316) valid cases were considered for both descriptive and analytical analysis . However, for ensuring the construct validly of our model for analytical analysis, this study used AMOS 23, which helps to conduct a Structural Equation Modeling (SEM) for Conformity Factor Analysis (CFA), besides the assessment model.The hypothetical (structural model) consists of latent variables that represent the proposed dimensions for both independent and dependent variables.Also, it includes endogenous variables, which represent the items related to each latent variable. The relationship between these variables can be mapped using a path of arrows as shown in Fig 2.

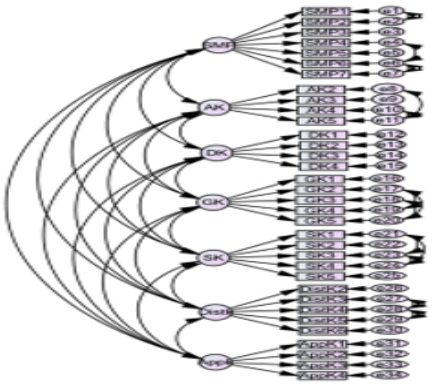

Figure. 2. Confirmatory Factor Analysis CFA

Based on fig 2, Chi^2 = 525.768, (p value=0.012). The overall model fit was sufficient, as shown in Table 5. The test of overall model fit resulted in a χ^2 value of 768.421 with a degree of freedom of 284 and a probability value of less than 0.001. The significant p-value suggested that the absolute fit of the model was less than desirable. Although the $\chi 2$ test of absolute model fit is sensitive to sample size and non-normality, a better measure of fit is chi-square (χ 2) over degrees of freedom. This ratio for the proposed model in this work was 1.152, that was within the recommended 1–3 bracket.

Table. 4. Model Fit Summary for the Research

Model Fit Statistics	Recommended Value	Model Value
Chi-Square ($\chi 2$) / Degree of Freedom (DF)	≤3.000	525.768/480=1.152
Probability Value (p)	> 0.05	0.012
Goodness of Fit Index (GFI)	≥0.900	0.912
Adjusted Goodness-of-Fit Index (AGFI)	≥0.800	0.891
Comparative Fit Index (CFI)	≥0.900	0.995
Tucker–Lewis Index(TLI)	≥0.950	0.994
Root Mean Square Error Approximation (RMSEA)	≤0.080	0.022

Along with the ratio indicated above, we also present some of the fit indices. The descriptive fit statistics compare a given model to a reference model, often the independence model, to demonstrate the suggested model's superiority. The goodness-of-fit index (GFI), the adjusted goodness-of-fit index (AGFI), the comparative fit index (CFI), and the Tucker– Lewis index (TLI) are all presented. Gerbing and Anderson (1988) discovered that CFI is one of the most stable and best-fit indices available. Additionally, we present the root mean square error of approximation (RMSEA), that quantifies the disagreement by degree of freedom (Steiger & Lind, 1980). The CFI must be greater than or equal to 0.90 (Hoyle, 1995), whereas the AGFI must be greater than or equal to 0.80. (Chin & Todd, 1995; Segars & Grover, 1993). The CFI must be equal to or greater than 0.90. (Bentler & Bonett, 1980; Hoyle, 1995). The TLI is more stringent, requiring a value of 0.95 or more (Hu & Bentler, 1999). Finally, the RMSEA must be less than 0.10 but may indicate a tolerable approximation error if it is less than the more stringent criteria of 0.08. (Browne & Cudeck, 1993). Hu and Bentler (1999), on the other hand, recommended that a value of 0.06 indicates a satisfactory fit between the postulated model and the observed information. Table 4 summarizes these statistics; all were judged to be within the required levels. After establishing the model's relative fit, it was suitable to assess the individual path coefficients associated with our hypotheses.

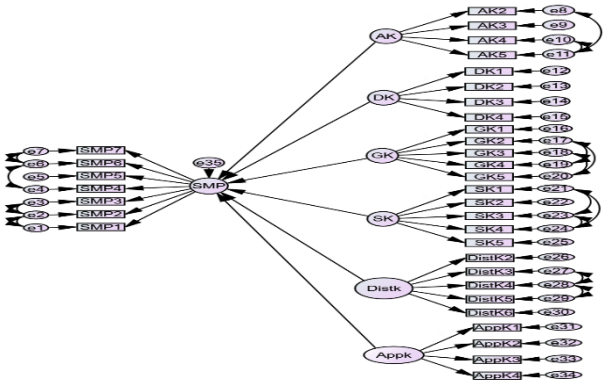

Figure. 3. SEM for the dependent variable strategic management practices

5.5. Test Hypothesis

The study's main hypothesis: There is a statistically significant effect of knowledge management with its 6 dimensions (diagnosis, acquisition, generation, storage, distribution, and applying) on the strategic management practices.

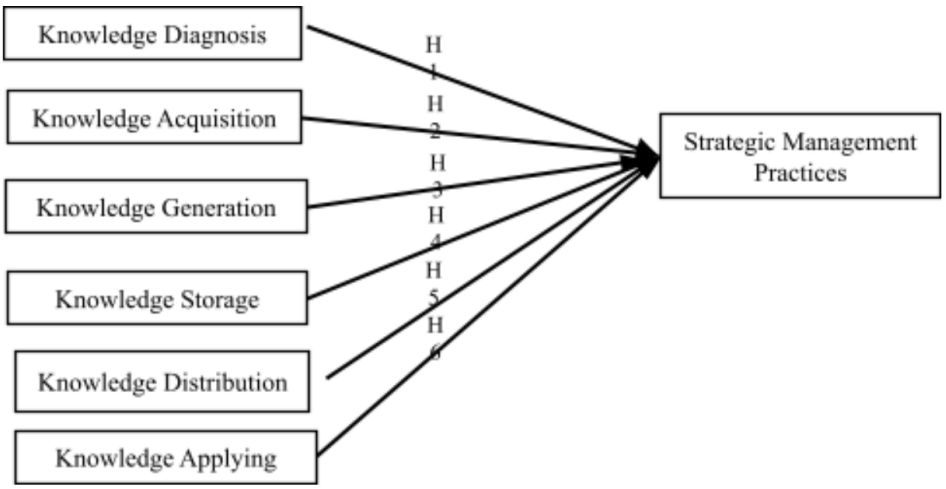

Figure. 4. Conceptual model

1) **H1:** There is a statistically significant effect of knowledge diagnosis on the implementation of strategic management practices.

To test the relationship between knowledge diagnosis and strategic management practices structural equation modeling SEM was conducted. Table6 reviles it is significant relationship β=0.150, t=3.766 and p=0.000 <0.005. Therefore, knowledge diagnosis has a positive significance effect on strategic management practices.

2) **H2:** There is a statistically significant effect of knowledge acquisition, on the implementation of strategic management practices.

To test the relationship between knowledge acquisition and strategic management practices structural equation modeling SEM was conducted. Table6 shows it is insignificant relationship β=-0.066, t=-1.152 and p=0.249 >0.005. Therefore, knowledge acquisition has no significance effect on strategic management practices.

3) **H3:** There is a statistically significant effect of knowledge generation on the implementation of strategic management practices.

To test the relationship between knowledge generation and strategic management practices structural equation modeling SEM was conducted. Table6 illustrates it is significant relationship β=0.288 , t=7.387 and p=0.000 <0.005. Therefore, knowledge generation has a positive significance effect on strategic management practices.

4) **H4:** There is a statistically significant effect of knowledge storage on the implementation of strategic management practices.

To test the relationship between knowledge storage and strategic management practices structural equation modeling SEM was conducted. Table6 illustrates it is significant relationship β=0.078, t=2.383 and p=0.017 <0.005. Therefore, knowledge storage has a positive significance effect on strategic management practices.

5) **H5:** There is a statistically significant impact of knowledge distribution on the implementation of strategic management practices.

To test the relationship between knowledge distribution and strategic management practices structural equation modeling SEM was conducted. Table 6 illustrates it is significant relationship β=0.566 t=11.399 and p=0.0100 <0.005. Therefore, knowledge distribution has a positive significance effect on strategic management practices.

6) **H6:** There is a statistically significant impact of applying knowledge to the implementation of strategic management practices.

To test the relationship between knowledge applying and strategic management practices structural equation modeling SEM was conducted. Table 6 illustrates a significant relationship β=0.329 t=5.765 and p=0.0100 <0.005. Therefore, knowledge applying has a positive significance effect on strategic management practices.

Table. 5. Hypothesis testing

	Construct	β	SE	t	P	Direction	Decision
H1	knowledge Diagnosis	0.150	0.040	3.766	0.000	Positive	Supported
H2	Knowledge Acquisition	-0.066	0.057	-1.152	0.249	Negative	Not Supported
H3	Knowledge Generation	0.288	0.039	7.387	0.000	Positive	Supported
H4	Knowledge Storage	0.078	0.033	2.383	0.017	Positive	Supported
H5	Knowledge Distribution	0.566	0.050	11.399	0.000	Positive	Supported
H6	Knowledge Appling	0.329	0.057	5.765	0.000	Positive	Supported

6. Research Result and Conclusion

The study aimed to identify the impact of knowledge management on strategic management in the General Administration of Education in Jeddah in Saudi Arabia. To achieve this goal, a questionnaire was developed by the researcher, and distributed to a sample of 316 employees of the General Administration of Education in Jeddah in Saudi Arabia. 316 questionnaires were returned successfully from All branches of the General Administration of Education in Jeddah of Saudi Arabia. After collecting data, the testing measurement validity and reliability could be occurred by EFA then analyzed the data by using multi regression.

The questionnaire, after the reliability procedures, consisted of 36 items, divided into seven axes, and it was found through the factor analysis that there are seven sections of the questionnaire represented in, and the questionnaire is two-part. The first is for primary verses such as age, experience, degree of employment, scientific qualification and Average income, and the second part is to address the dimensions of knowledge management (knowledge diagnosis, knowledge acquisition, knowledge generation, knowledge storage, knowledge distribution, knowledge application) and its relationship to strategic management practices. This questionnaire was prepared first in English then translated to Arabic and both versions, Arabic and English, of the questions were included in the questionnaire.

The implication of this study is that Organizations built on knowledge should be able to incorporate processes geared toward knowledge exploration (generation) and utilization (storage, acquisition, and application). Also, such organizations should be able to be flexible in these processes to achieve the demands of the work. Experts in knowledge generation require some level of help from incentive and monitoring programs, as they must eventually generate concrete outcomes and discover errors and try to solve them. The research was conducted at the General Administration of Education in Jeddah, Saudi Arabia, and while the study was restricted to the city of Jeddah, similar techniques can be used to other government organizations, particularly those that provide public services. Knowledge management, it is considered, will be effective if it is employed in service institutions that attempt to apply strategic management in order to fulfill the growing requirements of the public.

Based on these results, the current study recommends the application of knowledge management in all educational institutions because it has a major role in the practice of strategic management. The study also recommends conducting future studies on different sectors in Saudi Arabia.

Many limitations occurred in this study, including a loss of generality and correlation nurture. The aim was to get impartial and broad findings for the general management of education in Saudi Arabia by surveying audiences using Google Forms. SPSS was used to do the analysis, which allowed for validation of the result's correctness. The generalization was accomplished by contacting workers of Saudi Arabia's General Administration of Education in Jeddah. Hover, the sampling procedure was convenient, limiting the result's generalizability.

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