

Exploring the relationship between knowledge management and core competencies to improve universities success in Jordan: Testing the mediating effect of employee engagement

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ABSTRACT

Strong job results require a lot of work and assistance from many people, particularly when it comes to academic accomplishment. Therefore, the justification for this research is that success at universities involves knowledge, effort, and significant academic engagement. To encourage change and success in universities. Also, it is crucial to possess the necessary skills even when achieving this goal. Therefore, this research seeks to explain the relationship between knowledge management, core competencies, and university success with employee engagement as mediating. The data was gathered from ten Jordanian public universities. was also chose respondents were chosen using convenience sampling, and the data, which included responses from 365 respondents, were analyzed using the Partial Least Squares (PLS) modeling technique. The results of the research found that knowledge management and core competencies are significantly influenced by employee engagement and organizational success. Moreover, employee engagement has a significant relationship with organizational success. More importantly, the analysis revealed that employee engagement plays a mediating role between knowledge management, core competencies, and organizational success. Top management must begin planning the changes required to meet the demands of knowledge management and core competencies while also capitalizing on opportunities to improve organization success and employee engagement.

Keywords: Knowledge management, Core competencies, Employee engagement, Organization success

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1. Introduction

There is growing concern in advanced economies that university teaching and research should be directed toward specific economic and social goals [1]. An important topic of inquiry, particularly for many developing nations, is how higher educational institutions around the world differ in their capacity for such economic and social goals. Higher education institutions (HEIs) are a key driver of development since they serve as a hub for knowledge creation that can advance the development of any country. To preserve a competitive edge and participate in the greater political and cultural leadership of their regions, universities must increase the role that their staff and students play in regional development.

Knowledge management within these institutions, or in our example, an educational institute, may be part of the explanation for universities' diverse levels of success. The success of higher education institutions has been related in literature to knowledge management [2, 3]. Implementations of knowledge management differ based on the size, capitalization, and educational market of the institution. However, most businesses don't really



consider the role and purpose of knowledge management when integrating it into their operations, especially when it comes to employee success [4, 5]. Thus, in a knowledge-driven world, institutions' sustainable competitive advantage is dependent on recognizing the importance of intellectual capital (especially human capital) and adopting its fundamentals, which are both critical in all areas of the economy, particularly Higher Education Institutions (HEIs) in developing countries like Jordan [6].

Employee engagement (EE) and organizational success appear to be related in both direct and indirect ways, according to existing research literature. In terms of direct links, it has been demonstrated that individual and group engagement is related to both organizational and employee success [7]. Employee engagement is described in the current study as the level of involvement, commitment, enthusiasm, and strong motivation among employees [8]. Rathee and Sharma [9], evaluated the research on employee engagement and concluded that 'engaged' employees become more productive, generate higher levels of customer satisfaction and loyalty, and are more likely to lead to organizational success in both the manufacturing and service sectors. Notwithstanding these reform desire to reach good education, many Jordanian universities and colleges continue to struggle to develop performance to achieve excellence related to key performance index annual evaluation reports, particularly from the perspective of knowledge management [10].

On the other hand, core competency has drawn the attention of managers and academics alike since it is thought to be essential to higher education renewal and to be the driving force behind strategic change [11]. It is a difficult and complex notion to theoretically describe, experimentally identify as a phenomenon, and practically use [12]. According to Alosaimi [13], an organization's core competences should be considered as a combination of abilities and technologies as well as a particular set of technologies, knowledge, and skills that only one company in the market possesses. These competencies include tacit and explicit knowledge. Similar to this, an operations core competency is a collection of distinct and recognisable company activities carried out in response to technological advances [14, 15].

Any information, skill, attitude, experience, talent, or trait that enables people to interact with us successfully at work, school, home, and in their communities is referred to as competency [16]. According to Amias and Segumpan [17] competence is the quality of being sufficiently or highly qualified and capable of performing well in a certain function. One of the most frequently used concepts in management development, organizational, and work-related literature is the competency, which has a variety of interpretations. Effective leadership abilities, problem-solving abilities, communication abilities, customer orientation, results orientation, and team orientation are the six most crucial competences [18, 19]. There are several techniques that contend that the unique and priceless resources and competencies of universities are hard to duplicate and form the basis of competitive advantage. According to the resource-based perspective, human resources can help an organization gain a long-term competitive advantage by promoting the development of competencies unique to the company, fostering complex social relationships that reflect the firm's history and culture, and generating tacit knowledge within organizations. The relationship between skills and employee success is centered on the connection between business operations and employees, business activities, strategic strategies, and customer value [20, 21]. If the right qualities are defined in the plans and carried out, a competency model has the ability to dramatically boost employee success and satisfaction.

To understand better how knowledge management, core competencies, and organizational success interact in Jordanian higher education institutions, this study looked into the topic. The study will also examine how staff engagement affects job success through mediation.

2. Literature review

2.1. Organization success

Organization success is the achievement of an increased and sustainable results of the organizations that execute strategies and engage employees. In otherwords, organzatioal success is commitment of every organizations to achieve their specific objectives. However, organizations have a major role in our daily lives and therefore successful organizations express the main factor for developing countries particularly Jordan [22]. The bulk of firms are fighting for survival in this unstable and competitive market climate. Performance and employee motivation are essential components of every organization's long-term success. On the one hand, performance measurement is important for organizational management since it shows the development and success of the organization [23].

Thus, organizational success is a difference maker amongst the critical factors in administration to investigate and appears to be the most critical marker of organizational success. Despite the fact that the concept of organizational success is extremely common in academic writing, its definition is difficult due to its numerous implications.

The performance of a corporation or organization in the current business environment is referred to as organizational success. However, the firm can turn a profit by performing effectively. Employee motivation can be developed by effective human resource selection, and the human management process is actually crucial for an organization [24]. Human resources are the cornerstone of any high and projected achievement, as was previously said. This, however, is not a prerequisite for efficient performance. Any organizational performance management system must be extremely concerned with how managers and employees are using it [25].

2.2. Knowledge management

Knowledge management was found to be complex and lacking in generally recognized definitions as a result of diverse interpretations embracing various forms of knowledge management, according to a critical evaluation of prior literature [26, 27]. Knowledge management had been accepted and widely used in corporate organizations even though there was no consensus on what it was Haggie & Kingston [28], making it a crucial component for organizational sustainability [29]. While the incorporation and maintenance of expertise in human capital allowed businesses to offer unique capabilities for performance competitiveness [30, 31], earlier research by Halawi, Aronson, and McCarthy [32], Wang, Ahmed, and Rafiq [33] as well as Mills and Smith [34] found that the field of knowledge management was still lacking in empirical data.

Knowledge management had been incorporated into Jordanian higher educational organizations, as demonstrated by studies by Masa'deh, Almajali, Alrowwad, and Obeidat [35], Masa'deh, Shannak, Maqableh, and Tarhini [36], Badah [37] and Alzoubi and Alnajjar [38] conducted research on the role and processes of knowledge management in higher education for organizational success. Furthermore, Yeh and Ta [39] also found that organizational knowledge was essential to the continuous financial performance of educational organizations, even while academic knowledge served higher education institutions' core goal. On the other hand, Demchig [40], stated that universities frequently fail to take organizational knowledge into account. Private colleges and universities won't be able to enhance organizational outcomes if they can't adapt to changes in management and knowledge.

2.3. Core competency

Competency is thought to be the glue that connects the goal of making people competitive and seeing these assets as assets with the reality of the business, allowing organizations to measure, monitor, and plan with it. If these universities can get the competency profile right, it will help them achieve a sustainable competitive advantage, which could lead to performance with the potential to impact the economy, as banking success is inextricably linked to the economic futures of any economy. A variety of factors contributed to the high interest in competency modeling as a recruitment and performance management approach. To begin with, a significant number of employees, including university professionals in the workplace, are engaged in knowledge-based work. Second, as cost and competitive pressures in industries and organizations increase, so does understanding of competencies and their application [41]. Competent employees will always be productive regardless of the work they do (Hsieh et al., 2012; Vaishya et al., 2016). By doing so correctly, Jordanian public universities will be able to achieve the competency profile that will help them maintain a competitive advantage and have an impact on their performance.

An individual's capacity to engage successfully with others at work, school, home, and in their communities is referred to as their competency [43]. Competencies can also be information, skills, attitudes, experiences, abilities, or traits. Competency is the condition or quality of being sufficiently or highly qualified and capable of carrying out a certain function [17]. The term "competency" is one of the most frequently used in management literature as well as organizational and professional literature. It has a variety of meanings. Also included in the six main qualities are strong leadership abilities, problem-solving abilities, communication abilities, customer orientation, results orientation, and team orientation [18, 19]. The expansion and sustainability of university operations are supported by competitive advantage in providing higher education services, which calls for the deployment of a modern management system to guarantee the availability of employee incentives and training programs [44]. According to the resource-based view, human resources can help an organization gain a long-term competitive advantage by promoting the development of competencies unique to the company, fostering

complex social relationships that reflect the firm's history and culture, and generating tacit knowledge within organizations. The relationship between skills and employee success is centered on the connection between business operations and employees, business activities, strategic strategies, and customer value [20, 21]. If the right qualities are defined in the plans and carried out, a competency model has the ability to dramatically boost employee success and satisfaction.

2.4. Employee engagement

In this study, employee engagement was viewed as a moderating variable between the core competency and employee performance relationship. Prior to considering employee engagement as a mediating variable on the relationship between core competency and employee performance in the context of Jordan's financial industry, no empirical study had been conducted [45]. Because employee engagement is still a relatively new concept in research [46, 47], few studies have been conducted in developed contexts that use employee engagement as a construct [48], but there are many in developing contexts like Jordan [49].

Engagement and performance have both direct and indirect relationships, according to the research literature. In terms of immediate interactions, it has been demonstrated that individual and group engagement is related to organizational and employee performance [50, 51, 52].

According to Buckingham and Coffman [53] employee engagement significantly predicts positive organizational outcomes like customer satisfaction, retention, productivity, and profitability. The top 25% on an engagement index in a study of 65 companies across different industries done by Macey, Schneider, Barbera, and Young [54] had a greater return on assets, profitability, and more than double the shareholder value than the lowest 25%. These studies demonstrate a connection between performance and involvement. Despite the lack of empirical studies, several authors have made compelling arguments about how engagement improves individual employee performance [55, 56, 57, 58, 59, 60, 61, 62].

- In keeping with the current study's goal, the researchers proposed the following hypotheses:
- **H₁**: Knowledge management has a significant effect on organization success.
- **H₂**: Core competency has a significant effect on organization success.
- **H₃**: Knowledge management has a significant effect on employee engagement.
- **H₄**: Core competency has a significant effect on employee engagement.
- **H₅**: Employee engagement has a significant effect on organization success.
- **H₆**: Employee engagement mediates the relationship between knowledge management and organization success.
- **H₇**: Employee engagement mediate the relationship between Core competency and organization success.

3. Research gaps

In a recent study conducted on 334 faculty members of Semnan University by Feiz, Dehghani Soltani, and Farsizadeh [63], results indicate a significant relationship between teacher knowledge sharing and empowerment. The results also demonstrate that organizational memory has a mediating function in influencing knowledge sharing over faculty member empowerment. However, the study was limited in scope, sample size and determinant variables, thus, recommended that future researchers should consider knowledge sharing, organizational memory, and psychological empowerment.

Engagement as a mediator offered a more thorough explanation for links between antecedents and performance outcomes than other variables (such as self-efficacy), according to Xanthopoulou, Baker, Heuven, Demerouti, and Schaufeli [64] research. They investigated whether work engagement and self-efficacy could predict job performance. The results of their study showed that engagement rather than self-efficacy mediated the link between supportive colleagues and performance. Both the association between self-efficacy and job performance as well as the relationship between peer support and performance were mediated by engagement. Consequently, the study by Xanthopoulou et al. [64]'s validated the claim that engagement is a tool that firms may use to obtain a competitive edge. Additionally, individual performance is a prerequisite for organizational-level results, although research regarding the connection between engagement and individual performance is insufficient, according Gruman and Saks [65]. However, there is circumstantial support for the relationship

between engagement and performance. These competing functions of employee engagement and unresolved arguments over the direct and indirect roles of engagement in connection to the Jordan Higher Education Experience call for more research.

As a result, the relationship between employee engagement and job resources for university employees using the Job demands-resource model. The findings revealed that "fulfillment" has the greatest influence on work engagement and concluded that in order for an employee to feel "fulfillment," he or she must be satisfied with their work and have confidence in their abilities. Furthermore, previous research for university employees has not clarified the relationship between work engagement and core competency [66]. Several studies on employee performance have also recommended that work engagement be investigated and used as a mediating variable [67, 68] Because of the widespread challenges of employee disengagement faced by organizations in general, and the higher education sector in particular, it has become critical to engage employees in order to reduce the escalated costs of disengagement [69]. As a result, this study will add a body of knowledge to the existing literature by extending theories with the Job demands-resource model. Finally, several studies on organizational success suggested that knowledge management be investigated [70, 71, 72, 73, 74]. The conceptual framework is depicted in the figure below.

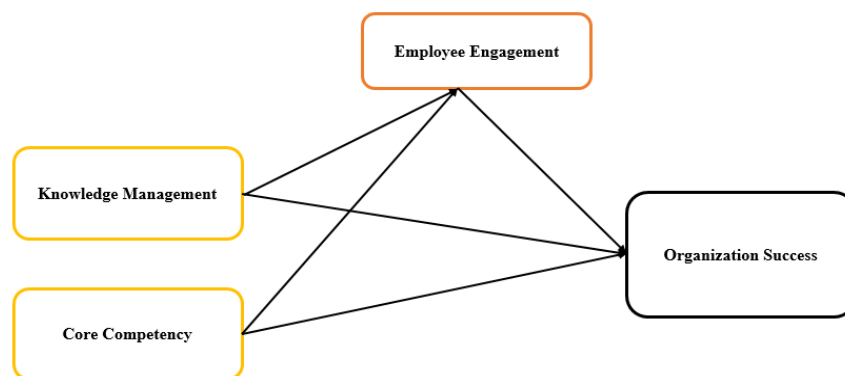


Figure 1. Conceptual Framework

4. Methodology

This research focuses on faculty members in public universities in Jordan. It uses a self-administered questionnaire survey to collect data. Samples were selected using non-probability sampling. Thus, Bless and Higson [75] stated that determining the right sample size is very important. In relation to this, Krejcie and Morgan [76], as cited in Sekaran [77], propose that for a population of 7,429 (Ministry of Higher Education and Scientific Research-Jordan, 2019) or more, the sample size should be no less than 365. Additionally, the survey for this study employs a 10-point rating system, with 1 being "strongly disagrees" and 10 being "strongly agrees." According to Awang [78] the ideal range for a questionnaire in SEM is between 1 and 10. The interval scale, according to the author, is a continuous score, hence parametric statistical analysis is necessary. The 10-point rating scale in SEM has been used in numerous earlier studies [79, 80].

5. Results and discussion

Since PLS modelling does not require the normality assumption and survey research is typically not normally distributed, we utilized the SmartPLS 4 version of PLS modelling as the statistical tool to examine the measurement and structural model.

Structural equation modelling was used in the study's analysis strategy to examine the hypothesized linkages. Thus, the analysis was carried out in two parts. To validate the measurement model's validity, the initial step was to run the model. Convergent and discriminant validity tests were conducted on the validity. The second step of the structural model was carried out to test the suggested study hypotheses after determining the validity and receiving sufficient results.

According to Hair et al. [81] and Ngah et al. [82], convergent validity is the reflection of the assessment of a latent variable by its specific items. By evaluating the Average Variance Extracted (AVE) and the Composite Reliability (CR), convergent validity was established. The factor loading threshold should be at least 0.5. For AVE, a minimum value of 0.5 is needed, but a minimum value of 0.7 is needed for CR. Table 1 and Figure 1 both show all the factor loadings. In addition, Table 2 validates the recommended values of AVE and CR as

given by Hair et al. [81]. It can be seen that all loads are over the suggested value of 0.5. As a result, the model's convergent validity is guaranteed.

Table 1. Factor loading

	CC	EE	KM	OC
CC1	0.865			
CC2	0.890			
CC3	0.906			
CC4	0.906			
EE1		0.953		
EE2		0.951		
EE3		0.967		
EE4		0.975		
KM1			0.791	
KM2			0.775	
KM3			0.851	
KM4			0.787	
KM5			0.819	
OC1				0.856
OC2				0.841
OC3				0.864
OC4				0.828
OC5				0.910

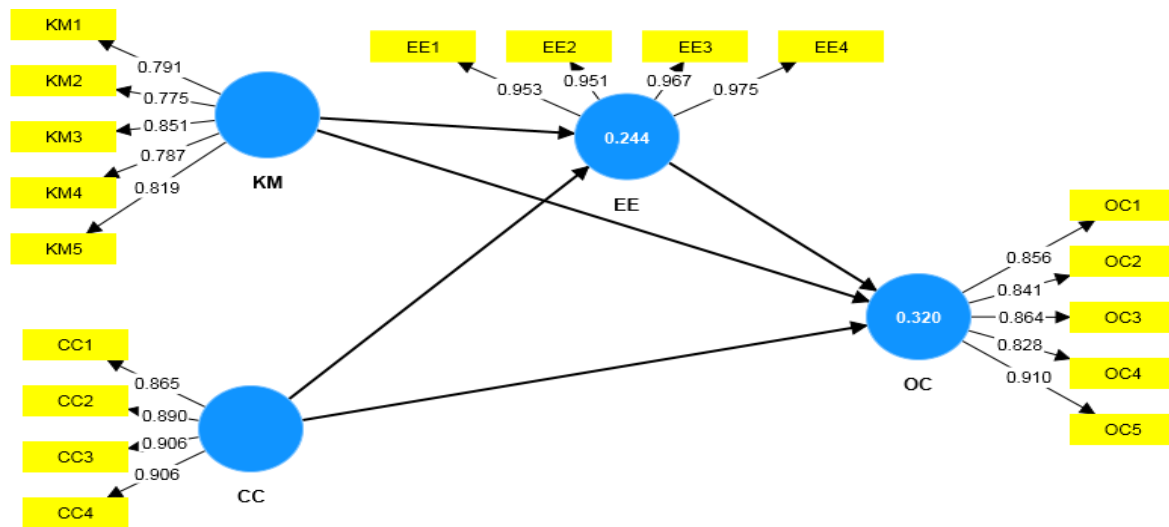


Figure 1. Factor loadings

Table 2. Cronbach's alpha, composite reliability, average variance extracted (AVE)

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
CC	0.914	0.922	0.940	0.795
EE	0.973	0.973	0.980	0.924
KM	0.865	0.878	0.902	0.648
OC	0.912	0.913	0.934	0.740

The HTMT criterion, proposed by Henseler et al. [83] and modified by Franke and Sarstedt [84], was then used in step 2 to evaluate the discriminant validity. HTMT readings should be less than 0.90. As can be seen in Table 3, all the HTMT values were below 0.90, indicating that the respondents were aware of the distinctions between the four conceptions. Both validity tests, when combined, have demonstrated the validity and reliability of the measuring items.

Table 3. Discriminant validity (HTMT)

	CC	EE	KM	OC
CC				
EE	0.468			
KM	0.230	0.322		
OC	0.435	0.453	0.465	

Additionally, bootstrapping was done to generate the t-values. The structural model is shown in Figure 2, while the results of the hypothesis examination of direct links are shown in Table 4, and the results of the mediation analysis are shown in Table 5. Figure 2 displays the T-values for the direct associations. The findings demonstrate that knowledge management considerably and favorably impacts organizational success as measured by the t-value of 6.518 and employee engagement as measured by the t-value of 3.917. Core competencies have a considerable and beneficial impact on the success of the firm (t-value: 5.950; t-value for employee engagement: 7.375). According to t-value=3.867, employee engagement has a significant and beneficial impact on an organization's success.

Table 4. Direct hypotheses testing

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
CC -> EE	0.402	0.402	0.054	7.375	0.000
CC -> OC	0.327	0.328	0.055	5.950	0.000
EE -> OC	0.233	0.233	0.060	3.867	0.000
KM -> EE	0.216	0.218	0.054	3.979	0.000
KM -> OC	0.352	0.355	0.054	6.518	0.000

Table 5. Mediation analysis

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
CC -> EE -> OC	0.094	0.094	0.028	3.377	0.001
KM -> EE -> OC	0.050	0.051	0.019	2.654	0.008

Table 5 illustrate the outcomes of the mediation analysis. The findings indicted that knowledge management is significantly related to organization success through the mediation of employee engagement as t-value= 2.654. On the other hand, Core competency is significantly related to organization success through the meditation of employee engagement as t-value= 3.377

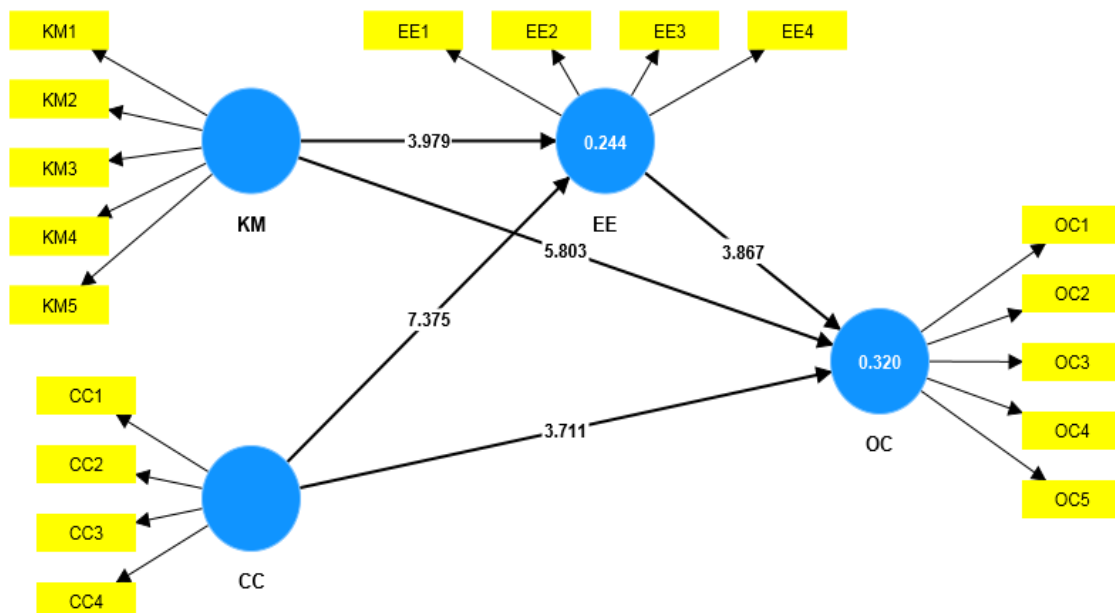


Figure 2. Structural Model

The study's findings confirm the premise that "knowledge management has a significant effect on organizational success," as evidenced by the T statistics and P values in the table. This shows that knowledge management practices can have a significant impact on organizational performance. This hypothesis is supported by the literature review, which found that knowledge management can improve various aspects of organizational performance, such as employee motivation, innovation, and competitiveness [29, 85, 86, 87]. Budiarta [86], for example, discovered that knowledge management practices were positively connected with organizational innovation in Indonesian manufacturing enterprises. Furthermore, the literature suggests that knowledge management can influence employee commitment to their organization, which can lead to organizational success. Masa'deh et al. [88] discovered that knowledge management practices at Jordanian higher education institutions were favorably connected with employee commitment. Similarly, Yeh and Ta [89] discovered that organizational knowledge is critical to the long-term performance of educational organizations, and that knowledge management practices may increase employee engagement to the organization.

According to the study's hypothesis (H2), core competency (CC) has a considerable impact on organizational success (OC). The study's findings confirm the concept that core competency (CC) has a major impact on organizational success (OC). This finding is consistent with prior research that has demonstrated the significance of core competences in improving organizational performance [41, 42]. According to the literature, competences are important in organizations because they provide a framework for measuring, monitoring, and planning organizational performance. Competencies are described as the information, skills, attitudes, experiences, talents, or attributes that enable people to succeed in relationships with others at work, school, home, and in their communities [90]. Achieving a lasting competitive advantage through a well-defined competency profile is critical for success in the setting of Jordanian public universities. This is due to the fact that competence modelling may assist these institutions in identifying and developing the abilities required to retain a competitive advantage in the market [41]. Furthermore, the literature identifies several critical competencies for organizational success, such as effective leadership skills, problem-solving skills, communication skills, customer orientation, results orientation, and team orientation [18, 19]. Human resources, according to the resource-based perspective, can contribute to long-term competitive advantage by promoting the development of firm-specific abilities, building complex social interactions that reflect a firm's history and culture, and generating tacit knowledge in organizations [20, 91]. Thus, organizations that invest in developing the competencies of their employees are more likely to achieve long-term competitive advantage and organizational success.

Knowledge management has been demonstrated in several studies to have a considerable impact on employee engagement [92]. By providing access to resources, training, and development opportunities, knowledge management can help to foster employee engagement [93]. Kim, Park, and Lee [94] discovered that knowledge management practices were positively connected with employee engagement, with the impact being larger for employees who had high levels of self-efficacy. Similarly, Al-Alawi, Al-Marzooqi, and Mohammed [95] discovered a substantial beneficial association between knowledge management practices and employee engagement in their study. Furthermore, according to a study conducted by Li, Liang, and Li [96], knowledge management has a positive effect on employee engagement via the mediating role of job satisfaction. Similarly, Cho, Chung, and Kim [97] discovered that knowledge management practices improved employee engagement, which was mediated by job satisfaction and organizational commitment.

The notion of core competency has garnered substantial attention in the literature in recent years, particularly in respect to its influence on employee engagement. Kim, Shin, and Swanger [98] discovered that organizations that place a large emphasis on core competency have greater levels of employee engagement. This is since core competency gives employees a feeling of purpose and direction, which may lead to increased motivation and job satisfaction. Furthermore, the significance of core competency in driving employee engagement has been highlighted in numerous studies from various industries. For example, Zhang, Wang, and Wang [99] discovered that core competency is associated to employee engagement in the healthcare business. Similarly, Chen, Li, and Wu [100] discovered that core competency predicts employee engagement in the hospitality business.

Employee involvement has been shown to significantly impact on organizational performance. Recent studies have also emphasized the significance of employee engagement in the context of remote work, which has grown increasingly popular due to the COVID-19 pandemic. Another study, conducted by Chawla and Sondhi [101], discovered that employee engagement was a significant predictor of organizational agility in the setting of remote work.

Recent research has also substantiated the significance of employee engagement as a moderator in the link between knowledge management and organizational success. For example, Liao, Wu, and Liu [102] discovered that knowledge management improves employee engagement, which in turn improves organizational innovation performance. Another study, conducted by Saleem, Shehzad, and Mehmood [103], discovered that knowledge management has a beneficial impact on employee engagement, which leads to enhanced organizational performance. These research, together with our findings, imply that organizations should prioritize knowledge management practices that create employee engagement to improve organizational performance.

Recent research has also highlighted the significance of employee engagement as a moderator in the link between core competency and organizational results. These studies, along with our findings, suggest that organizations should focus on developing and leveraging their core competencies to enhance employee engagement, which in turn leads to improved organizational success.

7. Implication

The study's conclusions have important theoretical and managerial consequences. This research has theoretical implications, including a deeper understanding of the link between knowledge management, core competency, employee engagement, and organizational performance. The findings show that knowledge management and core competencies have a considerable good influence on employee engagement, which in turn has a significant positive effect on organizational performance. Furthermore, employee engagement was discovered to be a mediator between knowledge management and organizational success, as well as between core competency and organizational success. This emphasizes the significance of employee engagement as a critical aspect in attaining organizational success.

This study's management ramifications are essential since the findings give vital insights for managers and leaders looking to improve organizational performance. To begin, organizations should invest in knowledge management practices to increase employee engagement and organizational success. Knowledge management may help to promote employee engagement and organizational success by facilitating the generation and distribution of knowledge within the organization. Second, to increase employee engagement and organizational success, organizations should build and retain core skills. Core competencies are distinct characteristics that distinguish an organization from its rivals and are required for long-term competitive advantage. Finally, managers must prioritize employee engagement as a vital component of organizational success. This can be achieved through various strategies such as providing opportunities for skill development and growth, recognizing and rewarding employee contributions, and fostering a positive work environment.

8. Conclusion

The majority of the material examined here focuses on the majority of universities' low success uptake. However, it does not appear to be noticeably different from other services. Where universities have implemented success, it appears to have been done haphazardly, with little evidence of integration with business strategy. It's unclear whether this has anything to do with higher education. Adopting a good performance style could result in significant improvements in organizations. In literature, knowledge management and core competencies have been found to be advantageous in terms of boosting university achievement. Employee engagement has the potential to forge a weak theoretical relationship between knowledge management, key competencies, and success. This is not a strong link, and it can only be established through research on larger service establishments. There is certainly a need for more study in the field of higher education. Future research should investigate the connections between commitment and leadership style. An investigation of the aspects that contribute to an employee's view of "concern for employee well-being" would be very intriguing. I would recommend that researchers conduct and distribute screening questionnaires on Jordanian universities (both public and private) to determine the impact of these variables on organizational success, and that these questionnaires be distributed to the ministry of higher education to contribute to the resolution of the problems confronting this sector.

9. Limitations and future research

The majority of the material examined here focuses on the majority of colleges' low success uptake. However, it does not appear to be noticeably different from other services. Where universities have implemented success, it appears to have been done haphazardly, with little evidence of integration with business strategy. It's unclear whether this has anything to do with higher education. Adopting a good performance style could result in

significant improvements in organizations. In literature, knowledge management and core competencies have been found to be advantageous in terms of boosting university achievement. Employee engagement has the potential to forge a weak theoretical relationship between knowledge management, key competencies, and success. Despite the study's contributions, there may be some limitations of the study. To begin, this study is confined to Jordan, where the education sector is evaluated. Furthermore, the research is restricted to variables such as core competencies, employee engagement, and knowledge management. In this regard, further factors might be investigated. Finally, the study used smart PLS for data analysis, and instead of using a variance-based method, a covariance-based approach using AMOS was used. Future researchers can add and test other factors to the framework. Furthermore, a comparative study between several countries can be conducted to understand the contextual differences based on geography and culture, among other things. Future research should investigate the connections between commitment and leadership style. An investigation of the aspects that contribute to an employee's view of "concern for employee well-being" would be very intriguing. I would recommend that researchers conduct and distribute screening questionnaires on Jordanian universities (both public and private) to determine the impact of these variables on organizational success, and that these questionnaires be distributed to the ministry of higher education to contribute to the resolution of the problems confronting this sector.

Declaration of competing interest

The authors declare that they have no known financial or non-financial competing interests in any material discussed in this paper.

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