KHURASAN UNIVERSITY BUSINESS ADMINISTRATION JOURNAL (KU-BAJ)
Received: April 12, 2024 Accepted: Sep 20, 2024 Online: Oct 30, 2024 e-ISSN: 3008-0983
ORIGINAL ARTICLE Vol 1, Issue 02 (2024) https://krj.khurasan.edu.af p-ISSN: 3008-0975

Impact of Knowledge Management on Organizational Performance: A Case Study of Private Universities and Higher Education Institutes in Nangarhar)

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ABSTRACT

Knowledge Management (KM) is a process through which knowledge is generated, stored, transformed, and applied within an organization. The purpose of this study is to examine the impact of KM, through its creation, accumulation, organization, and application, on organizational performance in the context of higher education institutions. The study utilized an adapted questionnaire to empirically test the relationship between KM practices and organizational performance. The study population included six private universities and higher education institutes in Nangarhar, Afghanistan, with over 400 employees. Data were gathered from 176 respondents, and a sample size of 200 was chosen. The results show that knowledge management (KM) has a favorable and significant effect on organizational performance, with KM practices enhancing creativity, efficiency, and decision-making. The findings offer useful information for universities looking to improve performance through efficient knowledge management techniques.

Keywords: Knowledge Management, Organizational Performance, Higher Education, Knowledge Creation, Knowledge Application, Private Universities

INTRODUCTION

In today's rapidly evolving business environment, organizations must continuously innovate to maintain their competitive advantage. Knowledge has become a crucial asset in enhancing traditional factors of production, such as land, labor, and capital. While explicit knowledge can be easily transferred, much of an organization's valuable tacit knowledge is embedded within its employees. When these employees leave, the organization risks losing this knowledge, making effective knowledge management imperative. Knowledge Management (KM) addresses this challenge by facilitating the acquisition, integration, and application of knowledge to improve organizational performance. KM is not just a set of processes but a strategic approach to capturing, organizing, and utilizing knowledge to achieve organizational goals. Gold (2001) claims that knowledge management (KM) includes procedures, values, and strategies for producing and using knowledge to improve performance. Furthermore, KM enables businesses to improve their capacities through a set of procedures that include gathering, organizing, sharing, and using knowledge in several dimensions (Nonaka & Takeuchi, 1995; Alavi & Leidner, 2001).

Despite these advantages, little research has been done on how KM can improve organizational performance in particular regional contexts, especially in Afghanistan. KM has a significant impact on organizational performance because it enhances decision-making, innovation, and efficiency. The Cho & Korte (2014) Balanced Scorecard framework emphasizes the need to balance financial and non-financial performance measures, such as internal business processes, customer satisfaction, and organizational growth, in order to achieve long-term success.

The research gap lies in the lack of empirical studies exploring the impact of Knowledge Management (KM) on organizational performance specifically within private universities in Nangarhar, Afghanistan. While existing literature highlights the benefits of KM in various sectors, its application in the context of Afghan higher education remains underexplored. Additionally, although there is significant competition among private universities in Nangarhar to offer high-quality education, the potential role of KM in enhancing their operational efficiency, innovation, and strategic advantage has not been adequately addressed. This study seeks to fill this gap by examining how KM practices influence the performance and sustainability of these institutions, contributing to both academic discourse and practical strategies for higher education in the region.

Given its importance in expanding the field's current understanding and popularizing the practice of conducting research on important topics that arise in the business and organizational sphere, this study seeks to assist management in applying knowledge to make wise decisions that will improve the organization and ensure its smooth operation. Thus, the aforementioned subject is the subject of this investigation.

LITERATURE REVIEW

According to Bandera et al. (2017), knowledge is the all-encompassing application of facts and information, including concepts, motivation, engagement, abilities, skills, and insights. Nonetheless, comprehension can be characterized as a human process that validates individual convictions about reality. Although information can be acquired, stored, and used outside of the human brain, actual knowledge only lives inside it, according to both definitions, which highlight the need of human involvement. Only data or information can exist outside the brain. Therefore, it is clear that knowledge management (KM) involves more than just handling data and information; it also needs to take into account the expertise that employees of the company possess. Since knowledge is an invisible and intangible asset, it is challenging to quantify or manage using conventional metrics (Tubigi & Alshawi, 2015). As a result, knowledge management is broader than information management alone. Although information can be stored outside of the human mind, comprehension should be the main goal. The data may be stored externally, but knowledge, like culture, is built and developed through unintended byproducts and societal interactions. Therefore, knowledge can be seen in aspects of behavioral, contextual, experiential, and emotional variables. In scholarly literature, KM is referred to as the effective use of organizational knowledge in a manner that enhances its value.

Depending on the chosen understanding vision, KM's focus needs to be different. According to Kamsuwan (2014), the primary KM focus should be on the flow of knowledge and the processes of knowledge generation, sharing, and dissemination if knowledge is seen as a process. On the other hand, KM should focus on creating and maintaining knowledge stocks if knowledge is seen as an object.

Effective Knowledge Management (KM), according to Awan and Zia (2015), greatly improves organizational performance in both public and commercial businesses. They underlined that managers' motivation to share experiences and ideas is greatly influenced by the organizational environment. They specifically emphasized the special status of universities as knowledge-rich settings, yet the absence of long-standing customs frequently makes academicians reluctant to offer their expertise. They suggested that institutions create specialized online spaces where scholars may exchange ideas, work together, and provide feedback in order to promote a culture of knowledge sharing. These kinds of platforms would encourage the creation and improvement of concepts, which would ultimately promote creativity and the expansion of knowledge. KM is a dynamic, multifaceted process that includes, among other things, information and communication technology (ICT), organizational issues, and content management (Awan & Zia, 2015).

According to Alavi and Leidner (2001), knowledge management (KM) is a group of procedures that control the production, sharing, and use of knowledge. In addition to being an essential resource for businesses, knowledge is also a key source of competitive advantage. Effective knowledge management is therefore crucial for any firm. To achieve better performance outcomes, knowledge management (KM) combines people, processes, and technology (Nonaka & Takeuchi, 1995). According to Neumann and Tomé (2017), companies that use effective knowledge management (KM) techniques frequently see notable gains in productivity. They maintained that possessing one of three resources—natural resources, cheap labor, or knowledge is the secret to success. However, the only resource that can be safeguarded and used to support long-term, sustainable growth is knowledge.

Furthermore, knowledge management is becoming more widely acknowledged for its capacity to boost creativity, encourage teamwork, and increase organizational efficacy. According to a 2007 study by Mohd Ghazali et al., institutions that use knowledge management (KM) systems enhance internal operations, research output, and academic quality, all of which boost organizational performance. By incorporating knowledge management (KM) methods into routine corporate operations, cooperation and information sharing are encouraged, which aids in the ongoing creation of fresh concepts and approaches to problem-solving (Cho & Korte, 2014). Furthermore, research by José Garrigós Simón and Palacios Marqués (2006) emphasizes how the methodical use of knowledge management (KM) may give businesses a competitive edge and increase productivity and efficiency, especially in knowledge-intensive industries like education.

The impact of knowledge management on organizational learning and growth is another important topic covered in the literature. According to Kamsuwan (2014), knowledge exchange and learning are essential for organizational flexibility and development. According to his research, companies with robust knowledge management (KM) strategies are better equipped to handle market obstacles, seize fresh possibilities, and consistently innovate. Additionally, Rieley and Clarkson (2001) stressed how crucial it is to modify organizational behaviors through knowledge management (KM) in order to enhance performance, particularly by promoting an open and information-sharing culture that stimulates innovation and operational excellence.

Knowledge Generating (KG)

They take in information from their interactions with others, integrate it with their own internal frameworks, values, and experience, and then turn it into understanding before acting. Any activity that uncovers fresh, individual, collective, or global information is referred to as knowledge generation (KG). Information is gathered and represented in order to make it usable by both individuals and organizations. This process is known as codification of knowledge. Knowledge KG processes are important for scientific research, innovation, and creativity, especially in the field of education (Zaim, 2016).

Knowledge storage (KS)

Procedures for Knowledge Storage (KS) include keeping knowledge organized, preserving it, and making sure it is easy to access and retrieve. The organization's memory is made up of these processes taken together. According to Ranjbarfard et al. (2014), knowledge should be freely accessible and given in brief reports that are written in a language that employees can comprehend in order to increase effectiveness and decrease search efforts. According to Saeed (2017), there are three main ways to store organizational knowledge: (1) choosing information that is useful and preserveable, (2) documenting, archiving, and conserving the information, and (3) upgrading the knowledge repository on a regular basis. In addition to facilitating the effective use of information, knowledge preservation and codification

are crucial for ensuring that knowledge is integrated into the organization rather than only existing among individual knowers.

Knowledge Publishing (KP)

Knowledge publication, or KP, is a key component of the growing belief that knowledge is the most valuable resource in modern organizations. The exchange of knowledge within a particular community or personal network is referred to as knowledge sharing. Making sure the individual looking for information—in this case, the researcher—gets the pertinent information at the appropriate moment is essential in KP. Enrolling participants and facilitating the sharing of their information with other participants are the objectives of knowledge management (Turri, 2016). The main goal is to increase group productivity by utilizing current knowledge. Information gathering, organizing, and dissemination are all part of the sharing process. Although there are many different ways to assist the spread of knowledge, knowledge management aims to change people's behavior by sharing their knowledge with others. Only when participants have a common goal and understanding of what should be shared and how it will be communicated to those who would benefit from it can distribution be done effectively. Reynolds and Jones (2015).

Application of information (KA)

The last and most important step in the knowledge management cycle is knowledge application (KA). In the absence of a clear demand, KA loses its effectiveness. The value of information rises when knowledge is shared. The actual use of information that has been generated or gathered is referred to as KA. To guarantee successful implementation, effective knowledge application necessitates thorough preparation and consideration.

Knowledge Management in Higher education institutions

Organizations in higher education view people as knowledge producers, providers, and creators. According to Cranfield (2011), higher education is changing as a result of several internal causes, including globalization, virtualization, and competitiveness in commercial markets. As a result, new methods for comprehending the roles and responsibilities of universities are being developed. These institutions must implement knowledge management (KM) initiatives to boost organizational productivity and efficiency and, eventually, obtain a competitive edge because of issues including heightened competition and budgetary limitations. According to Cranfield's (2011) study on knowledge management in UK higher education, colleges are starting to realize that they need new leadership strategies and resources to become more competitive. Although KM is widely known in the UK's higher education system, its wider institutional adoption is still long overdue and needs strong leadership backing. The four pillars of Stankosky's knowledge management framework and grounded research theory were used in the study.

In Malaysia, the government realized that using appropriate knowledge management (KM) techniques may improve university performance and efficiency. Low levels of leadership in information management at Malaysian institutions were found in a 2005 study by the University Putra Malaysia Center for Academic Development (CADE) (Ghazali et al., 2007). Due to ineffective data, information, and knowledge management, many Malaysian institutions were unable to properly utilize their knowledge resources, which hindered the effective sharing and reuse of new knowledge. Universities could improve performance through the adoption of knowledge management (KM) methods by facilitating knowledge sharing, enhancing decision-making, encouraging innovation, and establishing a collaborative atmosphere that makes better use of available resources. In order for universities to be competitive in an academic environment that is becoming more international and knowledge-driven, knowledge management (KM) can be extremely important in boosting their productivity and expansion.

Organizational Performance

Organizational performance is a wide phrase that cannot be adequately described by concentrating on just one facet of the organization. Organizational performance, according to researchers, is the accomplishment of both financial and non-financial goals, which gives the company the chance to reach its goals both now and in the future (Denison, 2008). Beginning in the United States in the middle of the 1970s, a number of academics, including Ansoff (1987), Schein (2007), and Rieley and Clarkson (2001), investigated organizational performance. Although these academics had differing opinions on organizational performance, they all agreed that improving performance requires an effective organizational culture. Businesses, especially Fortune 500 corporations in the US, UK, and other developed nations, have benefited from this emphasis on organizational culture by achieving high performance and maintaining their competitiveness in the globalized world.

A study on Small and Medium-sized Enterprises (SMEs) by Ray and Ray (2011) found that employee engagement and satisfaction are increased when employees are heavily involved in strategic roles and decision-making. Additionally, they pointed out that workers who are given the freedom to decide for themselves and finish projects on their own report greater levels of performance and happiness.

According to Agle et al. (2006), the consistency strategy is centered on stakeholder satisfaction and alignment. According to this strategy, stakeholders' consent and collaboration help the company function effectively. It is also observed that companies with more control over their resources typically have more impact over their performance.

Knowledge Management and Organizational Performance Relationship

An important factor in the consequences of organizational performance is knowledge management (KM). Individuals are better equipped to improve business operations within the firm when they have the capacity to generate, store, and retrieve information for distribution (Nonaka, 1994). In order to allow effective communication and persuasion among personnel, this process requires the creation of functional relationships (Cabrera & Cabrera, 2005). These connections show the knowledge required to identify the routes that lead to improved organizational outcomes. These actions show how each person reacts to circumstances that are influenced by the process of gaining knowledge (Grant, 1996). Furthermore, they emphasize how crucial functional relationships are to facilitating conversation and communication, both of which are necessary for efficient knowledge application and organizational success (Wigand et al., 2008). According to Davenport and Prusak (1998), a lack of links might result in fewer conversations and discussions, which can have a detrimental effect on organizational outcomes.

KM techniques have a significant effect on social accountability. How to quantify the connection between knowledge management (KM) and financial performance (FP) is one of the main issues noted in the literature (Decarolis & Deeds, 1999). Understanding how knowledge management (KM) affects organizational performance (OP) is the main goal of scholars in this topic (Teece, 2000). Effective knowledge management and improved organizational outcomes must be shown to be causally related in order for KM to be recognized as a critical discipline (Hansen et al., 1999). The conversion of information into better outcomes is not automatic nor problem-free, despite the apparent fact that successful businesses use more and better expertise (Kalling, 2003, p. 68).

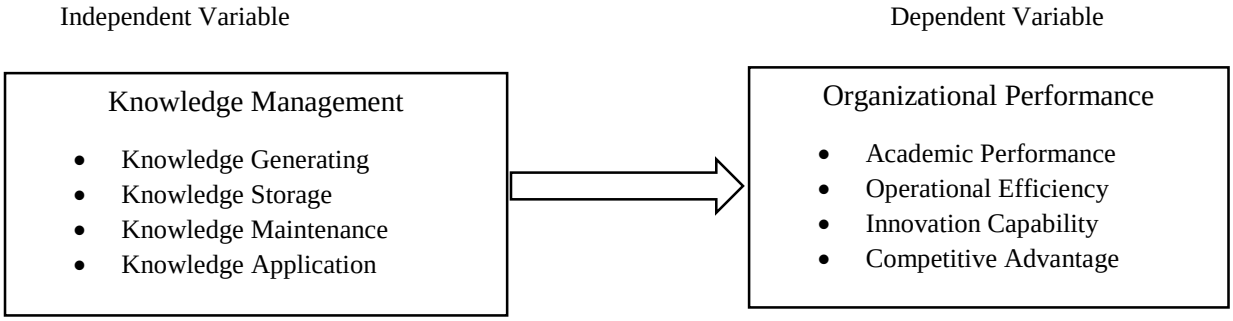
Marqués and Simón (2006) examined the link between KM practices and organizational performance through empirical research conducted on 222 Spanish biotechnology and telecommunications companies. Their study found that organizations with better KM practices outperformed their competitors (Marqués & Simón, 2006).

Similarly, Yang and Wang (2004) investigated the extent to which KM practices—such as acquisition, sharing, and storage are implemented in Taiwan's five-star international hotels. Their research demonstrated that KM methods, including information sharing and acquisition, not only benefit the hotels financially but also improve organizational functioning and employee welfare (Yang & Wang, 2004).

Furthermore, Darroch (2003) presented empirical evidence for the role of knowledge management (KM) practices in improving organizational performance, based on data from CEOs in a variety of industries. His research revealed that KM, as a coordinating mechanism, helps organizations make more efficient use of resources, which leads to greater innovation and improved performance (Darroch, 2003). Additionally, the study demonstrated that the development of understanding positively influences the dissemination of information, and the response to information is similarly enhanced (Darroch, 2003). Organizations with access to a larger knowledge pool are likely to have better information dissemination and quicker reactions to knowledge and processes (Becerra-Fernandez & Sabherwal, 2001).

This study demonstrates that knowledge management (KM) techniques not only boost organizational operations but also complement one another. KM enhances corporate results, promotes innovation, and offers continuing education. Organizations are better able to handle obstacles and seize opportunities when they cultivate an environment where knowledge is continuously shared, which eventually improves performance (Zack, 1999). Additionally, KM techniques foster creativity and learning, which boosts organizational efficacy (Senge, 1990). For example, academic progress and student happiness are higher at universities that successfully apply knowledge management (KM) (Masi, 2015). Additionally, by utilizing knowledge management (KM) approaches, firms can preserve important knowledge, guaranteeing sustainability and a sustained competitive edge (Wang & Ahmed, 2004).

Conceptual framework



METHODOLOYG

This study aims to analyze the role of knowledge management on organizational performance in private sector universities and institutes of higher education in Nangarhar Province.

Research Design

This study adopts a positivist research approach, which is aligned with an objective stance towards the research questions and allows for quantifiable measurement of variables. The study employs a deductive approach, where existing theories and concepts related to Knowledge Management (KM) and Organizational Performance (OP) are tested through empirical analysis. Cross-sectional data is collected using an adapted questionnaire, which allows for an in-depth statistical analysis of the relationship between KM and OP within the context of private sector higher education institutions in Nangarhar, Afghanistan. The data collection process involves administering the questionnaire to skilled and administrative employees working at six private universities and higher education

institutes in Nangarhar. This study aims to quantify the influence of knowledge management practices on the organizational performance of these institutions. The survey questions are designed to gather information that can be statistically analyzed, providing insights into how KM processes affect operational efficiency, decision-making, and performance outcomes in higher education.

Research Strategy

In alignment with the research objectives, this study follows a survey strategy, which is the most suitable method for collecting the required data on knowledge management practices and organizational performance. A survey approach was selected because it enables the gathering of data from a large sample of employees across multiple institutions within the private higher education sector in Nangarhar.

The survey instrument consists of a structured, self-administered questionnaire designed to capture quantitative data on two primary variables: Knowledge Management (KM) and Organizational Performance (OP). Respondents include both administrative staff and faculty members who are directly involved in knowledge management processes within their respective institutions. By analyzing this data, the study seeks to identify significant relationships between KM practices and the overall performance of private universities and higher education institutes in the region. The findings of this study will contribute to a deeper understanding of how KM can be leveraged to enhance organizational performance in the context of higher education in Afghanistan.

Population of the Study

Nangarhar is home to four private higher education institutions and two prestigious private universities. Thus, all staff members employed by private universities and other higher education institutions in Nangarhar, Afghanistan, make up the study's population. The study's population consisted of all universities and other higher education institutions in the private sector. Supporting and assistance staff were not included in the sample because of the technical nature of the data and the study. The only people involved in the study were lecturers and administrative personnel. From this population, a representative sample was chosen for examination.

The private colleges and universities that are active in Nangarhar, Afghanistan, are included in the table below:

Table 1: list of some selected universities and higher education institutes

No	Name of University/Institute	Address	Total Number of Employees
1	Khurasan University	3rd phase, Nangarhar	60
2	Al-Falah university	4th phase, Nangarhar	80
3	Al-Taqawa Institute of higher education	3rd phase, Nangarhar	55
4	Rokhan Institute of higher education	3rd phase, Nangarhar	95
5	Spinghar Institute of higher education & medical sciences	2nd phase, Nangarhar	70
6	Aryania Institute of higher education	7th phase, Nangarhar	40
7	Total		400

Sample and Sampling of the Study

Stratified random sampling was utilized to choose the sample for this investigation. By dividing the population into distinct strata, stratified sampling chooses a random sample with a predetermined proportion from each stratum.

The study's sample was chosen to represent 50% of the entire population, which is regarded as a suitable sample

size for data analysis. The sampling information is shown in the table below:

Table 2: list of some selected universities and higher education institutes

No	Name of University/Institute	Total Number of Employees	Representation in Sample
1	Khurasan University	60	30
2	Al-Falah university	80	40
3	Al-Taqawa Institute	55	27
4	Roshan Institute	95	48
5	Spin Ghar Institute	70	35
6	Aryiana Institute	40	20
7	Total	400	200
N	Each university and institute of higher education was considering as a “Strata” and 50 percent s of each strata was selected as a sample.		

Data Collection

Participants in the sample were given two hundred questionnaires. Two weeks later, every questionnaire was gathered. 176 of the 200 questionnaires were filled out and sent back to the study's author, who served as the focal point. Consequently, 85 percent of the questionnaires were completed, which is a very high response rate.

Instrument of the Study

A questionnaire was used in this study's survey approach to get information from the chosen sample. A five-point rating system was used to create the questionnaire's items. The survey's research tool is divided into three primary parts.

Basic demographic data is collected from the chosen sample in the first section of the study tool. Eight questions in the second section are intended to gather information from respondents on their supervisors' knowledge management techniques. Nine distinct questions make up the third component, which seeks to gather information on organizational performance.

This study employed an altered version of the questionnaire. The following sources were used for all questionnaire sections:

Table 3: Division of questionnaire into different sections

No	Section of Questionnaire / Research variable	No of questions	Adopted from source
1	Demographic section	6	Structured by author of study
2	Knowledge Management	8	Adopted
3	Organizational Performance	9	Adopted

Data Analysis

A variety of tools are available for the examination of quantitative data. Multiple regression models, a correlation matrix, and descriptive statistics were used in this study's data analysis.

Descriptive Analysis Tools

An essential tool for describing the survey's data is descriptive statistics. The mean, standard deviation, minimum, and maximum values will also be used in this study to describe the data. The standard deviation shows how each individual

score deviates from the mean score, while the mean shows the average score for the study's variables. The highest and lowest scores for each of these factors are displayed by the minimum and maximum values.

Table. 4: Descriptive statistics

Table 4 shows descriptive analysis of the demographic factors of the survey respondents. The demographic characteristic consists of gender, age, education, salary, and experience level of the respondents.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Knowledge_Management	176	46.36	93.64	72.5671	15.82751
Organizational_ Performance	176	38.46	89.23	71.7294	15.99184
Valid N (listwise)	176				

Table 5: statistics

Demographic variables	Category	Frequency	Percentage
Gender	Male	170	96.6
	Female	6	3.4
Age (years)	20-30	119	67.6%
	31-40	57	32.4%
Education	Baccalaureate	19	10.8%
	Bachelor	87	49.4%
	Master	70	39.8%
Salary	5000-20000	70	39.8%
	20001-35000	92	52.3%
	35001-50000	14	8.0%
Experience (Years)	0-3	30	17%
	4-5	47	26.7%
	6-7	74	42.0%
	7-Above	25	14.2%

According to table 5, the majority of study participants (96.6%) were men, with only 3.4% being women. No responders were younger than 20 or older than 40, with the majority (67.6%) being between the ages of 20 and 30 and the remaining 32.4% being between the ages of 31 and 40. Regarding educational background, 39.8% had master's degrees, 49.4% had bachelor's degrees, and 10.8% had baccalaureate high school degrees. 17% of respondents had 0–3 years of work experience, 26.7% had 4-6 years, 42% had 6-7 years, and 14.2% had more than 7 years. According to the salary distribution, 39.8% of workers made between 5,000 and 20,000 AFN, 52.3% made between 20,000 and 35,000 AFN, and 8% made between 35,001 and 50,000 AFN. A sample of young professionals with a range of educational backgrounds and experience levels is represented in this data.

Correlation Matrix

The study used the correlation coefficient to determine the link between the variables under consideration. The type and direction of the relationship between the variables under investigation are established by the Pearson correlation coefficients. high negative correlation between the variables is represented by a correlation coefficient

value of -1, whereas high positive connection is represented by a correlation coefficient value of +1. To investigate the connection between organizational performance and knowledge management, the study employed Pearson correlation. The following section discusses the correlation's findings.

Table 6: Correlation

		Knowledge Management	Organizational Performance
Knowledge Management	Person Correlation	1	.730
	Sig. (2-tailed)		.000
	N	176	176
Organizational Performance	Person Correlation	.730	1
	Sig. (2-tailed)	.000	
	N	176	176

The link between the variables in the study model is displayed using the correlation matrix. If the correlation matrix's result falls between -1 and +1, it indicates that there is no association between the variables in the study model. A result that is larger than zero indicates a positive association between the variables, whereas a result that is less than zero indicates a negative link between the variables. Knowledge management and organizational performance have a strong positive (73%) or (0.730/1) association, according to the table's values, and the study model is significant at the 0.01 or 99% confidence level.

Regression Analysis

A straightforward regression model looks at how one independent variable affects one study dependent variable or how one independent variable affects one research dependent variable. In this particular study, organizational performance is the dependent variable while knowledge management is the independent variable. The study's multiple regression model is shown in the following equation:

$$OP = \propto + \beta\,(KM)\ldots + \varepsilon$$

Where alpha is intercept and beta is the slope coefficient,

OP = Organizational Performance KM = Knowledge Management

Table 7: Model Summary

Mode	R	R Square	Adjusted R Square	Std. Error of the estimate
1	.730a	.533	.531	10.95444
	Predictors: (Constant), Knowledge Management			

The primary focus of the model summary is the regression model's explanatory power as measured by the R-Square value, which indicates how much the dependent variable is explained by the independent variable or how much knowledge management explains organizational performance. The remaining value illustrates the impact of additional variables or other factors on the model's dependent variable.

The explanatory power of this regression model is 0.533/1, or 53.3% out of 100%, according to the provided R-Square value. This indicates that knowledge management accounts for 53.3% of the regression model's dependent variable, with other variables' effects on organizational performance accounting for the remaining 46.7%.

Additionally, the regression model's explanatory power with the particular and gathered data is displayed using the adjusted R-Square. This figure is consistently less than the model summary's R-Square. Out of 100%, the Adjusted R-square is 0.531/1, or 53.1%. This indicates that, based on the data gathered and the particular research methodology, knowledge management accounts for 53.1% of the explanation of the dependent variable (organizational performance), with other factors accounting for the remaining 46.9%.

Table 8: Analysis of variance

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	23874.320	1	23874	198.953	.000a
Residual	20879.975	174	120.000		
Total	44754.295	175			

Predictors: (Constant), Knowledge Management

Dependent Variable: Organizational_ performance

The "F" value in the ANOVA table indicates that the generated model fits the data well. due to the fact that the model is significant at the 0.01 or 99% confidence level and the "F" value is larger than "4". Both values in this table indicate that the model is significant and fit.

Table 9: Coefficients

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std.Error	Beta		
1 (Constant)	18.178	3.885		4.678	.000
Knowledge Management	.738	.052	.730	14.105	.000

Dependent Variable: Organizational Performance

The “B” value is used to show the change in dependent variable due to unit change in independent variable and “t” value is concerned with testing of hypothesis. The null is rejected while the “t” value comes beyond the range of (-2 & +2). The “B” value has shown that; if a unit (1%) change or focus is taken place in knowledge management, it will bring 0.738% changes in organizational performance.

Additionally, the "t" value of the regression model is outside of the range of (-2 & +2), indicating that the null hypothesis of the conducted research is being rejected, which ultimately indicates the acceptance of the alternate hypothesis. As a result, the null hypothesis of the research is rejected and the alternate hypothesis is accepted for the conducted research. However, this table is also used to display the regression model's significance along with the table's sign value. Similar to earlier tables, the regression model's coefficient table also indicates that the model is significant at the 0.01 level, or 99% confidence level.

CONCLUSION

Examining how Knowledge Management (KM) affects organizational performance was the goal of this study. The results of the data analysis and literature review point to KM's substantial impact on organizational performance. The results were obtained by a variety of statistical studies, such as regression analysis, descriptive analysis, and Pearson correlation. A self-administered, modified questionnaire with two sections—Knowledge Management and Organizational Performance was used to gather data from 176 respondents.

According to the descriptive analysis, knowledge management has a favorable impact on organizational performance. To evaluate the link between the two variables, a Pearson correlation test was also conducted. A strong positive correlation of 0.730 was found in the test, indicating that knowledge management has a considerable impact on organizational performance. Regression analysis was also performed to confirm the model's explanatory power and fit. The model's fitness was confirmed by the ANOVA findings, which showed that the model's F-statistic, with a recorded value of 4.678, is above the cutoff value of 4. The model was determined to have a significance level of 0.000, which is significantly lower than the crucial value of 0.01 and suggests that the model is very significant. The alternative hypothesis, according to which KM has a positive influence on organizational performance, was accepted in light of these findings, while the null hypothesis, according to which KM has no effect on organizational performance, was rejected. In the context of private universities in Nangarhar, Afghanistan, the study's findings unequivocally support the notion that knowledge management approaches greatly improve organizational performance.

In conclusion, the study offers compelling proof that knowledge management plays a critical role in enhancing organizational effectiveness. The findings highlight how crucial it is to manage information well in order to improve organizational outcomes. Future studies could examine the ways in which certain knowledge management techniques can be improved to further improve organizational performance across various industries and environments.

RECOMMENDATIONS

Based on the findings of this study, it is evident that Knowledge Management (KM) is vital for enhancing organizational performance in higher education institutions. Universities and higher education institutes must prioritize institutionalizing KM by developing a comprehensive strategy that integrates knowledge creation, sharing, storage, and utilization across all levels. This integration allows universities to better respond to internal and external challenges, such as competition and financial constraints, and leverage intellectual capital for innovation and improved decision-making.

A culture of collaboration and knowledge sharing is crucial. Universities should promote cooperation across departments and staff, and organize workshops, seminars, and interdisciplinary research groups to foster innovation and solve complex academic problems. Robust KM systems and digital platforms are essential for efficient knowledge management, ensuring easy access to resources like research findings, instructional materials, and best practices. These platforms enhance operational efficiency and academic quality while facilitating continuous learning.

Integrating KM into strategic planning and decision-making is key to improving performance. By aligning KM practices with institutional goals, universities can make informed decisions based on up-to-date knowledge, which supports responsiveness to market trends and changing educational demands. This also encourages innovation and keeps universities competitive.

To ensure the success of KM, universities should invest in training and development programs to equip staff and faculty with the skills necessary to manage and apply knowledge effectively. Additionally, fostering a culture that values continuous learning and recognizes contributions to KM will embed KM practices into everyday university activities, improving overall performance.

Aligning KM with academic goals is another critical step. By incorporating KM into research and teaching, universities can enhance research output, improve teaching quality, and better prepare students for professional success. Faculty should be encouraged to use collaborative tools and resources in their teaching to enhance student engagement.

Finally, universities should promote transparency and open access to academic resources. Open access platforms for research articles, theses, and academic publications will not only enhance visibility but also foster collaboration both within the institution and globally.

In short, integrating KM practices into universities' structures, strategies, and cultures can significantly improve organizational performance. By fostering collaboration, investing in digital platforms, aligning KM with academic goals, and supporting ongoing training, universities can leverage KM to innovate, stay competitive, and achieve long-term success.

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