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The Role of Knowledge Management in Achieving Administrative Creativity: A Case Study on the Administrative Apparatus at the College of Arts at Imam Abdulrahman Bin Faisal University

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Abstract

Examining five dimensions of KM: knowledge diagnosis, generation, storage, distribution, and application. The study was conducted on the administrative apparatus at the College of Arts, Imam Abdulrahman Bin Faisal University. The researcher employed Hallaq's (2014) scale for assessing KM and Jabr's (2010) scale for measuring administrative creativity. A random sample was selected, yielding 62 valid responses. The data were analyzed using mean scores and standard deviations. The findings highlight the significant impact of KM on enhancing administrative creativity, with notable performance across all five KM dimensions. The study recommends engaging all administrative staff in KM practices through awareness and training initiatives and emphasizes the value of knowledge sharing via brainstorming sessions.

Keywords

Knowledge Management, Administrative Creativity, Higher Education, Leadership, Innovation, Imam Abdulrahman Bin Faisal University

1. Introduction

Knowledge management is classified as one of the basic sciences on which many, many types of knowledge and tasks are based. It has been defined in more than one form, shape and aspect. Most agree that it is a process that takes place within the organization for the purpose of creating knowledge, improving performance and certainly integrating information systems. Its importance lies in activating

innovations and raising quality in any field in which it enters, especially within the organization.

As for its relationship to administrative creativity, it is considered a (need) and a basic element in all activities to raise the efficiency and productivity of the organization, improve it and reduce administrative problems.

Nonaka and Takeuchi (1995) conceptualized KM as a dynamic human process that creates organizational knowledge through social interaction. In this study, KM includes five core dimensions: knowledge diagnosis, generation, storage, distribution, and application. These elements facilitate not only efficiency but also adaptability and innovation.

Administrative creativity refers to the generation and implementation of novel administrative strategies that lead to improvements in organizational functioning. According to Amabile (1996), creativity is influenced by domain-relevant skills, creativity-relevant processes, and task motivation, and Relationship between KM and Administrative Creativity Previous studies (e.g., Shujahat et al., 2019; Alavi & Leidner, 2001) affirm that robust KM frameworks empower administrators to innovate, solve problems effectively, and foster a culture of leadership. Alzghoul & Elrehail (2018) demonstrated a direct correlation between knowledge-sharing practices and creativity in Jordanian universities. Moreover, leadership behavior plays a mediating role in the effectiveness of KM practices.

2. Research Problem and Questions

Management is the basis of work within institutions and its importance in achieving cooperative work in its various fields and specializations. Knowledge management also has a major role in intellectual developments, and its impact has been increased through competition in the administrative field and business organizations, which has led to the emergence of new functions and responsibilities for knowledge management.

The research problem is to identify the effects that have been discovered through administrative knowledge and has several steps and stages that help development reach the creative level of employees in the facility.

3. Research Questions

The research questions were represented in the following points:

- What is the concept of knowledge management in achieving administrative creativity?
- What is the effect of knowledge management on administrative creativity?
- What is the role of knowledge application in achieving administrative creativity?
- What is the impact of knowledge generation in achieving administrative creativity?
- What is the role of knowledge management storage in achieving administrative creativity?

- What is the impact of knowledge distribution in achieving administrative creativity?

4. Research Objectives

The research objectives are represented in the following points:

- Identifying the concept of knowledge management in achieving administrative creativity.
- Measuring the impact of knowledge management on administrative creativity.
- The role of knowledge application in achieving administrative creativity.
- Measuring the impact of knowledge generation in achieving administrative creativity.
- Pointing out the role of knowledge storage for administrative achievement.
- Standing on the impact of knowledge distribution in achieving administrative creativity.

5. Methodology

5.1. Research Design

This is a quantitative, descriptive, and correlational case study. It aims to examine the relationship between KM and administrative creativity within the College of Arts.

5.2. Population and Sampling

The study population consisted of administrative staff at the College of Arts. A simple random sampling technique was used, and 62 participants completed the survey. The sample size was determined based on Cochran's formula to ensure statistical validity.

5.3. Instruments

Two scales were used:

A KM scale with five dimensions: diagnosis, generation, storage, distribution, and application.

An administrative creativity scale assessing dimensions such as problem-solving, decision-making innovation, and initiative.

6. Literary Reviews

1) A study (Kaira & Phiri, 2022). Knowledge management is an organizational process of creating a centralized knowledge source that enables acquiring, assimilating, distributing, integrating, sharing, retrieving and reuse of internal and external, explicit and tacit knowledge to promote innovation in the organization. Higher education institutions are not an exception and must be at the center of knowledge management practices as they are the major producers of a country's workforce. The knowledge from individuals, systems and collaborations with other institutions can only be properly appreciated by way of having a well-exe-

cuted knowledge management system in place. Whilst knowledge management is seen to be a very important practice to have in a higher education institution, in Zambia, knowledge management systems do not seem to be given the deserved importance and consideration by higher education institutions. The primary aim of this study is to propose a model that would assist with the knowledge management implementation process in higher education institutions in Zambia. Four higher education institutions were purposively selected to give an overview of the status of KM practice, namely: the University of Zambia, Mulungushi University, Chalimbana University and the National Institute of Public Administration (NIPA). This study adopted a mixed method approach, that is, qualitative and quantitative research design for analyzing research questions and for effective interpretation of data from the questionnaire. Both online and hardcopy questionnaires were distributed among the respondents. IBM Statistical Package for Social Sciences (IBM SPSS) version 20 was used to analyze the data. For data analysis, descriptive statistics and inferential statistical tests (Pearson Chi-square) were used. The results revealed that the majority of the respondents have a good level of knowledge management awareness; however, it is not commonly practiced in the institutions. These institutions do not have knowledge management policies or strategies in place and there is no presence of a KM department. If there is one, probably on paper but not established nor practiced. The study proposed a model that would guide the adoption process of knowledge management practices in higher education institutions in Zambia, by highlighting some critical success factors from the four categories of CSF as proposed by the Heisig (2009) model.

2) A study (Al-Fayoumi, 2021). The article entitled The Role of Knowledge Management in Achieving Organizational Innovation in the Industrial Organization in Egypt aimed at organizations seeking to improve their competitive position by enhancing their material and human components in a rapidly changing environment. To achieve this, the organization may resort to using unusual tools and methods. The study concluded that through knowledge management, a distinctive innovative product can be achieved and administrative innovation can be achieved, which are components of organizational innovation. The study recommends the necessity of providing regular and continuous periodic training for employees, maintaining intellectual capital and preserving knowledge and experiences (explicit and implicit), in addition to the participation of employees in management and decision-making and providing good communication systems that achieve effective communication between the elements of the organization, ensuring the transfer of their use.

3) A study (Kabila, 2018). The study aimed to identify knowledge management practices in higher education institutions in Zambia in order to know the status and capabilities of these institutions, as the study population consisted of employees of the three largest universities in Zambia, and a sample consisting of 103 administrative managers working in these universities was selected. The study reached the most important results, which are the existence of a weak positive (direct) correlation between knowledge management policies and strategies and knowledge

acquisition, as well as the existence of a medium positive (direct) correlation between knowledge management policies and strategies, training and monitoring, and the existence of a medium positive (direct) correlation between knowledge management policies and strategies and communication, and the existence of a statistically significant impact of knowledge management policies and strategies on knowledge acquisition, training, monitoring and communication. The study included a number of proposals, the most important of which are: introducing knowledge management in universities through policies, incentives, communications, training and guidance.

4) A study (Aree, 2015). The study aimed to know the importance of knowledge management and the level of administrative creativity among employees in the College of Management and Economics in Iraq, as well as to know the impact of knowledge management on administrative creativity in the College of Management and Economics, where the study community consisted of all employees and administrators in the College of Management and Economics, and a sample consisting of 100 administrators and employees working in the College of Management and Economics was selected. The study reached the most important results: the existence of a weak positive correlation between knowledge management and administrative creativity, and the existence of a statistically significant moral effect of knowledge management on administrative creativity. It also showed that 21.9% of administrative creativity is due to knowledge management. The study included a number of proposals, the most important of which are: the necessity of allowing the administration to provide space for generating knowledge and encouraging its growth, exchanging and sharing knowledge by those with good competencies and experience, as well as spreading the culture of administrative creativity among employees in the College of Management and Economics and opening training courses for employees in order to encourage them to be creative and share their implicit knowledge.

5) Study (Downes & Marchant, 2016). The study aimed to evaluate the effectiveness of knowledge management, and identify the factors that affect knowledge management, in addition to evaluating knowledge management practices in non-profit community service organizations and civil society organizations in Australia, where the study population consisted of employees of non-profit organizations in Australia, and a sample consisting of 538 employees working in 89 non-profit organizations in Australia was selected. The study reached the most important results: The effectiveness of knowledge management in non-profit community service organizations in Australia is at an acceptable level, as well as the existence of a statistically significant impact of information sharing, organizational structure and social structure on knowledge management practices in non-profit community service organizations in Australia, and the existence of a strong positive correlation.

7. Comment on the Previous Study and Current Studies

Findings align with previous research (e.g., Lee & Choi, 2003; Inkinen, 2016), sup-

porting the premise that KM can be a key enabler of leadership and creativity. This emphasizes the importance of leadership structures that promote KM initiatives, particularly knowledge sharing and application.

8. The Concept of Knowledge Management

Knowledge management is considered one of the modern scientific fields and has been recognized by business organizations due to its importance and its fulfillment of the desires of beneficiaries.

Environmental changes are addressed by reconsidering organizational and functional structures and many strategic objectives, all with the aim of adapting to that change (Al-Zatma, 2011: p. 14).

9. Dimensions (Processes) of Knowledge Management

Knowledge diagnosis: Structuring the knowledge system in the organization first requires the process of diagnosing knowledge and then working on it or searching for it. Is it in the minds of employees, in systems, or in procedures? To innovate in the diagnosed knowledge, organizations must determine the size and quality of available knowledge and compare it with the size and quality of knowledge assets to determine the effort required by the organization to continue the process of investing in knowledge. Selecting sources of knowledge that provide elements of productive value, then capturing and organizing knowledge, and enabling employees to use and transfer it. Available knowledge is linked to all internal or external components of the organization, for example. Customers, suppliers, markets, and products.

Knowledge generation: is the creation of knowledge, which is done through the participation of work teams and work groups that support the generation of intellectual capital, which helps to identify problems and find solutions in innovative ways, thus enabling the company to achieve excellence. And achieve a high market position, which enhances the need to understand that knowledge and innovation are a dual two-way process. Knowledge is the source of innovation and is the result of the interaction between tacit knowledge and explicit knowledge.

Knowledge storage: It represents a bridge between the processes of knowledge acquisition and knowledge retrieval. It can be traced back to organizational memory that contains knowledge in various forms, including written documents, information stored in electronic databases, human knowledge stored in expert systems, and discovered knowledge. In signed organizational procedures and processes, information technology plays an important role in expanding organizational memory and retrieving stored information and knowledge, so inventory management is the process of acquiring and using knowledge with the help of technology.

Knowledge distribution: This process represents the exchange of knowledge, exchange of experiences, and identification of ideas among members of the organization. The success of knowledge distribution depends on fair and efficient

distribution among members of the organization, especially in light of the availability of electronic means of knowledge distribution. The success of knowledge dissemination and sharing must depend on teamwork and multiple methods of participation in the organization, and encouraging members of the organization to think creatively to develop knowledge. To share knowledge effectively, organizations must be aware of the nature of knowledge, as tacit knowledge may be more complex due to its association with people, so the motivation to share knowledge is another factor that must be taken into account because knowledge is related to the self and motivation is knowledge without personal motivation.

Knowledge application: This process represents the use of knowledge in the organization, its application and transfer to the organization's members, which indicates that the process of knowledge application depends on learning and improvement, which helps increase the chances of facing obstacles to knowledge application, and these application programs are accompanied by errors in implementing the work, so the continuous development process seeks to reduce errors to a minimum, as the presence of an effective knowledge system is not enough to ensure the company's success, but it is a positive step in learning, and its strength lies in its use (Ṣāram, 2019: p. 26).

10. Data Collection and Analysis

A questionnaire was prepared to measure the role of knowledge management in achieving administrative creativity, divided into several axes. It was then presented to professors in the field of information science to evaluate and verify the validity of the questionnaire. It was then distributed to a pilot sample of 10 to verify its stability.

Then, it was distributed to the study sample from the administrative apparatus of the Faculty of Arts, amounting to 62 female employees, due to the nature of the work in the institution.

Data were collected using electronic questionnaires. Descriptive statistics, Pearson correlation, and multiple regression analyses were conducted via SPSS. The regression analysis aimed to assess the predictive power of KM dimensions on administrative creativity.

Elements of Administrative Creativity to Achieve Knowledge Management

Flexibility: It follows different and multiple methods in dealing with situations far from the usual classifications and is considered the degree of flexibility that changes the position of the supplier in the organization. We mean by flexibility the distance from bias by the type of administrative creativity and the ability to bring new ideas and solutions through which the mental state changes continuously. Originality: The ability of the human resource to provide unique and previously mentioned ideas and patents and the total readiness to find the new and different idea.

Fluency: It is the ability to save and be more productive and provide ideas and solutions in the shortest period of time. It is called the bank of creativity. The role of fluency lies in representing the quantitative aspect of the administrative creativity process.

Risk-taking: It is accepting responsibility and bearing the risk or the impossibility of success. It is through the resource's courage and his presentation of solutions and defending them. Accepting the risk is considered a basic material for administrative creativity.

Sensitivity to Problems: Sensitivity to problems means that the resource has a high and complete degree of awareness and has the ability and potential to identify the areas of threat and problems. He also has the skill to know the requirements of the work environment. It is necessary to link the resource's ability to solve the problem with his ability to bear the anxiety resulting from interpreting the event, whether it is surrounding him or not (Veer-Ramjeawon & Rowley, 2019).

11. Applied Aspect

11.1. First

The extent to which the dimensions of knowledge management are achieved in the study community: Dimension First: Diagnosis of knowledge The researchers directed a question to the study sample.

Table 1. The opinions of the study sample regarding the diagnosis of knowledge.

Knowledge diagnosis					
Phrases:	Strongly agree	OK	neutral	Disagree	Strongly disagree
The organization supports new and creative ideas.	24	22	10	3	3
The organization encourages effective dialogue among colleagues.	33	15	9	4	1
The organization encourages individual and collective initiatives at work.	25	30	4	3	0
I seek to inform my colleagues about the new knowledge I obtain.	15	30	11	3	3
I keep the information I get from the organization.	40	14	8	0	0
the total	137	111	42	13	7
percentage	44.20%	35.80%	13.50%	4.20%	2.30%
Total arithmetic mean	27.4	22.2	8.4	2.6	1.4
Total standard deviation	9.5	7.7	2.7	1.5	1.5
Ranks	1	2	3	4	4

By reading Table 1 and observing Figure 1, it is clear that there is a strong

agreement among the responding study sample on all the statements that represent the diagnosis of knowledge, as the arithmetic mean of the strongly agree scale was higher than others at a rate of (27.4) standard deviation (9.7) and, while the arithmetic mean of the agree scale was (22.2) and a standard deviation (7.7), and the neutral scale achieved an average of (8.4), while both disagree and strongly disagree achieved an arithmetic mean of (2.6) and (1.4) respectively. The results of the analysis also showed that the statement "I keep the information I get from the organization" and the statement "The organization encourages effective dialogue between colleagues" were higher than other statements, as the numbers of the study sample who strongly agreed with the two statements were 40 and 33, respectively. While the statements "I seek to inform colleagues about the new knowledge I get" and "The organization encourages individual and collective initiatives at work" were equal, as the number of the sample that indicated its agreement with the statement was 33 in each of them.

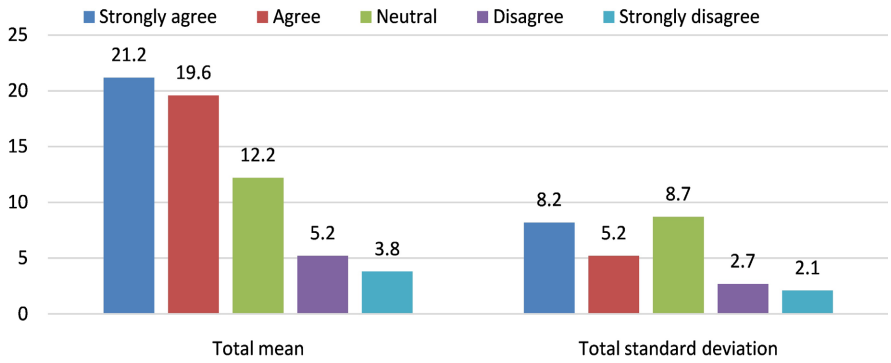

Figure 1. The opinions of the study sample regarding the diagnosis of knowledge.

The researcher attributes the reason behind the high rate of knowledge diagnosis to the clarity of policies, processes and procedures required for work, in addition to the presence of supportive and rational leadership, basic competencies and the availability of the infrastructure of the College of Arts.

11.1.1. The Second Dimension

Knowledge generation: The researchers directed a question to the study sample about knowledge generation, which consisted of eight statements measuring the extent to which the knowledge generation dimension was achieved in the study community (Faculty of Arts). The results of the analysis of the second dimension of knowledge management came as follows.

By examining Table 2 and observing Figure 2, it is clear that there is a convergence between the strongly agree and agree scales among the respondent study sample on all the statements that represent knowledge generation, as the arithmetic mean for the strongly agree and agree scales was (22.2) and (20.3) respectively, and the standard deviation was (8.6) and (4.5) respectively, while the arithmetic mean for the neutral scale was (12.5) and the standard deviation was (7.3), and the disagree scale achieved (4.1), while the strongly disagree scale achieved an av-

erage of (2.7). The lowest standard deviation value (2.3).

Table 2. The opinions of the study sample regarding knowledge generation.

Knowledge generation					
Phrases:	Strongly agree	OK	neutral	Disagree	Strongly disagree
The organization provides an opportunity for dialogue and discussion among colleagues.	26	21	12	2	1
Working groups are formed within the organization that contribute to the acquisition of knowledge.	15	28	10	6	3
The organization provides regular sessions for the exchange of ideas and knowledge.	10	15	27	6	4
The organization attracts creative people to work for it.	29	16	7	3	7
The organization relies on the minds, experiences and competencies of the individuals working in the organization.	26	18	5	9	4
The organization uses information technology to store knowledge.	12	25	20	3	2
I encourage my colleagues who have the experience and knowledge to work.	27	22	9	3	1
I encourage teamwork and workshops within the organization.	33	18	10	1	0
the total	178	163	100	33	22
percentage	57.40%	52.60%	32.30%	10.60%	7.10%
Total arithmetic mean	22.25	20.4	12.5	4.125	2.75
Total standard deviation	8.6	4.5	7.3	2.6	2.3
Ranks	1	2	3	4	5

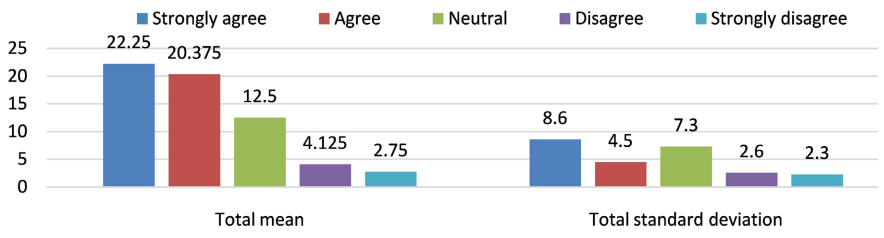

Figure 2. The opinions of the study sample regarding knowledge generation.

While the two statements "I encourage teamwork and workshops within the organization" and "The organization attracts creative people to work for it" came, where the number of the sample that indicated strong agreement with the two statements was 33 and 29 respectively. The researchers attribute the reason behind

the high number of the study sample that responded and strongly agreed to the availability of the knowledge generation dimension to the availability of the competence and experience enjoyed by the College of Arts and the cooperation it achieves and the keenness to form a team to work to accomplish the tasks required of the employees and members of the college and transfer experimental knowledge from one individual to another through its committees and departments, relying on technology for that.

11.1.2. The Third Dimension: Knowledge Distribution

In the context of researching the extent to which knowledge distribution is achieved as a limit in the dimensions related to knowledge management, the researchers directed a question to the study sample about knowledge distribution, which was represented in five statements measuring the extent to which the knowledge distribution dimension was achieved in the study community (Faculty of Arts). The results of the analysis of the third dimension of knowledge management came as follows.

Table 3. The opinions of the study sample regarding the distribution of knowledge.

Knowledge distribution					
Phrases:	Strongly agree	OK	neutral	Disagree	Strongly disagree
Individuals within the organization can easily share knowledge.	15	15	30	2	0
I receive knowledge relevant to my work in a timely manner.	9	22	22	6	3
The organization has the ability to communicate knowledge to individuals and organizations.	15	31	6	9	1
Knowledge within the organization is available to all individuals.	19	22	14	4	3
I participate in the training courses conducted by the organization.	20	20	17	5	0
the total	78	110	89	26	7
percentage	22.50%	35.50%	28.70%	8.40%	2.30%
Total arithmetic mean	15.6	22	17.8	5.2	1.4
Total standard deviation	4.3	5.7	8.9	2.5	1.5
Ranks	3	2	1	4	5

It is clear from reading Table 3 and observing Figure 3, that the scale of agreement among the responding study sample on all statements representing the distribution of knowledge is high, as the arithmetic mean of the agree scale was (22) and the standard deviation was (5.7), while the arithmetic mean of the neutral scale was (17.8) and the standard deviation was (8.9), which is the highest value

in the standard deviation, and the strongly agree scale achieved (15.6), while the disagree and strongly disagree scale achieved the lowest rate, as the arithmetic mean was (5.2) and (1.4), respectively. While 31 individuals from the responding study sample answered the statement "The organization has the ability to deliver knowledge to the organization's individuals", in contrast, the two statements were equal "The knowledge related to my work reaches me at the appropriate time" and "The knowledge within the organization is available to all individuals", as 22 individuals from the responding study sample answered with an agree scale, while the rest of the answers were distributed over the other statements of knowledge distribution. The researchers attribute the reason behind the arithmetic mean of the knowledge distribution dimension among the responding study sample members to the workshops and training courses provided by the College of Arts for administrators, inviting them to participate in exchanging experiences and presenting the knowledge they possess to each other, in addition to the knowledge they provide them with through various outlets and means.

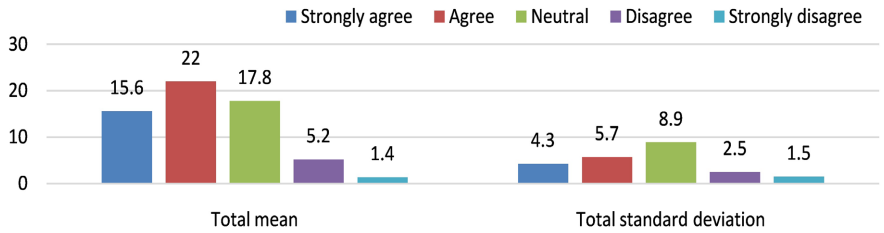

Figure 3. The opinions of the study sample regarding the distribution of knowledge.

11.1.3. The Fourth Dimension: Knowledge Application

The study was also interested in knowing the extent to which the fourth dimension of knowledge management, which is knowledge application, was achieved. Therefore, the researchers directed a question to the study sample about knowledge application, which was represented in five statements that measure the extent to which the knowledge application dimension was achieved in the study community (Faculty of Arts). The results of the analysis of the fourth dimension of knowledge management came as follows.

Table 4. The opinions of the study sample regarding the application of knowledge.

Knowledge application					
Phrases:	Strongly agree	OK	neutral	Disagree	Strongly disagree
The knowledge I gain is relevant and meets the needs of the business.	21	27	10	3	1
The knowledge I gain contributes to achieving the organization's goals.	31	20	10	1	0
Link the causes of the problem to its results before developing solutions.	25	20	15	0	1

Continued

I can solve problems I face at work	32	23	7	0	0
the total	109	90	42	4	2
percentage	35.20%	29%	13.50%	1.30%	0.60%
Total arithmetic mean	27.25	22.5	10.5	1	0.5
Total standard deviation	4.5	2.9	2.9	1.2	0.5
Ranks	1	2	2	3	4

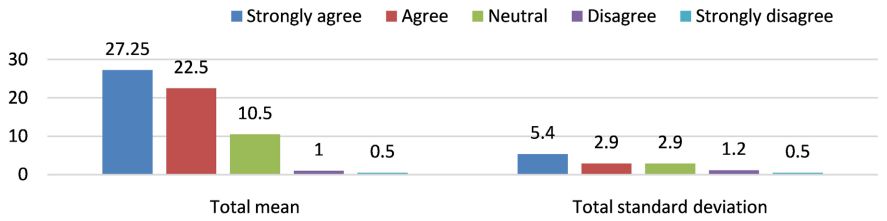

Figure 4. The opinions of the study sample regarding the application of knowledge.

It is clear from reading **Table 4** and observing **Figure 4**, that the strongly agreed scale is high among the respondent study sample on all statements representing the application of knowledge, as the arithmetic mean of the strongly agreed scale was (27.2) and a standard deviation of (5.4), while the arithmetic mean of the agree scale was (22.5) and a standard deviation of (2.9), and the neutral scale achieved an arithmetic mean of (10.5), while the disagree and strongly disagree scale achieved the lowest rate, as the arithmetic mean was (1) and (0.5), respectively, and we achieved the lowest values for the standard deviation of (1.2) and (0.5), respectively. The analysis results also showed that the phrase "I can solve the problems I face at work" was responded to by 32 of the responding study sample, while 31 of the study sample responded to the phrase "The knowledge I obtain contributes to achieving the organization's goals with a strongly agree scale".

The researcher attributes the reason behind the high strongly agree scale among the responding sample members in favor of the knowledge application dimension to the support provided by the College of Arts for administrators to its members to apply knowledge using assistive technology such as decision support systems. On the contrary, if the college provided its members with the correct information, it would not be able to achieve a competitive advantage among its circles.

11.2. Second: The Extent to Which the Dimensions of Administrative Creativity Were Achieved in the Study Community

11.2.1. The First Dimension: Originality in Administrative Creativity

The researchers directed a question to the study sample about originality in administrative creativity, represented in five statements that measure the extent to which the dimension of originality in administrative creativity was achieved in the study community (College of Arts). The results of the analysis of the first dimen-

sion of administrative creativity came as follows.

Table 5. The opinions of the study sample regarding originality in administrative creativity.

Authenticity					
Phrases:	Strongly agree	OK	neutral	Disagree	Strongly disagree
I employ unconventional methods to perform my job duties.	25	20	10	3	1
I provide my employees with creative solutions to the problems they face.	25	20	13	4	0
Avoid imitating others in completing the tasks assigned to me.	19	19	19	5	0
I get bored of repeating the same steps to get the job done.	12	20	22	4	4
I tend to act according to what is familiar in different situations.	24	16	14	2	6
the total	105	95	78	18	11
percentage	33.80%	30.60%	25.20%	5.80%	3.50%
Total arithmetic mean	21	19	15.6	3.6	2.2
Total standard deviation	5.02	1.55	4.32	1.02	2.4
Ranks	1	4	2	5	3

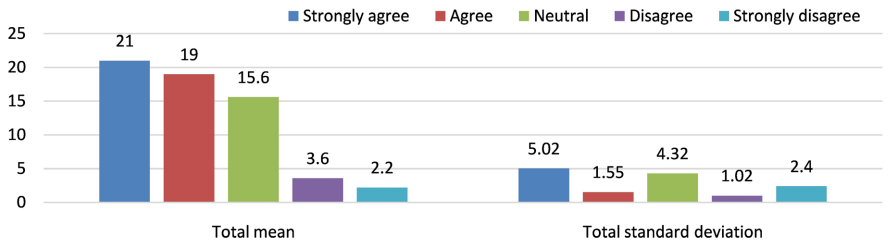

Figure 5. The opinions of the study sample regarding originality in administrative creativity.

By reading Table 5 and observing Figure 5, it is clear that there is a strong agreement among the responding study sample on all the statements that represent originality in administrative creativity, as the arithmetic mean of the strongly agree scale was higher than others at a rate of (21) standard deviation (5.02) and, while the arithmetic mean of the agree scale was (19) and a standard deviation (1.55), and the neutral scale achieved an average of (15.6) while both disagree and strongly disagree achieved an arithmetic mean of (3.6) and (2.2) respectively, and a standard deviation of (2.4) and (1.2) respectively. The analysis results also showed that the statement "I employ unconventional methods to perform my job duties" and the statement "I provide my employees with creative solutions to the problems they face" were higher than other statements, as (25) of the responding

study sample members supported the two statements equally. While the phrase "I feel bored with repeating the procedures followed in completing the work" came in last place, as 12 individuals from the responding study sample answered it, and the researcher believes that it is a good indicator that there is development in the processes and procedures taking place within the parent institution (Faculty of Arts), which is felt by the departments and internal units.

The researcher attributes the reason behind the high average of the phrases of the creative dimension (originality) to the encouragement of the administrative leaders of the Faculty of Arts to provide innovative and unconventional solutions in light of the commitment to the policies and procedures in force at the college and university, in addition to linking the presentation of ideas to originality and avoiding imitation according to stipulated and announced standards through several means and channels.

11.2.2. The Second Dimension: Fluency in Administrative Creativity

The researchers directed a question to the study sample about fluency in administrative creativity, which was represented in three statements measuring the extent to which the dimension of fluency in administrative creativity was achieved in the study community (Faculty of Arts). The results of the analysis of the second dimension of administrative creativity came as follows.

Table 6. The opinions of the study sample regarding fluency in administrative creativity.

Fluency					
Phrases:	Strongly agree	OK	neutral	Disagree	Strongly disagree
I offer many alternatives when dealing with different situations.	12	20	25	2	2
Suggest quick solutions to business problems.	10	23	25	4	0
I leverage my previous experiences to deal with new and different situations.	25	20	13	4	0
the total	47	63	63	10	2
percentage	25.30%	33.90%	33.90%	5.40%	1.10%
Total arithmetic mean	15.67	21	21	3.33	0.67
Total standard deviation	6.65	1.41	5.66	0.94	0.94
Ranks	2	1	1	3	4

By reading Table 6 and observing Figure 6, it is clear that there is agreement between the responding study sample on all the statements that represent fluency in administrative creativity on a neutral and agree scale, as the arithmetic mean for the agree and neutral scales were equal, as they achieved an average of (21)

standard deviations (6.6) and (1.4) for each, while the arithmetic mean for the strongly agree scale was (15.6) and a standard deviation (15.5), and the disagree scale achieved an average of (3.3) and a standard deviation (0.9), while each of those who strongly disagreed achieved an arithmetic mean of (0.6) and a standard deviation of (0.9). The analysis results also showed that the statement "I present many alternatives when dealing with different situations" and the statement "I suggest quick solutions to confront work problems" were higher than other statements, as (25) of the responding study sample members supported the two statements equally as well. While the phrase "I invest my previous experiences in dealing with new and different situations" came in last place, as 13 individuals from the responding study sample answered it.

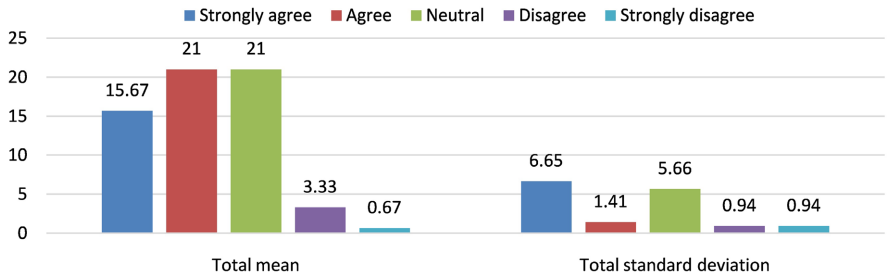

Figure 6. The opinions of the study sample regarding fluency in administrative creativity.

The researcher believes that it is a negative indicator that confirms the administrative apparatus' need for training courses or workshops to deal with previous experiences and invest them in a way that raises the dimension of fluency to achieve administrative creativity.

11.2.3. The Third Dimension: Flexibility in Administrative Creativity

The researchers directed a question to the study sample about flexibility in administrative creativity, which was represented in four statements measuring the extent to which the dimension of flexibility in administrative creativity was achieved in the study community (Faculty of Arts). The results of the analysis of the third dimension of administrative creativity came as follows.

By examining Table 7 and observing Figure 7, it is clear that there is agreement among the responding study sample on all the statements that represent flexibility in administrative creativity on a strongly agree scale, as the arithmetic mean of the strongly agree scale achieved a rate of (24.7) and a standard deviation of (9.7), while the arithmetic mean of the agree scale reached (15.5) and a standard deviation of (3.2), and the neutral scale achieved a mean of (10) and a standard deviation of (5.6), while each of those who strongly disagree achieved an arithmetic mean of (8.5) and a standard deviation of (11.3), and finally the disagree scale came with an arithmetic mean of (3.2) and a standard deviation of (1.3). The analysis results also showed that the phrase "I am keen to know the opinion that differs from my opinion and benefit from it" was the phrase most supported by the responding study sample, where the number reached (37) respondents, followed by

the phrase "I adjust my work style to deal with emergency situations that occur to me at work", where the phrase was supported by (28) of the responding study sample.

Table 7. The opinions of the study sample regarding flexibility in administrative creativity.

Flexibility					
Phrases:	Strongly agree	OK	neutral	Disagree	Strongly disagree
I adjust my work style to deal with emergency situations that happen to me at work.	28	20	13	1	0
I am keen to know the opinion that differs from my opinion and benefit from it	37	17	2	4	2
I give up the work style under different circumstances	10	12	8	4	28
I have the ability to see things from different angles.	24	13	17	4	4
the total	99	62	40	13	34
percentage	39.90%	25%	16%	5.20%	13.70%
Total arithmetic mean	24.75	15.5	10	3.25	8.5
Total standard deviation	9.73	3.2	5.61	1.3	11.35
Ranks	1	2	3	5	4

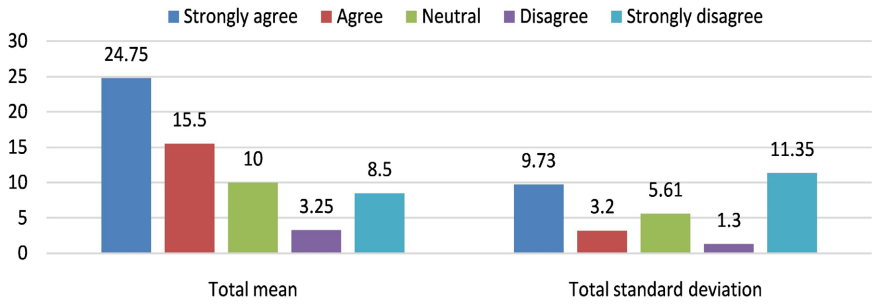

Figure 7. The opinions of the study sample regarding flexibility in administrative creativity.

The researcher sees a positive aspect in this indicator that the study sample enjoys sufficient flexibility that makes them able to deal with the flexibility of knowledge and its development and ease of dealing with it in light of the variables that occur within organizations and bodies.

11.2.4. The Fourth Dimension: Openness to Change in Administrative Creativity

The researchers directed a question to the study sample about openness to change in administrative creativity, which was represented in three statements measuring the extent to which the dimension of openness to change in administrative crea-

tivity was achieved in the study community (Faculty of Arts). The results of the analysis of the fourth dimension of administrative creativity came as follows.

Table 8. The opinions of the study sample regarding openness to change in administrative creativity.

openness to change					
Phrases:	Strongly agree	OK	neutral	Disagree	Strongly disagree
I am at the forefront of trying out a new idea or way of doing things.	28	12	17	3	2
I would like to have a higher status and privilege site.	32	18	5	4	3
I stick to my positions regardless of my direct boss's opinion.	4	6	3	19	30
the total	64	36	25	26	35
percentage	34.40%	19.30%	13.40%	14%	18.80%
Total arithmetic mean	21.33	12	8.33	8.67	11.67
Total standard deviation	12.36	4.9	6.18	7.32	12.97
Ranks	1	2	5	4	3

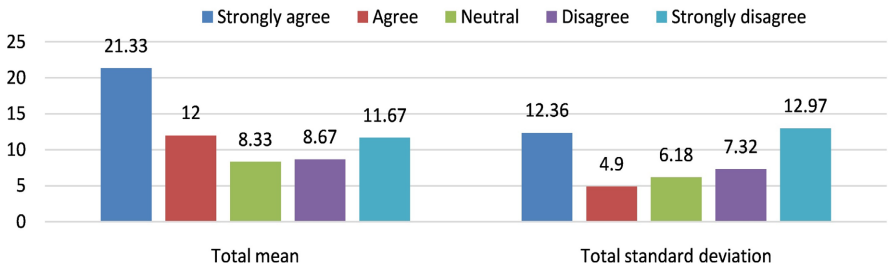

Figure 8. The opinions of the study sample regarding openness to change in administrative creativity.

By reading Table 8 and observing Figure 8, it is clear that there is agreement among the responding study sample on all the statements that represent openness to change in administrative creativity on a strongly agree scale, where the arithmetic mean was (21.3) and a standard deviation of (12.3), while the arithmetic mean of the agree scale was (12) and a standard deviation of (4.9), and the neutral scale achieved an average of (8.3) and a standard deviation of (6.1), while the strongly disagree scale achieved an arithmetic mean of (11.6) and a standard deviation of (12.9), and finally the disagree scale came with an arithmetic mean of (8.6) and a standard deviation of (7.3). The analysis results also showed that the statement "I want to obtain a position of higher status and privilege" was the highest statement supported by the responding study sample, where the number reached (32) respondents, followed by the statement "I am at the forefront of those who try to try a new idea or method of work", where (28) of the responding study

sample supported the statement.

The researcher sees a positive aspect in this indicator, indicating that the study sample enjoys openness to change and a desire to achieve progress and accomplishment on the professional level, in addition to the sample responding to the phrase "I am at the forefront of those trying to present new ideas," which is also an indicator of awareness of how to bring about change and professional development.

11.2.5. The Fifth Dimension: Sensitivity to Problems in Administrative Creativity

The researcher directed a question to the study sample about sensitivity to problems in administrative creativity, represented in four statements measuring the extent to which the dimension of sensitivity to problems in administrative creativity was achieved in the study community (Faculty of Arts), and the results of the analysis of the fifth dimension of administrative creativity came as follows.

Table 9. The opinions of the study sample regarding sensitivity to problems in administrative creativity.

sensitivity to problems					
Phrases:	Strongly agree	OK	neutral	Disagree	Strongly disagree
I have a great ability to predict work-related problems before they happen.	10	6	24	2	20
I have a high degree of awareness of work-related vulnerabilities before they occur.	15	14	30	3	0
Prepare special plans to deal with expected crises at work.	4	6	2	15	35
I have a keen eye for spotting problems others are having at work.	11	10	12	2	27
the total	40	36	68	22	82
percentage	16.10%	14.50%	27.40%	8.90%	33%
Total arithmetic mean	10	9	17	5.5	20.5
Total standard deviation	3.94	3.32	10.82	5.5	12.97
Ranks	3	4	2	5	1

By reading **Table 9** and observing **Figure 9**, it is clear that there is agreement among the responding study sample on all the statements that represent openness to change in administrative creativity on a strongly disagree scale, where the arithmetic mean of the scale was (20.5) and a standard deviation (12.9), while the arithmetic mean of the neutral scale was (17) and a standard deviation (10.8), and the strongly agree scale achieved an average of (10) and a standard deviation (3.9),

while the agree scale achieved an arithmetic mean of (9) and a standard deviation (3.3), and finally the disagree scale came with an arithmetic mean and a standard deviation (5.5). The analysis results also showed that the statement "I prepare special plans to confront expected crises at work" was the highest statement supported by the responding study sample, where the number reached (35) respondents, followed by the statement "I have an accurate vision to discover the problems that others suffer from at work", where the statement was supported by (27) of the responding study sample.

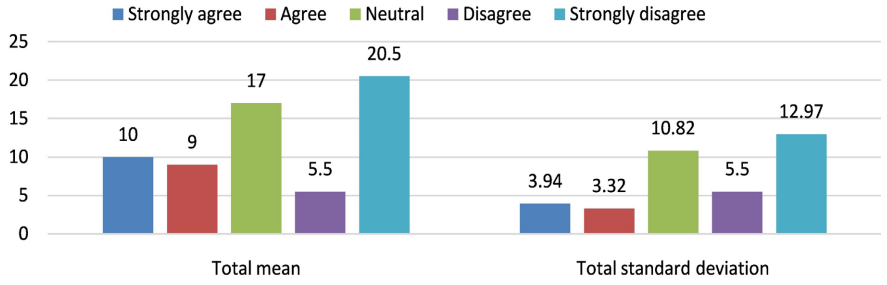

Figure 9. The opinions of the study sample regarding sensitivity to problems in administrative creativity.

The researcher believes that there is a contradiction in the study sample's answers to the two phrases, and despite this, the two phrases represented the highest response, compared to other phrases.

11.2.6. The Sixth Dimension: Risk Acceptance in Administrative Creativity

The researcher directed a question to the study sample about risk acceptance in administrative creativity, represented in four statements measuring the extent to which the risk acceptance dimension in administrative creativity was achieved in the study community (Faculty of Arts). The results of the analysis of the sixth dimension of administrative creativity came as follows.

Table 10. The opinions of the study sample regarding risk acceptance in administrative creativity.

Accept the risk					
Phrases:	Strongly agree	OK	neutral	Disagree	Strongly disagree
I am willing to try new approaches to work even if there is a chance they will fail.	27	20	12	2	1
I express my point of view frankly, even if it conflicts with my direct manager's point of view.	30	12	12	4	4
I hesitate to make some decisions for fear of affecting my performance evaluation at work.	14	15	27	4	2

Continued

I would like to work in a team that takes risks.	12	20	28	2	0
the total	83	67	79	12	7
percentage	33.50%	27%	31.80%	4.80%	2.80%
Total arithmetic mean	20.75	16.75	19.75	3	1.75
Total standard deviation	7.85	3.42	7.76	1	1.48
Ranks	1	3	2	4	5

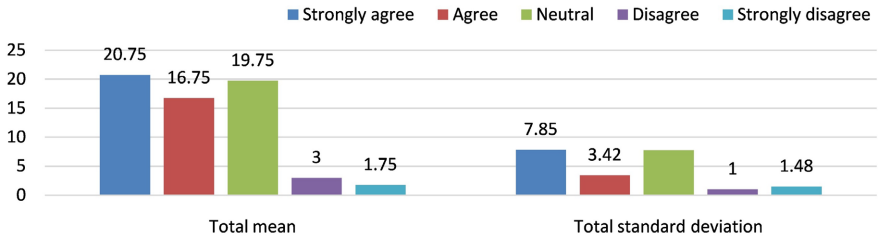

Figure 10. The opinions of the study sample regarding risk acceptance in administrative creativity.

By examining **Table 10** and observing **Figure 10**, it is clear that there is agreement among the responding study sample on all the statements that represent risk acceptance in administrative creativity with a strongly agree scale, where the arithmetic mean of the scale was (20.7) and a standard deviation of (7.8), while the arithmetic mean of the neutral scale was (19.7) and a standard deviation of (7.&), and the agree scale achieved an average of (16.7) and a standard deviation of (3.4), while the disagree scale achieved an arithmetic mean of (3) and a standard deviation of (1), and finally the strongly disagree scale came with an arithmetic mean of (1.7) and a standard deviation of (1.4). The analysis results also showed that the phrase "I express my point of view frankly, even if it conflicts with the point of view of my direct manager" was the most supported phrase by the responding study sample, with the number reaching (30) respondents, followed by the phrase "I want to try new methods at work even if there is a possibility of their failure", with (27) of the responding study sample supporting the phrase.

The researcher believes that the responding study sample possesses the skill of accepting risks in knowledge management, as it indicates the activation of precautionary and preventive measures within institutions, and indicates the achievement of the value of reassurance in the various units and departments of the college.

11.2.7. The Seventh Dimension: The Ability to Analyze and Link in Administrative Creativity

The researchers directed a question to the study sample about accepting risks in administrative creativity, represented in three phrases that measure the extent to which the dimension of the ability to analyze and link in administrative creativity was achieved in the study community (Faculty of Arts), and the results of the anal-

ysis of the seventh dimension of administrative creativity came as follows.

Table 11. The opinions of the study sample regarding the ability to analyze and link in administrative creativity.

Ability to analyze and relate					
Phrases:	Strongly agree	OK	neutral	Disagree	Strongly disagree
I have the ability to organize my thoughts.	26	20	15	1	0
I have the ability to perceive, interpret and compare the relationship between things.	26	20	10	4	2
I can combine different viewpoints to generate new ideas.	38	9	7	5	3
the total	90	49	32	10	5
percentage	48.40%	26.30%	17.20%	5.40%	2.70%
Total arithmetic mean	30	16.33	10.67	3.33	1.67
Total standard deviation	5.66	5.19	3.3	1.7	1.25
Ranks	1	2	3	4	5

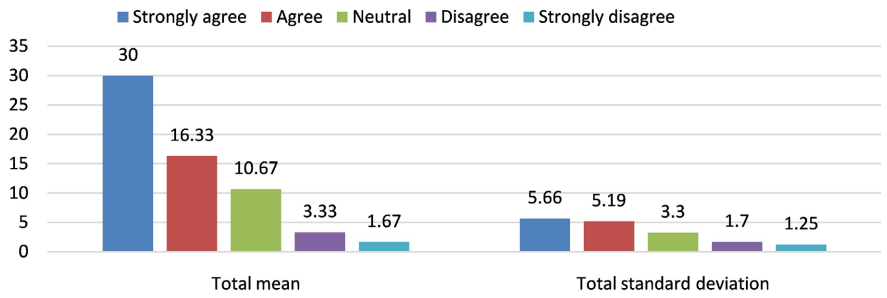

Figure 11. The opinions of the study sample regarding the ability to analyze and link in administrative creativity.

By reading Table 11 and observing Figure 11, it is clear that there is agreement between the responding study sample on all the statements that represent the ability to analyze and link in administrative creativity with a strongly agree scale, where the arithmetic mean of the scale was (30) and a standard deviation of (5.6), while the arithmetic mean of the agree scale was (16.3) and a standard deviation of (5.1), and the neutral scale achieved an arithmetic mean of (10.6) and a standard deviation of (3.3), while each of the disagree scale achieved an arithmetic mean of (3.3) and a standard deviation of (1.7), and finally the strongly disagree scale came with an arithmetic mean of (1.6) and a standard deviation of (1.2). The analysis results also showed that the statement "I can combine different points of view to generate new ideas" was the highest statement supported by the responding study sample, where the number reached (38) respondents.

The researcher believes that the respondent study sample possesses the skill of being able to analyze and link. This is due to the significant and noticeable activation of reports in administrative units and the involvement of female administrators in working on reports and collecting data, which contributes significantly to generating new ideas for them to implement the required tasks in creative ways.

12. Discussion

Findings align with previous research (e.g., Lee & Choi, 2003; Inkinen, 2016), supporting the premise that KM can be a key enabler of leadership and creativity. This emphasizes the importance of leadership structures that promote KM initiatives, particularly knowledge sharing and application.

13. Conclusion and Recommendations

This study affirms that KM plays a crucial role in enhancing administrative creativity. Institutions of higher learning should:

1) Foster leadership cultures that support KM practices.
2) Encourage knowledge-sharing through formal and informal channels.
3) Integrate KM strategies into staff training and performance evaluation.
4) Design incentive structures to reward innovative administrative practices.
5) Develop continuous improvement systems based on KM outcomes.

14. Limitations and Future Research

This study is limited to a single college within one university. Future research should include a larger and more diverse sample, potentially through longitudinal studies to explore causal relationships. Additionally, incorporating qualitative methods (e.g., interviews, focus groups) may yield richer insights into contextual influences on KM and creativity.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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