

The Mediating Role of Knowledge Management in the Relationship Between Organizational Memory Building and Human Resource Management.

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Abstract: This paper aims to verify the role of knowledge management as a mediator in the relationship between organizational memory building and human resource management to develop high education institutions into human resource management organizations. In this study, the researchers relied on empirical study to test the relationship between the variables. Therefore, a survey questionnaire was conducted. The study population consisted of faculty members in Palestinian universities, whose number is (7,367) members. The study sample consisted of (360) professors from Palestinian universities. The results show that the mediating variable (KM) affects the dependent variable (HRM) by (0.675); and it is statistically significant at a significance level less than (0.001). Including the independent variable (OM) in the same model, its effect on the dependent variable (HRM) vanished, and the value of the statistical significance became (0.051).

Keywords: Mediating role, Knowledge Management (KM), Organizational Memory Building (OM), Human Resource Management (HRM)

1. Introduction

To ensure the organizational strength of higher education institutions, it is necessary to increase the strength of their organizational immunity, which requires three processes (organizational learning, organizational memory, and organizational genes). Hence, the importance of (OM) is significant to the strength of the organization's immunity (the body of the institution). There must be a strong human resource to ensure the effectiveness of organizational immunity; and knowledge management facilitates this human resource. Thus, this research paper consists of three variables: Knowledge Management (KM), Organizational Memory (OM), and Human Resource Management (HRM).

Organizational immunity is a virtual concept that shows the organization's ability to cope with crises through the framework of an action plan consisting of a set of processes that include (organizational learning, organizational memory, and organizational genes) in order to determine appropriate strategies for crisis management. (Aladdin, 2021: 9)

Organizational memory is defined as frameworks of common meaning among members of the organization. This definition represents the focus of the organizational learning process model in order for individuals within the organization to learn how to think and act like other members. (Al-Faroukh, 2010:28)

As for knowledge management, Antunes and Pinheiro view it as managing the processes of creating, storing, accessing, and disseminating the intellectual resources of an organization (Antunes and Pinheiro, 2020: 141). (Saha et al.) define human resource management as a distinct personnel management that seeks to achieve a competitive advantage through the strategic development of a highly capable and committed workforce, through the application of a combination of cultural, structural, and personnel techniques.

Organizational memory is an important concept in the study of organizational behavior and performance. It refers to the ability to store and retrieve information, experiences, and knowledge obtained in the past; and to use it in the future. Organizational memory is formed through organizational processes that identify, store, aggregate, and distribute important information in the organization. It is used to support decision-making processes, improve institutional performance, and promote innovation and development.

Many studies indicate that organizational memory is an important element in achieving organizational success. Organizations that invest in forming a strong organizational memory have a greater ability to adapt to institutional transformations and the challenges they face. Therefore, understanding the concept of organizational memory and its importance can help improve Institutional performance and promotion of innovation and development in organizations.

Organizational memory constitutes a broad cognitive process that takes place within a general framework interacting among its parts, consisting of a mixture of tangible and intangible assets, working to extract new knowledge from its sources in order to store and retrieve it when needed (Al-Baghdadi, 2007). Also, organizational memory is the creation of organizational learning that takes place within the organization. What this learning leads to can only be tangible after it is embodied in the organization's outputs. For their work, they are poured into molds referred to as organizational memory receptacles or stores (Jawadi, 2020, p. 28). Organizational memory contributes significantly to the creation of value for the organization. It enhances the routine operations of the organization by reducing the transaction costs associated with the repeated selection of alternatives that have been proven effective in the past. It is the basis for recycling organizational knowledge and a source of competitive advantage. It is a strategic resource that cannot be replaced due to its implicit and abstract nature (Dahinen and Ibn Sahel, 2022).

Characteristics of organizational memory: It enables the use of information based on the organizational context; and represent it in the cognitive context, especially with regard to solving problems, processes, and decision-making. It increases the automating ability to assist the user in decision support, by providing access to the accumulated cognitive stock. It stores diffused, unstructured, and documented knowledge, and expresses processes that include maintenance, research, and access, which indicate the importance of organizational memory for the organization. It enables the retrieval of knowledge, which aims to locate important knowledge in the organization, and use it to support decision-making processes and solve various organizational problems through communication and interaction (Qawsi and Anan, 2021, page 196).

Dimensions of organizational memory: It is based on professional knowledge, including technology, and related experiences that support and strengthen the regular operations of the organization. It includes variables and systems for product development, production control methods, information technology, the Internet, equipment, and technical method used. The organization should innovate and be interested in the technologies that occur in the environment, and learn from them (Dashash and Zaydi, 2022, pg. 30). It also includes frameworks, policies, rules, programs, and strategies tending to the knowledge that controls the operations within the organization, which refers to the organization's structure, management, human resources training, documentation management, and knowledge management.

Human resource management must enjoy flexibility and respond to new variables in light of developments within the internal and external environment of the organization; and thus develop policies and systems, and design programs and rules of its own in several areas, such as selection and employment, empowerment, training and development, compensation, and Performance evaluation (Abu Anza, 2021, p. 27).

Dessler dealt with the most important dimensions of human resource management, namely recruitment, selection and appointment, training, employee performance evaluation, compensation and benefits for human resources (Dessler, 2015, p. 70).

Al-Salami believes that the most important dimensions of human resource management are human resource planning, organizing human resource affairs, directing human resource affairs and work, procuring the necessary resources to handle human resources, monitoring and following up of human resource affairs, and evaluating performance in the field of human resource affairs (Salmi, 1997, p.134).

The contemporary world is witnessing a great development in the field of knowledge, which contributed to the development of various institutions and the change of their administrative methods. In addition, the discovery of new methods brought about a quantum leap in the field of work and production. Universities were not far from this transformation. Rather, the knowledge revolution affected them, and contributed to their development; and to dissemination of their three functions: education, scientific research, and community service.

The university and knowledge are inseparable. The concept of the university has been linked through its long history to the concept of knowledge. On this basis, it is seen as representing the knowledge resources of society. As much as society needs natural resources to build its economic entity, it also needs resources to build its cognitive and intellectual entity. This is the function of the university. It is a source of knowledge. It derives its identity and the legitimacy of its existence from this important role. Therefore, it is the responsibility of universities to enrich and develop the knowledge structure of society (Al-Aidarous, 2012 AD, p. 16). Knowledge management as a new concept for higher education institutions is considered one of the available administrative solutions that give them the opportunity to keep pace with the accelerating changes. The effective application of knowledge management strategies and techniques inevitably leads to improving the

ability of these institutions in decision-making, encouraging creativity, increasing competitiveness, and achieving goals. In addition, it improves their strategy, value, and performance (Sabrina, Hada, 2018 AD, p. 250).

Knowledge management may gain its importance through the goals it seeks to achieve. It provides knowledge to the organization permanently. It translates knowledge into practical behavior that serves the goals of the organization. Thus, it helps organizations achieve efficiency and effectiveness through planning and organizing knowledge efforts, in a way that leads to achieving its strategic goals. In addition, it works to provide distinctive competitive capabilities to reflect on the behavior of individuals in the organization. It affects work methods and adopted technology, which works in harmony with current and future practices and directions. (Al-Malkawi, 2007).

2. Study Problem

The researchers formulated the study problem with the following main question:

- What is the role of knowledge management as a mediating variable between organizational memory building and human resource management?

2.1 Study questions:

In light of the main study question, the sub-questions were:

- What is the level of organizational memory building in higher education institutions in the governorates of Gaza?
- What is the level of human resource management in higher education institutions in the governorates of Gaza?
- What is the level of knowledge management in higher education institutions in the governorates of Gaza?
- Does knowledge management as a mediating variable affect organizational memory building and human resource management in higher education institutions in the governorates of Gaza?

2.2 Objectives

- Clarifying the role of (KM) as a mediating variable between (OM) and human resource management.
- Determine the level of (OM) in higher education institutions in the governorates of Gaza.
- Determine the level of (HRM) in higher education institutions in the governorates of Gaza
- Determine the level of (KM) in higher education institutions in the governorates of Gaza
- Exploring the impact of (KM) as a mediating variable on (OM) and (HRM) in higher education institutions in the governorates of Gaza.

3. Literature Review

- *Kordab et al. (2020) study entitled "Mediating Role of Knowledge Management in the Relationship between Organizational Learning and Sustainable Organizational Performance."* This study aimed to examine the impact of the whole knowledge management cycle on the relationship between organizational learning and sustainable organizational performance in intensive knowledge-based sectors, specifically the audit and consulting companies in the Middle East region. Systematic scientific literature analysis, expert evaluation (structured questionnaire), and structural equation modeling (SEM) technique were used to develop and verify the research model.
- *Antunes and Pinheiro (2020) study entitled "Linking Knowledge Management, Organizational Learning and Memory."* It aimed to understand the link and evolution between the concepts of knowledge management, organizational learning, and memory. Seeking a better clarification of concepts; discussing them in the theoretical field; and understanding their evolution in the last decades. A systematic literature review was developed by synthesizing concepts. From two databases, a total of 2511 scientific articles between 1960 and 2017 were analyzed and divided into two studies.
- *Almomani et al. (2019) study entitled "Organizational Memory, Knowledge Management, Marketing Innovation and Cost of Quality: Empirical Effects from Construction Industry in Jordan."* It aimed to achieve fourfold objectives. First, to explore the effect of organizational memory (OM) on marketing

innovation (MI). Second, to recognize the effect of OM on cost of quality (COQ). Third, to verify the effect of knowledge management (KM) on MI. Finally, to find out the effect of KM on COQ.

- *Dahinen (2017) study entitled "The Contribution of Knowledge Management to the Development of Organizational Memory: An Applied Study on a Group of Institutions."* It aimed to discover how knowledge management can build and develop organizational memory. The case study was a group of Algerian companies (Sonatrach, Saidal, Condor). The study highlights the most important criteria that can be used as a tool to assess and compare best practices in knowledge management.
- *Sudharatna (2015) study entitled "Organizational Memory System as a Foundation of Knowledge Management."* This study aimed to certify the organizational memory system as an essential part of Knowledge management in the Thai Bank Industry. It focused simply on methods of memory system being applied in the sample bank. Aiming to develop an organization towards a Learning Organization, 'managing knowledge' is compulsory.

4. Methodology

The researchers in this study will adopt the empirical study to test the relationship between the variables. A questionnaire survey will be conducted for this study. The research is divided into three parts. In the first part, the independent variable is characterized by the organizational memory building, and the dependent variables are characterized by the (KM) processes (knowledge acquisition, creation, storage, sharing, and application). In the second part the five (KM) processes represent the independent variables, and the (HRM) represents the dependent variable. In the third part, the effect of (OM) on (HRM) is addressed, where (OM) represents the independent variable, and (HRM) represents the dependent variable.

Study population: The study population consisted of faculty members in Palestinian universities, whose number is (7,367) members.

Figure (1) shows the distribution of educational academics by type of institution.

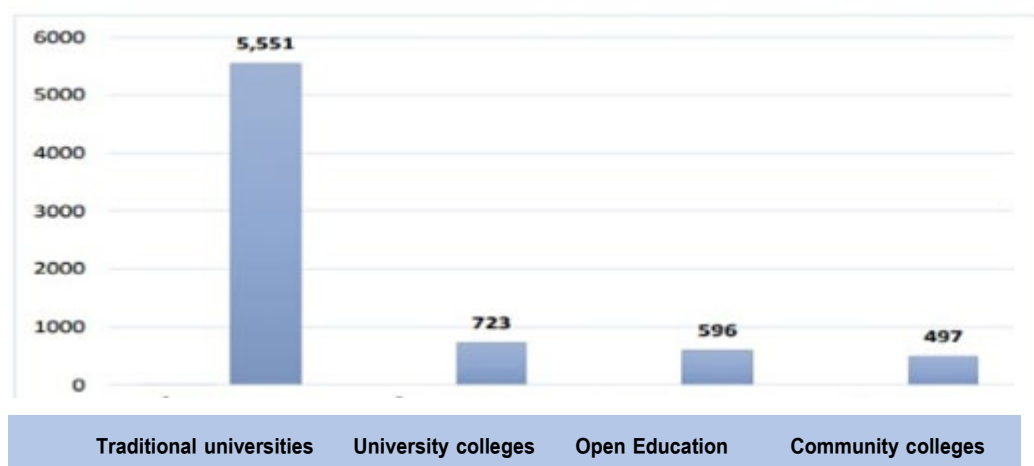


Figure 1: Number of Educational Academics by Type of Institution 2021- (Statistical Book, 2022)

4.1 Study Sample

The exploratory sample: The exploratory sample consisted of (40) members of the teaching staff in Palestinian universities from the targeted study population, and from outside the study sample, in order to verify the validity and reliability of the study tool.

Actual sample: The study sample consisted of (360) professors from Palestinian universities. The sample was selected in a simple random way, where the researchers presented the study tool through Google Forms to all members of the study population, and the number of respondents reached (360) individuals. Table (1) shows a description of the study sample:

Table 1: Description of the Study Sample

Variable		Frequency	Percent
Region	Gaza strip	249	69.2

	Variable	Frequency	Percent
	West Bank	111	30.8
Gender	Male	288	80.0
	Female	72	20.0
Years of Experience	Less than 5 years	12	3.3
	From 5 to ten 10	45	12.5
	More than 10 years	303	84.2
Specialization	Human sciences	255	70.8
	Applied Sciences	105	29.2
Academic degree	Assistant professor or less	246	68.3
	Associate Professor or more	114	31.7
Position	Yes	192	53.3
	No	168	46.7
University type	Government	105	29.2
	Eligibility	162	45.0
	Specialized	93	25.8

Study tool: For research purposes, a questionnaire was prepared according to the following steps:

Defining the purpose of the questionnaire: The questionnaire aimed to identify the mediating role of knowledge management between organizational memory and human resource management in Palestinian universities.

Sections of the questionnaire: After reviewing the previous studies that dealt with the variables of the study: knowledge management (KM), organizational memory (OM), human resources management (HRM), the areas of the questionnaire were identified. The questionnaire included two sections as follows:

The first section: includes the basic data of the respondents, which are (university location, gender, years of service, specialization, academic degree, administrative position, and type of university).

The second section: contains (57) items distributed over (11) areas as follows:

Table 2: The Distribution of the Questionnaire Items

Variable	Dimensions	Number
Independent variable (organizational memory)	The first domain: technical organizational memory	4
	The second domain: administrative organizational memory	4
	The third domain: cultural organizational memory	4
Dependent variable (human resource management)	The first domain: selection and employment	4
	The second domain: empowerment	4
	The third domain: training and development	4
	The fourth domain: compensation	4
	The fifth domain: performance evaluation	4
Mediating variable (knowledge management)	The first domain: knowledge organization and management	8
	The second domain: knowledge generation and storage	9

Variable	Dimensions	Number
(knowledge acquisition, creation, storage, sharing, and application)	The third domain: sharing and applying knowledge	8
Total		57

Formulation of the questionnaire items: The questionnaire items were formulated in the light of the researchers' review of the studies and research that dealt with the three variables of the study (organizational memory, human resource management, and knowledge management., The researchers considered that items were formulated in a clear and specific manner, and measure what was set to be measured. The initial form of the questionnaire consisted of (57) items.

Determining the method of estimating the questionnaire: a five-point Likert scale was used to estimate the respondents' answers to the questionnaire items. The answer is graded in five levels (very high, high, medium, low, very low). And it corresponds quantitatively (1,2,3,4,5) respectively. Three levels (high, medium, low) were adopted for the mean for each domain of the questionnaire. and Table (3) shows the levels of the approved criterion:

Table 3: Levels of Approved Criterion

High	Medium	Low
5 - 3.67	3.66 – 2.34	2.33 – 1

The validity of the questionnaire: The validity of the questionnaire means that it measures what it was set to measure. The validity was measured in the following ways:

- *The veracity of the arbitrators:* The initial draft of the questionnaire was shown to a group of (5) professors with specialization in educational administration. The required modifications were made. Thus the questionnaire consisted of (57) items distributed over (11) domains in three variables.
- *Structural validity:* It means that there is a statistically significant positive correlation between each domain with the total score of the variable. The results showed that the correlation coefficients are all statistically significant at the level of significance (0.01), which indicates that the questionnaire has acceptable internal validity.
- *Stability of the questionnaire scores:* The stability of the questionnaire scores was confirmed using Cronbach's alpha coefficient for the resolution items. Table (4) shows the correlation coefficients and stability coefficients for the questionnaire domains:

Table 4: Stability Coefficients of the Questionnaire using Cronbach Alpha

Variable	Dimensions	Number	Correlation coefficient	Cronbach's alpha
Independent variable (organizational memory)	The first domain: technical organizational memory	4	0.904**	0.889
	The second domain: administrative organizational memory	4	0.956**	0.939
	The third domain: cultural organizational memory	4	0.928**	0.941
	total	12	--	0.962
Dependent variable (human resource management)	The first domain: selection and employment	4	0.928**	0.890
	The second domain: empowerment	4	0.950**	0.966
	The third domain: training and development	4	0.946**	0.950

Variable	Dimensions	Number	Correlation coefficient	Cronbach's alpha
	The fourth domain: compensation	4	0.934**	0.970
	The fifth domain: performance evaluation	4	0.933**	0.966
	total	20	--	0.984
Mediating variable (knowledge management)	The first domain: knowledge organization and management	8	0.953**	0.965
	The second domain: knowledge generation and storage	9	0.948**	0.963
	The third domain: sharing and applying knowledge	8	0.992**	0.968
	total	25	--	0.985

The stability coefficients for the domains ranged between (0.889 - 0.971), all of which are high values indicating that the questionnaire has high stability. The correlation coefficients between the domains of the questionnaire with the total degree of its variable ranged between (0.928 - 0.992), all of which are statistically significant at the level of significance (0.01).

The final version of the questionnaire: After confirming the validity and reliability of the questionnaire, the final version consisted of (57) items, distributed over (11) main areas in three variables: organizational memory (the independent variable), human resource management (the dependent variable), and knowledge management (the mediating variable).

Statistical methods: The researcher used the statistical package for social sciences (SPSS) and the (AMOS) program to process the data. Descriptive statistical methods and simple linear regression were used to test the hypotheses of the study.

Answering the research questions:

The first question: What is the level of (OM) in higher education institutions in the governorates of Gaza?

To answer this question, the mean averages and standard deviations of the organizational memory domains were extracted, as shown in table (5)

Table 5: The Means and Standard Deviations for the Level of Building Organizational Memory in Palestinian Universities

Domain	Mean	SD	Weight	Rank	Level
Technical organizational memory	4.223	0.669	84.46 %	1	Large
Administrative organizational memory	3.996	0.755	79.92 %	3	Large
cultural organizational memory	4.100	0.749	82.00 %	2	Large
OM	4.106	0.662	82.13 %	--	Large

It is clear from table (5) that the mean for the organizational memory variable was (4.106), with a standard deviation of (0.662), and a relative weight of (82.13%), with a high degree of agreement. This indicates that the level of building organizational memory in Palestinian higher education institutions is high from the point of view of faculty members in higher education institutions. The domain of technical organizational memory ranked first with a mean of (4.223), while the domain of cultural organizational memory ranked second with a mean of (4.100), and in the third and last rank came the field of organizational-administrative memory with a mean of (3.996).

The fact that the domain of technical organizational memory ranked first indicates that universities have an integrated technical infrastructure to achieve their requirements and goals. Furthermore, it shows that they are constantly updating the content of their website; have a database for all their information; and their workers have access to stored data and information.

The domain of administrative organizational memory in the third (last) rank indicates that institutions need to store ideas and knowledge in developed methods, to document the experiences and expertise of the institution, and transform tacit knowledge into explicit and structural one. They also need to employ information in planning and setting priorities.

The second question: What is the level of human resource management in higher education institutions in the governorates of Gaza? To answer this question, the means and standard deviations of the human resource management domains were extracted, as shown in table (6).

Table 6: Means and Standard Deviations for the Level of Human Resource Management in Palestinian Universities

Domain	Mean	SD	Weight	Rank	Level
Selection and employment	3.879	0.815	77.58 %	1	Large
Empowerment	3.748	0.929	74.96 %	3	Large
Training and development	3.717	0.916	74.33 %	4	Large
Compensation	3.454	1.018	69.08 %	5	Large
Performance evaluation	3.792	0.918	75.83 %	2	Large
HRM	3.718	0.839	74.36 %	--	Large

It is clear from the table (6) that the mean for the (HRM) variable was (3.718), with a standard deviation of (0.839), and a relative weight of (74.36%), with a high degree of agreement. This shows that the level of (HRM) in Palestinian higher education institutions is high from the point of view of faculty members in higher education institutions. The domain of selection and employment ranked first with a mean of (3.879). While the domain of performance appraisal ranked second with a mean of (3.792). Third came the domain of empowerment with a mean of (3.748). Fourth came the domain of training and development with a mean of (3.717). Finally in the fifth rank was the domain of compensation with a mean of (3.454).

In the light of these results, it is clear that there is satisfaction among faculty members in higher education institutions about the policy of selecting and employing of faculty members. This indicates that these institutions seek to obtain highly qualified individuals through advertisements and interviews that are transparent and objective.

The third question: What is the level of knowledge management in higher education institutions in the governorates of Gaza? To answer this question, the mean averages and standard deviations of knowledge management domains were extracted, as shown in table (7).

Table 7: Means and Standard Deviations for the Level of Knowledge Management in Palestinian Universities

Domain	Mean	SD	Weight	Rank	Level
knowledge organization and management	3.818	0.123	76.37 %	3	Large
knowledge generation and storage	3.939	0.825	78.78 %	2	Large
sharing and applying knowledge	4.017	0.817	80.33 %	1	Large
KM	3.919	0.782	78.39 %	--	Large

It is clear from the table (7) that the mean for the knowledge management variable was (3.919), with a standard deviation of (0.782), and a relative weight of (78.39%), with a high degree of agreement. This indicates that the level of knowledge management in Palestinian higher education institutions is high from the point of view of faculty members in higher education institutions. The domain of knowledge sharing and its application ranked

first with a mean of (4.107). The domain of knowledge generation and storage ranked second with a mean of (3.939). Third and final rank was the domain of knowledge organization and management with a mean of (3.818).

The domain of sharing knowledge and its application ranked first indicates that the universities administrations encourage faculty members to participate in scientific meetings and conferences to enhance the process of sharing knowledge and encourage the provision of an appropriate environment for the exchange and sharing of knowledge among faculty members.

that the third and last rank of the domain of knowledge organization and management indicates the need to define performance levels for faculty members based on the integration of knowledge, and work to provide a high-quality system in information technology, that institutions need to enhance the capabilities of faculty members to be able to obtain knowledge and manage it.

The fourth question: Does knowledge management as a mediating variable affect organizational memory building and human resource management in higher education institutions in the governorates of Gaza?

To answer this question, the (AMOS) program was used to explore the effect of knowledge management as a mediating variable between building organizational memory and managing human resources in Palestinian higher education institutions. The validity of the formulation of the hypothesis was tested, which states: Knowledge management does not play an intermediate role between building organizational memory and managing human resources in Palestinian higher education institutions.

To test this hypothesis, a causal model was built on a theoretical basis by extrapolating previous studies and related models. The causal model was relied upon for its suitability to the subject of the study, as building organizational memory is related to human resource management in Palestinian higher education institutions. If knowledge management was introduced as an intermediate variable between them, it might affect the nature of the relationship between building organizational memory and human resource management.

In order to verify that knowledge management is a mediating variable between building organizational memory and managing human resources, the researchers relied on the Baron & Kenny (1986) model, which indicated that in order to consider a variable as a mediating variable, three conditions must be met:

1. The independent variable (building organizational memory) should affect the dependent variable (human resource management); and this represents the regression equation of the dependent variable on the independent variable.
2. The independent variable (building organizational memory) must affect the mediating variable (knowledge management); and this represents the regression equation of the mediating variable on the independent variable.
3. The mediating variable (knowledge management) have to affect the dependent variable (human resource management); and this represents the equation of regression of the dependent variable on both the independent variable and the mediating variable together, i.e. the influence of the two independent and mediator variables together on the dependent variable.

If the three conditions are met, the direct effect of the independent variable on the dependent variable must be less in the third equation than it was in the first equation.

The test of these three conditions is illustrated in the tables below:

1. The effect of the independent variable (OM) on the dependent variable (HRM):

Table 8: The Path of Direct Influence between (OM) and (HRM)

			Estimate	S.E.	C.R.	P
HRM	<---	OM	1.606	0.072	22.213	0.001

It is clear from table (8) that the independent variable (OM) affects the dependent variable (HRM) by (1.606), which is statistically significant at a significance level less than (0.001), meaning that (OM) affects (HRM), and thus the first condition is fulfilled.

2. The effect of the independent variable (OM) on the mediating variable (KM):

Table 9: The Path of Direct Influence between (OM) and (KM)

			Estimate	S.E.	C.R.	P
KM	<---	OM	2.081	0.069	30	0.001

It is clear from table (9) that the independent variable (OM) affects the mediating variable (KM) by (2.081), which is statistically significant at a significance level less than (0.001), meaning that (OM) affects (HRM), and thus the second condition is fulfilled.

3. The effect of the mediating variable (KM) on the dependent variable (HRM) in the presence of the independent variable (OM):

Table 10: The Path of Indirect Influence between (OM) and (HRM)

			Estimate	S.E.	C.R.	P
KM	<---	OM	2.081	0.069	30	0.001
HRM	<---	KM	0.675	0.042	16.101	0.001
HRM	<---	OM	0.202	0.103	1.953	0.051

It is clear from Table (10) that the intermediate variable (KM) affects the dependent variable (HRM) by (0.675), with a significance level (0.001), and it is statistically significant at (0.01), meaning that the effect of (KM) on (HRM) statistically significant. Thus, the third condition is fulfilled.

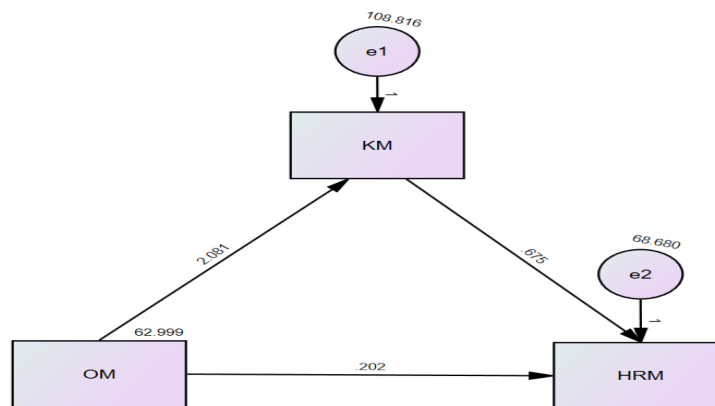


Figure 2: The Mediation Model of the Intermediate Variable (KM) between the Independent Variable (OM) and the Dependent Variable (HRM). In Order to Determine the Type Of Mediation (total or partial)

Many studies like: Aladdin, Y. (2021), Antunes and Pinheiro (2020), Kordab et al. (2020), Al-Saidi, (2020), Almomani et al. (2019), Shabat, j. A., & Al-Masry, N. H. (2020), Dahinen (2017), Saha et al. (2016), Amer, B., & Dahinen (2016), Sudharatna (2015), Vrîncianu et al. (2009), and Karreman (2002) dealt with the subject of knowledge management. However, this study alone linked the knowledge management variable (KM) as an intermediate variable with the independent variable (OM) and the dependent variable (HRM).

It is noted from the results in Table (10) and Figure (2) that the mediating variable (KM) affects the dependent variable (HRM) by (0.675), and it is statistically significant at a significance level less than (0.001). Including the independent variable (OM) in the same model, its effect on the dependent variable (HRM) vanished, and the value of the statistical significance became (0.051), meaning that a statistically significant effect was found at the level of significance (0.001) for the intermediate variable (KM) on the dependent variable (HRM). There is no statistically significant effect at the level (0.05) of the independent variable (OM) on the dependent variable (HRM). Thus, the third condition of the test conditions for the mediation of the mediating variable (building organizational memory) is achieved. The mediation of the intermediate variable (KM) is entirely between the independent (OM) and dependent (HRM) variables.

This means that the direct effect of the independent variable (OM) on the dependent variable (HRM) in the third equation has become less and is not statistically significant than it was in the first equation. Therefore knowledge management is a mediator in the relationship between (OM) and (HRM) in Palestinian higher education institutions. Thus, it is confirmed that knowledge management plays a mediating role between (OM) and (HRM) in Palestinian higher education institutions.

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