

Mapping the Research Landscape of the Knowledge Management in the Higher Education Sector in Algeria Using the ASJP database during (2014-2022)

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Abstract:

The aim of this study is to examine the issue of knowledge management in the higher education sector in Algeria during the past decade, by tracking the development of articles published through the Algerian Scientific Journal Platform ASJP for the period between 2014-2022, which contain in their titles, keywords and summaries the word "knowledge management". and "Higher Education", where the method of bibliometric analysis was adopted to measure the development of scientific publishing for this subject, and the study revealed that the number of published articles reached 29, where most of the articles were in Arabic and a few were in English, and there are leading journals in publishing such articles They are the "Review of Human Sciences," " Economic Researcher Review," and " Dirassat Journal Economic Issue". As for the authors' affiliation universities, we have the University of Batna 1, which is distinguished by a large number of affiliated authors who have published articles on this subject compared to other universities. The researchers who have published the highest number of articles on this topic are the following A. Nebouia, H.S El Hartessa, I. Benziane, N.H Bouteba, O. Oueld Abed, T. Saraa, and W. Mehibel. The results and analyzes contained in this study are considered a roadmap for academics, researchers, and universities. Arsene in the future to help in the adoption of knowledge management in the higher education sector.

Keywords : Knowledge Management, Higher Education, Bibliometric analyses, ASJP, Algeria

Jel Classification Codes: J24, M12, O15

1. Introduction:

The term "Knowledge Management" was first used in the 1980s by consultants and management researchers who were exploring the role of knowledge in organizations. In the 1990s, the concept of Knowledge Management gained wide recognition as a discipline and field of study. During this time, the first frameworks and models of Knowledge Management were developed, such as the SECI model of knowledge creation proposed by Nonaka and Takeuchi in 1995 (Wiig, 1997a), The emergence of the Internet and digital technologies in the early 21st century led to the proliferation of Knowledge Management tools and platforms, such as intranets and content management systems. This facilitated organizations in capturing, storing, and sharing knowledge across different locations and time zones (Dalkir, 2011). In 2010, the focus of Knowledge Management shifted towards the use of big data, analytics, and artificial intelligence to extract insights and create value from knowledge assets. This led to the development of new approaches to Knowledge Management, such as data-driven Knowledge Management and tacit Knowledge Management (Wiig, 1997), Knowledge Management is the process of creating, sharing, using, and managing knowledge and information within an organization. It involves identifying knowledge assets, creating knowledge repositories, and developing strategies for capturing

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and sharing knowledge among employees. Knowledge Management can help organizations improve their performance, enhance their competitiveness, and innovate new products and services (Dalkir, 2011). One of the key benefits of Knowledge Management is that it can help organizations avoid reinventing the wheel by leveraging existing knowledge and expertise. It can also help reduce knowledge loss due to employee turnover or retirement and ensure the preservation and availability of knowledge for future generations of employees (Alavi & Leidner, 2001). Some of the key components of Knowledge Management include knowledge creation, knowledge sharing, knowledge capture, and knowledge application. Knowledge creation involves generating new ideas and knowledge through research, development, innovation, and collaboration. Knowledge sharing involves disseminating knowledge and information throughout the organization through various channels such as documents, meetings, and social media. Knowledge capture involves capturing knowledge assets and preserving them in a knowledge repository or database. Knowledge application involves using knowledge and information to solve problems, make decisions, and create new products and services (Ruggles, 1998).

Knowledge Management has gained some attention in Algeria in recent years, particularly in the private sector. There have been some initiatives to develop Knowledge Management practices in Algerian companies, but overall, the country is still in the early stages of adopting Knowledge Management as a formal system and strategy. One of the challenges in Algeria is the lack of awareness and understanding of the value of knowledge among many organizations. Additionally, there is a shortage of trained professionals in Knowledge Management and limited availability of training and education programs specifically focused on Knowledge Management. Despite these challenges, some Algerian companies are implementing Knowledge Management practices, such as creating knowledge exchange platforms and encouraging communities of practice. There is also a growing interest in using technology to support Knowledge Management, such as enterprise content management systems and social media platforms.

Knowledge Management is an important aspect of the higher education system in Algeria. Algerian universities and colleges play a crucial role in the social and economic development of the country through knowledge and skills production and dissemination. One of the main challenges facing Knowledge Management in Algeria is the lack of infrastructure and sufficient resources. Many universities and colleges suffer from outdated facilities, inadequate funding, and limited access to technology and information resources. These challenges have made it difficult for Algerian institutions to keep up with global trends in Knowledge Management and higher education. Despite these challenges, there have been some positive developments in Knowledge Management in Algeria. For example, many universities and research centers have established digital libraries and institutional repositories for storing and sharing research outputs. In addition, there have been efforts to improve collaboration and knowledge exchange between academics and researchers, both within Algeria and with international partners.

In this study, a bibliometric analysis is conducted to provide a comprehensive overview of the current research on knowledge management in the higher education sector. The analysis aims to identify important patterns, emerging trends, influential authors, and noteworthy journals in the field. By mapping the literary landscape, this study contributes to an enhanced understanding of the current state of knowledge on the subject. Furthermore, it seeks to contribute to the understanding of the current state of knowledge and to identify potential avenues for future research and theoretical advancement in the mechanisms of applying knowledge management in the higher education sector.

Scientific research has always accompanied every phenomenon or method and contributed to its development. Scientific production has witnessed tremendous growth in terms of the volume of scientific information. It has diversified in its forms and sources, including books, theses, articles, etc., which are considered important scientific output for researchers. In order to facilitate access to this output, several databases have been established worldwide to assist researchers in accessing literature and previous studies in various fields (Abu Al-Habib & Moulay, 2021). In the Algerian context, we have the Algerian scientific Journal platform, ASJP, which contains 208 820 published articles in 802 scientific journals. This scientific paper aims to shed light on the nature of this intellectual production and attempt to measure knowledge and awareness in the Algerian context in the subject of knowledge management in the higher education sector. The number of scientific articles on this topic through this platform amounted to 29 articles.

In this context, we raise the following question:

What is knowledge management? What is the national research landscape for knowledge management in the higher education sector regarding scientific research published on the Algerian scientific journals platform?

The importance of the study:

There is no doubt that such studies hold significant importance for academics and researchers specialized in business administration, especially in knowledge management. The importance of this study lies on several levels, including:

- Assessing the level of academic awareness regarding knowledge management.
- Highlighting the importance of studying knowledge management.
- Providing new statistics.
- Making the research findings available to the public.

The study aims to:

- Identify the nature of science and knowledge production in terms of the published articles within the Algerian platform for scientific journals in the field of knowledge management in higher education.
- Enable academics and researchers to become familiar with various statistics related to previous national studies on knowledge management in higher education.

2. Conceptual Framework:

2.1. The development of the higher education sector in Algeria: Key stages:

The higher education sector in Algeria, particularly Algerian universities, has witnessed a series of reforms since independence that have impacted the higher education and scientific research sector with the aim of building an Algerian identity university. (Benharkat, 2008)

Furthermore, the year 1971 witnessed reforms that are widely regarded as the most important reforms in the history of Algerian universities. A special committee was established to reform higher education. This reform aims to democratize higher education, ensure its Algerianness, preserve national identity, and strengthen closer links between higher education and the national economy. Additionally, the reform includes the establishment of pre-university education centers for students who were unable to

continue their secondary education, as well as the introduction of evening courses and distance learning. (Naga & Benguerna, 2022)

In light of the recent reforms that have affected the higher education sector, the classic system, which was accepted by everyone, has been replaced by a new system with ambiguous features for both professors and students. This system is known as the LMD system, which was originally an experiment in Anglo-Saxon countries and was implemented in Europe starting in 1998 in universities in France, Germany, Spain, and Britain. This system aligns with their educational, economic, political, and social environments. The National Committee for Higher Education Reform adopted a new approach, represented by the implementation of the LMD system as a new university reform, starting in the academic year 2004/2005. It successfully identified the major imbalances that made Algerian universities responsive to the rapid developments in the fields of science and technology. (Benarab, 2021)

Therefore, the aim of this system is to reform and achieve harmonization between Algerian higher education and higher education systems worldwide. The success of the reform depends on the voluntary engagement of the university community in the reform process, which has gradually materialized. (Belkhiri, 2022)

Consequently, there was a need to transition towards adopting a contemporary administrative approach that focuses on knowledge as a fundamental driver of progress and growth. This approach greatly helps in achieving the university's goals and fulfilling its mission, considering that the creation, innovation, exploration, dissemination, and exchange of knowledge are the primary motivations for the existence of academic institutions. (Kadri & Rahm, 2022)

By implementing knowledge management strategies, Algerian universities can improve their research outputs and disseminate new knowledge to students, faculty members, and the community as a whole. This can significantly contribute to the development of a culture of continuous learning, where students and faculty members are encouraged to share their knowledge, expertise, collaborate on research projects, and develop new ideas.

2.2. Definition of Knowledge Management:

Knowledge management is a systematic process of creating, acquiring, exchanging, and utilizing knowledge and information to achieve organizational objectives. (Jennex, 2006)

It is also the process of obtaining knowledge, distributing it, and using it effectively. (Bukowitz & Williams, 2000)

It is defined as the set of processes used by organizations to create, preserve, and disseminate knowledge and information in order to support decision-making and achieve organizational objectives. (McInerney & Day, 2007)

It is the art and science of creating, sharing, and applying knowledge to enhance organizational performance. (O'Dell & Grayson, 1998)

Knowledge management refers to the processes, strategies, and practices used by organizations to identify knowledge and information assets, create them, capture them, store them, share them, and leverage them to achieve their goals and purposes. It involves creating a knowledge-valuing culture, as well as implementing technology and tools to facilitate the flow and exchange of information within the

organization. The aim of knowledge management is to enhance efficiency, innovation, and decision-making by making relevant knowledge available and usable to individuals and teams throughout the organization. It encompasses activities such as knowledge sharing, collaboration, knowledge creation, and knowledge transfer.

2.3. Previous Bibliometric Studies on Knowledge Management :

Bibliometric studies are a recent trend in library and information science research, and knowledge management has received attention in these studies. One study by Gaviria-Marin et al. (2019) titled "Knowledge management: A global examination based on bibliometric analysis" provides a bibliometric overview of academic research in knowledge management in the fields of business and management. The study utilizes various bibliometric methods, including performance analysis and scientific mapping of the knowledge management field. Performance analysis employs indicators such as the h-index and citations. Additionally, the VOSviewer software is used to map bibliographic materials. The study retrieves references from the Web of Science database and identifies the most relevant research in this field based on journals, articles, authors, institutions, and countries. The results show a significant increase in research in this field over the past decade, with the United States being the most influential country in all aspects. This paper demonstrates that most foundational research on knowledge management is conducted in the fields of business and management.

Similarly, Farooq (2022a) conducted a study titled "A review of knowledge management research in the past three decades : a bibliometric analysis" with the aim of analyzing knowledge management research from journals in the Scopus database between 1988 and 2021. The paper covers the last three decades of publications and performs performance analysis and scientific mapping of articles. It uses bibliometric measurements, performance analysis, and scientific mapping analysis on 1016 articles extracted from the Scopus database. The study examines the scientific productivity of articles, productive authors, citable documents, relevant institutions, countries cited, co-occurring keywords, thematic mapping, shared citations, author collaboration, and country collaboration. The "Biblioshiny" tool is used for performance analysis and scientific mapping. The results indicate a significant increase in the number of publications in the past decade, with 88.4% of authors contributing to at least one article, 8.3% contributing to two articles, 2% contributing to three documents, and 0.6% contributing to four papers. The United States, China, and Australia are the most productive countries in terms of total citations and foreign collaboration. Journals such as Knowledge Management Research & Practice, VINE Journal of Information and Knowledge Management Systems, and International Journal of Technology Management are among the top outlets in the knowledge management literature.

Furthermore, Farooq (2022b) conducted a study titled "Knowledge management and performance: a bibliometric analysis based on Scopus and WOS data 1988–2021." This study aimed to analyze the emerging trends in the literature on knowledge management and performance, with a focus on bibliometric analysis. To explore studies that focus on this research area, the authors conducted a search in Web of Science and Scopus using keywords such as "knowledge management" and "performance." The study covers a 33-year period, from 1988 to 2021, with a final dataset of 1583 publications. The bibliometric analysis revealed a noticeable increase in interest in the field of knowledge management and performance, particularly from 2000 to 2021. The analysis explored various topics related to the relationship between knowledge management and performance, productive authors, citable documents,

broad citations, and thematic mapping. The study shed light on how the relationship between knowledge management and performance has evolved over the years and how the interaction between these two areas can help companies gain sustainable competitive advantage.

The above-mentioned studies focused on measuring the evolution of scientific publications related to knowledge management using bibliometric analysis in international databases such as SCOPUS and WOS. While this research area is significant, the bibliometric measurement of knowledge management in local databases such as ASJP deserves appreciation and exploration, At the same.

3. Methodology :

This study presents an evaluation of the progress of research on knowledge management in higher education by Algerian researchers in the Algerian Scientific Journals Platform (ASJP). Bibliometric analysis was used to address the research problem. Bibliometric studies involve applying statistical and mathematical methods to data related to books, journals, periodical articles, authors, publishers, and other documentary communication elements to identify the characteristics of intellectual production in a specific field of knowledge through the process of information exchange and contribute to the advancement of scientific fields (Naimur, 2019). In our study, we focused on all scientific documents produced between 2014 and 2022 in ASJP, extracted in February 2023. We compiled a list of all publications with the terms "knowledge management" and "higher education" in their titles, keywords, and abstracts. The study employed bibliometric analysis as one of the most powerful techniques to identify all trends, using the following criteria:

- The evolution of published articles on knowledge management in higher education according to the year.
- The language used to formulate the research.
- The leading journals in publishing this type of articles.
- Prominent authors in publishing articles on this topic.

Figure(01): Main stages of the bibliometric analysis



Source: Elaborated by the researchers

4. Results and Discussion:

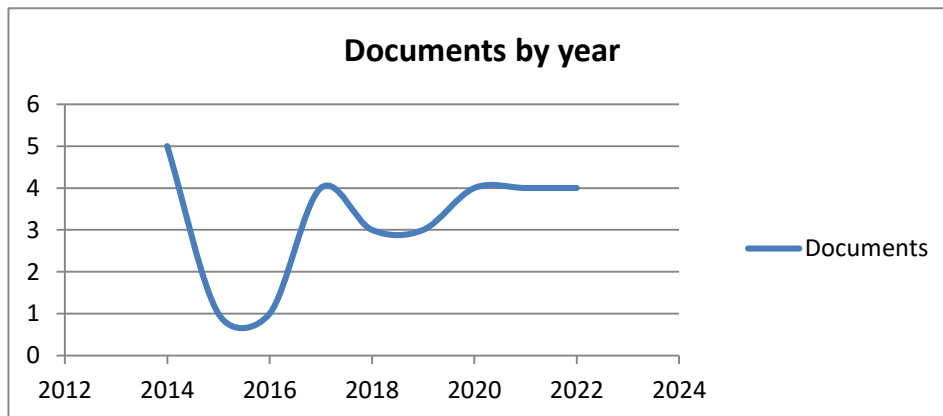
The Algerian Scientific Journals Platform currently contains 802 journals across 29 fields, with a total of 208 820 articles. Despite this vast amount of research, we were only able to extract 29 research

papers on the topic of knowledge management in higher education after searching using all possible terms in the available languages, employing the bibliometric method. The following are the obtained results:

4.1. Analysis documents published by year:

The first article published on the topic of knowledge management in higher education through the Algerian Scientific Journals Platform was in 2014, and that is why we chose this period for analysis.

Figure(02): Distribution of published documents by year



Source : Elaborated by the researchers

From Fig 2, In examining the data, we can discern a notable pattern in the publication trends related to knowledge management in higher education through the ASJP platform. The year 2014 stands out as a pivotal point, characterized by the highest number of scientific articles published on this subject. This surge in publications likely signifies a heightened interest and focus on knowledge management during that period.

However, what follows is intriguing. There is a discernible decline in the number of published articles after 2014, suggesting a waning interest in this topic. This dip in activity continues until 2017, indicating a period of relative stagnation or reduced attention to knowledge management within higher education.

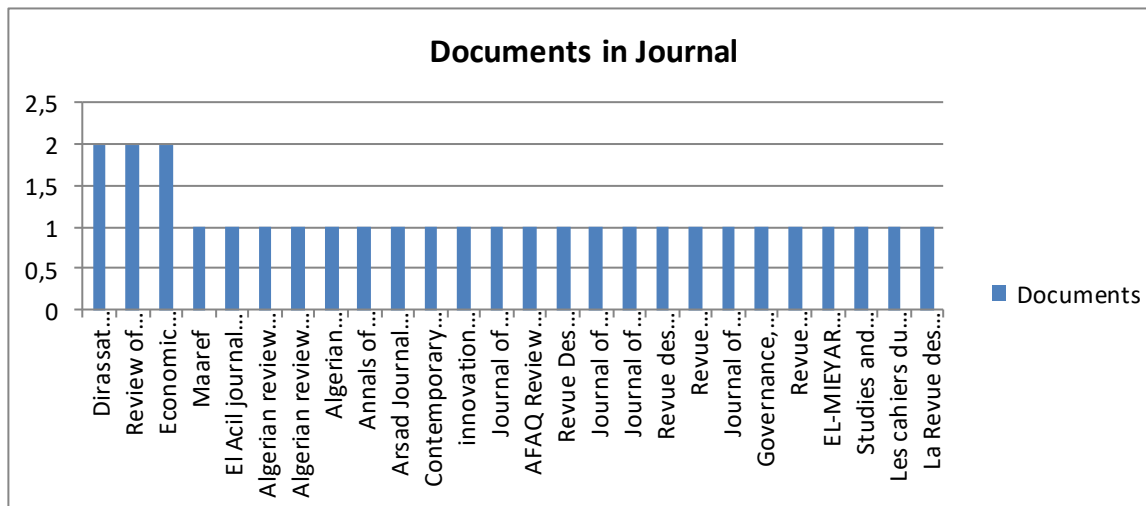
Yet, the narrative takes a positive turn in 2017, as we observe a resurgence in interest. The number of published articles begins to rise once more, signifying a renewed enthusiasm or a shift in research priorities. This uptick in publications might be indicative of emerging trends or new developments in the field.

Finally, we arrive at the year 2020, where we observe another notable shift. Starting from 2020, the publication activity appears to stabilize. This stabilization might reflect a maturing of the field or the establishment of a new equilibrium in research efforts related to knowledge management in higher education.

4.2. Analysis by Publishing Journals:

In this analysis, we focus on the distribution of published articles on the topic of knowledge management in higher education across different journals. By examining the publishing journals, we can gain insights into the platforms that have shown a notable interest in this subject.

Figure(03): Classification documents in journal



Source: Elaborated by the researchers

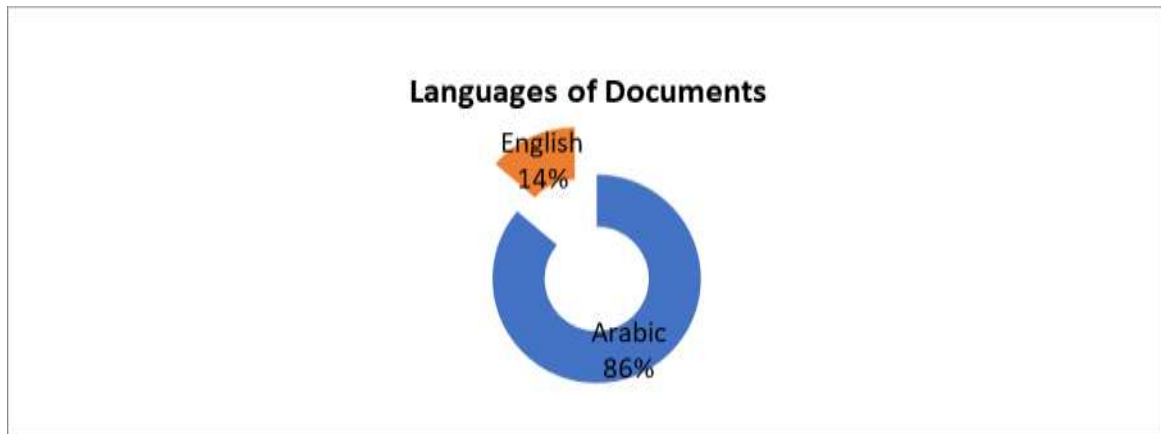
Through Fig 3, In our exploration of scientific articles related to knowledge management in higher education through the ASJP platform, it becomes evident that certain journals play a prominent role in publishing on this subject. Specifically, three journals stand out as the leaders in this field: "Review of Human Sciences," "Economic Researcher Review," and "Dirassat Journal Economic Issue." These journals have consistently contributed to the discourse on knowledge management within higher education.

What makes these journals significant is not only their consistent publication of articles but also their potential influence and reputation in the academic community. Researchers and scholars in the field of knowledge management may find these journals to be valuable sources of information and research findings.

Moreover, it's noteworthy that these leading journals are among a total of 26 journals estimated to have published articles on this subject through the ASJP platform. This indicates a diverse landscape of publications, offering various perspectives and approaches to the topic of knowledge management in higher education.

4.3. Analysis based on the language used in the research:

Figure(04): Languages used in the research



Source: Elaborated by the researchers

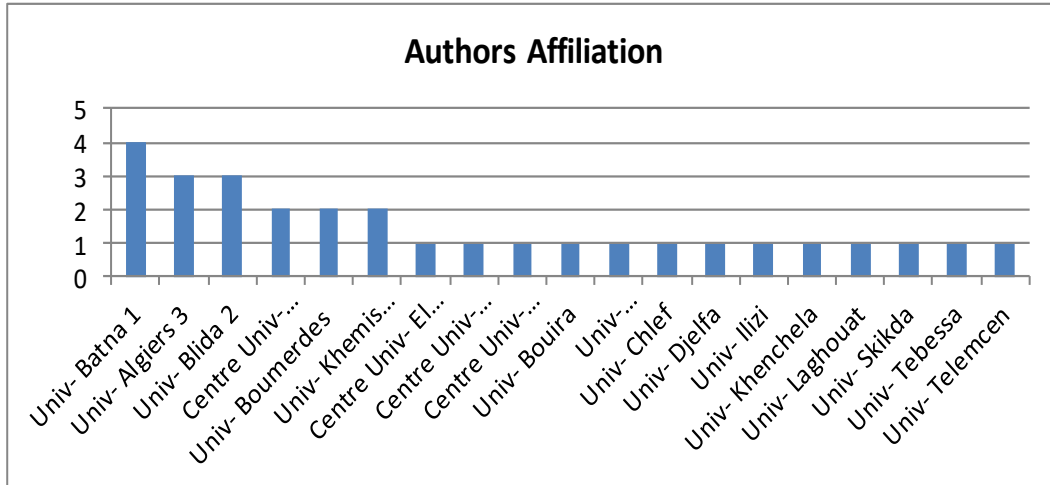
Through Fig (4), The analysis of articles published in the field of knowledge management in higher education through the Algerian Scientific Journals Platform for the period of 2014-2022 reveals a significant linguistic dimension. It is striking to note that a substantial majority, specifically 86% of the articles, are written in the Arabic language. This statistic underscores the primary language used for scholarly communication in this context.

The dominance of Arabic in these publications may have several implications. Firstly, it suggests that the local academic community in Algeria and possibly other Arabic-speaking regions has actively contributed to the discourse on knowledge management in higher education. This could be indicative of a vibrant and engaged scholarly community with a strong emphasis on sharing knowledge in their native language.

Conversely, the presence of 14% of articles published in English is noteworthy. English is widely recognized as the global lingua franca for academic research and communication. The presence of English-language articles signifies an international perspective and potentially broader visibility for this research. It may indicate an effort to engage with a wider, global audience or collaborate with researchers from non-Arabic-speaking regions.

4.4. Analysis by Affiliated Universities of the Authors:

Figure(05): Affiliation Authors University



Source : Elaborated by the researchers

Through Fig 5, The analysis of published articles in the field of knowledge management in higher education reveals an interesting distribution among universities. Researchers affiliated with Univ-Batna 1 emerge as the leading contributors, with the highest number of published articles. This signifies a strong research presence and commitment to knowledge management within this institution.

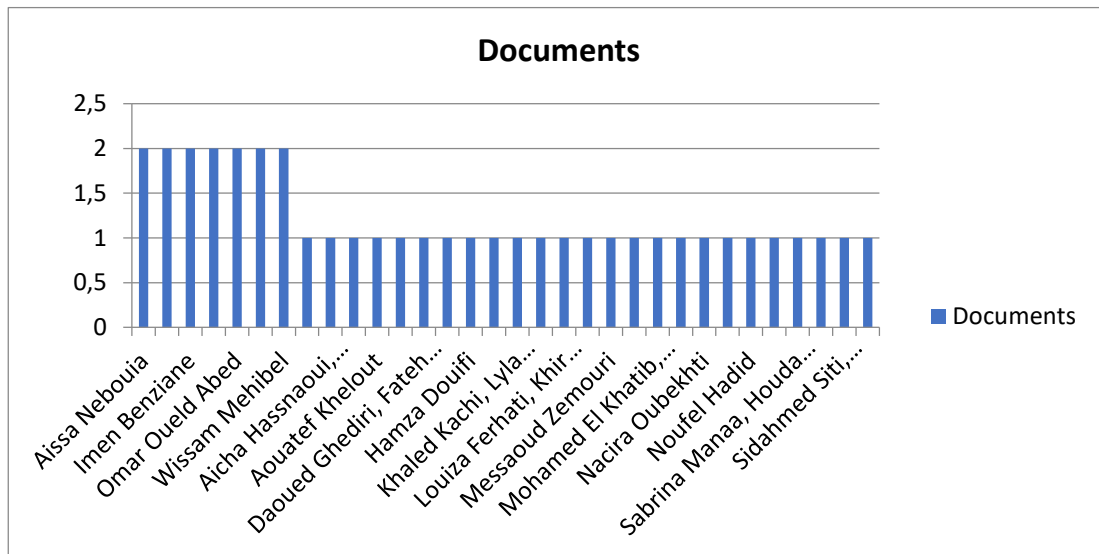
Following closely are researchers affiliated with Univ-Algiers 3 and Univ-Blida 2, both of which are at the same level in terms of publication output. This suggests a shared dedication to advancing knowledge management in higher education among these universities.

Moving on to Univ-Boumerdes, Centre Univ-Mila, and Univ-Khemis Meliana, it's notable that they have a lower proportion of published articles. While they may not be the leading contributors, their participation indicates a certain level of engagement in research on this topic.

Lastly, the analysis points out that researchers from the remaining universities have an equal distribution, each publishing one article in this field. This suggests that a broader range of universities is involved in contributing to the knowledge management discourse, albeit with a relatively lower publication output compared to the leading institutions.

4.5. analysis according to authors and co-authors:

Figure(06): Documents published by Authors and co-Authors



Source : Elaborated by the researchers

Through fig 6, The analysis of publications in the field of knowledge management in the higher education sector highlights the contributions of specific researchers. Notably, researchers A. Nebouia, H.S El Hartessa, I. Benziane, N.H Bouteba, O. Oueld Abed, T. Saraa, and W. Mehibel stand out as prolific contributors, collectively publishing two articles on this topic. This level of productivity suggests a dedicated and focused research effort on knowledge management within higher education.

On the other hand, the remaining researchers are characterized by an even balance in publishing, with each of them contributing one article on this subject. While their individual output may be lower than the previously mentioned group, this distribution indicates a broader participation in research within the field.

In interpreting this distribution, it's important to consider the possible reasons for the disparities in publication output. The group of researchers with two articles may have specific expertise, research projects, or institutional support that enables them to publish more frequently. Their research could be more specialized, possibly addressing unique aspects of knowledge management in higher education.

Conversely, the researchers with one publication each may represent a more diverse group, possibly from various institutions or research backgrounds. Their contributions could be valuable in providing a well-rounded perspective on knowledge management within higher education, covering a broader range of topics and approaches.

5. Conclusion:

The bibliometric analysis of research on knowledge management in the higher education sector through the Algerian Platform for Scientific Journals reveals a compelling and dynamic landscape of scholarly engagement. Over the past few decades, there has been a consistent upward trajectory in the number of studies in this field. This trend signifies a growing recognition of the significance of knowledge management within higher education.

Researchers have embarked on numerous investigations, seeking to unravel the multifaceted dimensions of knowledge management. Their explorations have encompassed a wide range of topics, from defining the concept itself to delving into its key components and identifying best practices. This diversity of research themes reflects a holistic approach to understanding how knowledge management can positively impact higher education institutions.

One of the most striking takeaways from this research is the paramount importance of effective knowledge management for higher education institutions. It is evident that robust knowledge management strategies can enable these institutions to optimize their resources, ultimately leading to enhanced student learning outcomes. Moreover, such strategies foster collaboration among faculty members and staff, fostering a cohesive and innovative academic environment.

Furthermore, the adaptability that effective knowledge management provides is vital in the face of an ever-evolving higher education landscape. As technology advances and digital transformations reshape education, institutions equipped with strong knowledge management practices are better prepared to navigate these changes and leverage emerging opportunities.

The analysis also identifies a total of 29 articles from the Algerian Scientific Journals Platform (ASJP) on the topic of knowledge management in higher education. Notably, the majority of these articles are in Arabic, underscoring the significance of local scholarship in this area. However, the inclusion of some articles in English signals an aspiration to engage with a broader international audience and foster global collaboration.

Prominent journals such as "Review of Human Sciences," "Economic Researcher Review," and "Dirassat Journal Economic Issue" have played a pivotal role in disseminating research in this domain, solidifying their status as influential platforms for knowledge exchange.

Finally, in terms of author affiliations, Batna 1 University emerges as a significant contributor, with a substantial number of affiliated authors who have published articles on this topic. Additionally, a group of researchers led by A. Nebouia, H.S El Hartessa, I. Benziane, N.H Bouteba, O. Oueld Abed, T. Saraa, and W. Mehibel stands out as prolific contributors in this field.

In summary, this comprehensive analysis serves as a valuable roadmap for future academics, offering insights into the evolving landscape of knowledge management in the higher education sector. It highlights the importance of continued research and application in this domain, emphasizing its potential to drive positive change and innovation in higher education institutions.

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