# The Impact of Knowledge Quality in Achieving Marketing Excellence: an analytical study of the opinions of employees in private universities and colleges in the Middle Euphrates region - Iraq.

Mhesn Alwan Mohammed
mhsen.alwan@qu.edu.iq

Hussien Ali Abdulrasool
hussien.ali@qu.edu.iq

Sana jawed khadem
sana.khadem@qu.edu.iq

University of Al-Qadisiyah

Corresponding Author : Mhesn Alwan Mohammed

**Abstract :** The current study focused on knowledge quality as an independent variable with its dimensions (essential knowledge quality, contextual knowledge quality, and applied knowledge quality) and its impact on marketing excellence as a dependent variable consisting of four dimensions (service quality, customer retention, distinctive capabilities, and marketing innovation) to determine the relationship and influence between the two variables. The study was tested as an analytical study of the opinions of employees in private universities and colleges in central and southern Iraq. The sample size was (258). The study relied on the descriptive analytical approach. The researchers aimed to survey the opinions of five respondents for each paragraph. The research included correlation hypotheses, and the statistical program (spss, Amos.v. 29) was adopted to analyze the results, and the study concluded that all hypotheses were accepted. The study reached a set of theoretical and applied conclusions, including that the knowledge quality variable helps raise the level of marketing excellence among private universities in the study community through (essential knowledge quality, contextual knowledge quality, and applicable knowledge quality) to achieve marketing excellence in an environment characterized by change and instability.

_____

**Keywords: knowledge quality , marketing excellence , private universities in the Middle Euphrates region - Iraq.**

**INTRODUCTION:** Higher education institutions are the most prominent producers, repositories, and exporters of knowledge in society today. Therefore, these institutions are expected to develop and share knowledge and expertise among faculty members themselves, especially as they are now faced with numerous demands to achieve quality sharing of resources and expertise. Faculty members, as knowledge workers, are considered the primary and essential element in influencing change in the current knowledge society. They play essential roles in the development of information technology and changes in work and production systems. Therefore, the process of knowledge sharing among faculty members at university institutions forms the foundation upon which any transformation or development processes are built, as well as any drive toward quality and achieving superiority over other universities. The current study aimed to measure the impact of knowledge quality on achieving marketing superiority. The quality of knowledge refers to a fundamental understanding and recognition of things. Knowledge can be at a deep or superficial level. Deep knowledge is associated with understanding, flexibility, and the ability to evaluate and make critical judgments, while superficial knowledge refers to learning through rote retrieval and inflexibility (Star & Stylianides, 2013: 171). Marketing excellence is defined as a superior ability to perform core customer-facing activities that improve customer, financial, stock market, and societal outcomes. The marketing organization plays a foundational role in achieving marketing excellence (Moorman et al., 2016: 2).

## Part One :Research Methodology

### First: Research Problem

The higher education sector in Iraq, particularly private universities and colleges in the Middle Euphrates region, is facing increasing challenges, including intense competition and rising student and stakeholder expectations. This imposes a need for these institutions to excel in their marketing performance to ensure

continuity and growth. Achieving marketing excellence depends on the quality of knowledge possessed by these institutions and their ability to utilize it in making sound decisions, developing educational services, and building sustainable relationships with beneficiaries.

However, the practical reality indicates a gap between the knowledge possessed by private universities and colleges and what they actually need to develop marketing practices capable of strengthening their competitive position. Poor knowledge quality—whether in terms of accuracy, timeliness, or applicability—can lead to ineffective marketing decisions and limit educational institutions' ability to respond to changes in the external environment and market needs.

Hence, the study's problem is defined in the main question: To what extent does the quality of knowledge influence marketing excellence at private universities and colleges in the Middle Euphrates region of Iraq?

Several important questions arise from this problem:
• What is the level of adoption of knowledge quality dimensions by the organization under study?
• What is the level of adoption of marketing excellence by the organization under study?
• Does knowledge quality affect marketing excellence?

**Second: Importance Of Research**

The practical importance of the topic of the combined impact of knowledge quality and knowledge sharing on marketing excellence is evident in several practical aspects that can make a significant difference in the performance of private universities and colleges in Iraq. In light of the increasing challenges facing higher education, this topic is essential for guiding educators toward effective strategies that enhance their competitiveness and achieve sustainable success. The practical importance of this study can be highlighted as follows:

A. The study contributes to improving the quality of knowledge within educational institutions. By analyzing how knowledge quality affects faculty performance, universities can develop training programs aimed at enhancing academic and teaching skills.

B. Supporting marketing excellence by enhancing faculty members' ability to innovate and utilize knowledge effectively. Through support and training in entrepreneurial skills, educational institutions can enable faculty members to develop new and innovative ideas that contribute to

**Third: Research Objectives**

This study aims to explore the impact of knowledge quality on marketing excellence. Accordingly, the study objectives can be formulated as follows:

1-To determine the sample's level of awareness of the importance of knowledge quality practices.

2-To identify the basic principles, the sample follows to achieve marketing excellence.

3-To clarify the nature and level of excellence the sample under study can achieve.

4. To identify the level of knowledge quality in marketing excellence among the sample in question, and the level the sample has achieved as a result.

**Fourth: Study Hypotheses**

Formulating the study problem and stating the importance and objectives of the study paves the way for establishing the relationship between knowledge quality and marketing excellence. This, in turn, requires constructing a hypothetical diagram that expresses the relationship between the variables included in the study, as follows:

The independent variable: It includes knowledge quality, which is represented by three dimensions: (Intrinsic knowledge quality, contextual knowledge quality, and the quality of applicable knowledge). The scale (Kyoon Yoo et al., 2011) was adopted.

1-The dependent variable: It refers to marketing excellence, which includes five dimensions: (service quality, customer retention, distinctive capabilities, marketing creativity, and continuous improvement). The study relied on the scale (Sharafany & Sadiq, 2023)

Figure (1) shows the hypothetical scheme of the study:

| Knowledge quality | Marketing excellence |
|---|---|
| 1. **Intrinsic knowledge quality.** | 1. service quality. |
| 2. **Contextual knowledge quality.** | 2. customer retention. |
| 3. **Actionable knowledge quality** | 3. distinctive capabilities. |
| | 4. marketing creativity |
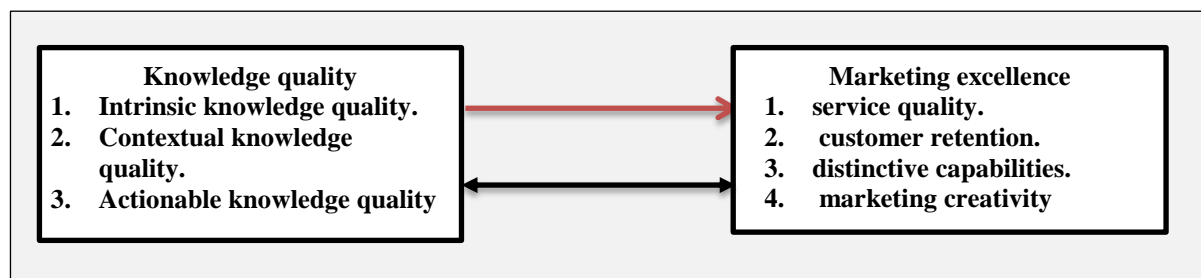
**Fifth :Hypotheses of influence**
Direct Effect Relationship Hypotheses
The main hypothesis: There is a significant effect of knowledge quality on marketing excellence. Several sub-hypotheses emerge from this hypothesis:
 •There is a significant effect of the quality of intrinsic knowledge on entrepreneurial knowledge in its dimensions (service quality, Customer retention, distinctive capabilities, marketing creativity)
 •There is a significant effect of the quality of contextual knowledge on entrepreneurial knowledge in its dimensions (service quality, Customer retention, distinctive capabilities, marketing creativity)
• There is a significant effect of the quality of applicable knowledge on entrepreneurial knowledge in its dimensions (service quality, Customer retention, distinctive capabilities, marketing creativity)
**Sixth The sample of the study**
The study sample consisted of (242) lecturers in private universities in the Middle Euphrates region, the subject of the study. The sample size was determined based on the study of (Krejcie & Morgan), which is one of the most widely used formulas in postgraduate research (Krejcie & Morgan, 1970: 607). Accordingly, the sample size amounted to (226). Accordingly, the researcher distributed (258) questionnaires to the sample members, and (242) questionnaires were retrieved, all of which were valid for analysis, representing (44%) of the study population. Private universities and colleges in the Middle Euphrates region of Iraq were selected as the study population for several scientific and practical considerations. On the one hand, this sector is witnessing significant growth in the number of private educational institutions and increased competition among them to attract students and maintain their reputations in a changing and complex educational environment. On the other hand, these institutions are increasingly in need of achieving marketing excellence as a strategic means of survival and continuity in the higher education market, especially in light of competition with other public or private universities in different regions.

# Part Two :Literature Review
## First: Concept of Knowledge Quality
To understand the nature of knowledge quality, it is important to explore the quality of data and information, as these data and information have a hierarchical structure. Nonaka (1994) defined data quality to define the dimensions of knowledge quality. Goodhue (1995) and Cappiello et al., 2003) indicated that high-quality data are characterized by accuracy, currency, accessibility, relevance, timeliness, completeness, and consistency (Yoo et al., 2011: 330). This also applies to good knowledge.
"Knowledge quality" is an issue that must be addressed if knowledge management is to be effective. This applies to a knowledge management system (KMS) because it provides the essential processes and techniques for achieving organizational goals and objectives. The quality of the knowledge that organizations apply to their core business processes is a key element for success in the global competitive environment (Ndlela & du Toit, 2001). Drucker emphasized the need for systematic work on the quality and productivity of knowledge in order for any organization in the knowledge society to be able to perform, if not survive, as it will increasingly depend on these two factors (Owlia, 2010: 1216). Waheed & Klobas (2021: 10) defined it as "knowledge acquired from content that is relevant, accessible, and actionable to the user via the internet." Kaun et al. (2021: 2) defined it as knowledge created that is relevant to knowledge workers and has value in the content.
## Second: Dimensions of Knowledge Quality
### 1-Intrinsic Knowledge Quality
Osei-Bryson & Rao (2007) define intrinsic knowledge quality as the extent to which content has inherent quality that facilitates the acquisition of good knowledge. Knowledge has intrinsic quality if a number of factors and reference sources support its accuracy and confirm its justified and trustworthy nature. In addition, quality is assessed by its reliability (achieving the intended function with the required accuracy), usefulness (repeated use of the knowledge source), consistency (between knowledge elements in the repository), and reputation. (Waheed & Kaur, 2016:3).
Regular updating of the knowledge source (content) is essential for its quality (Yoo et al., 2011). Although knowledge relies on prior experience and beliefs (Nonaka, 1994), it must contain essential aspects to meet quality requirements. (Waheed & Kaur, 2016:3).
Nonaka (1994; Alavi and Leidner, 2001) also points out that intrinsic knowledge quality is the extent to which knowledge possesses quality in and of itself. This dimension relates to the accuracy, reliability, and timeliness of knowledge. It is the foundation of knowledge quality and provides a rich understanding of

activities and relationships. They also define knowledge as a justified belief that increases an entity's ability to act effectively. (Yoo et al., 2011: 331).

## 2-Contextual Knowledge Quality

Lee (2009) points out that the assessment of knowledge quality varies across contexts; therefore, knowledge must have an appropriate context to determine its quality, otherwise it is useless for further use. The same source of knowledge may have different meanings in different contexts. Therefore, it is essential to monitor the relevance of knowledge to the context (Osei-Bryson & Rao, 2007). Meeting the learning needs required in the desired context (Chiu et al., 2006) and its timely availability make it valuable. Knowledge resources that are complete, detailed, up-to-date, timely, relevant, and value-added determine the quality of contextual knowledge. (Waheed & Kaur, 2016:3).

## 3- Actionable knowledge Quality

The quality of representational knowledge refers to the accuracy and reliability of the information presented in a given situation, such as text, image, or graphic. It is essential to ensure that the knowledge presented in the representation is of high quality in order to provide readers or viewers with reliable and trustworthy information. According to (Smith, 2018:204), the quality of representational knowledge is determined by various factors. One key factor is the source of the information. It is important to consider the credibility and expertise of the source when assessing the quality of the knowledge provided. For example, information from reputable scholarly journals or recognized experts in the field is generally of higher quality than information from unreliable sources or self-proclaimed "experts." Additionally, the accuracy and comprehensiveness of the information presented in the representation play a crucial role in determining knowledge quality. Jones et al. (2020:569) note that representations should accurately reflect the information they are attempting to convey without distorting or misrepresenting the facts. This means that knowledge representations should provide a comprehensive view of the topic, covering relevant aspects and not omitting important details.

## Third: Marketing Excellence

### 1- Concept Of Marketing Excellence

The concept of excellence in Arabic refers to the distinction and difference between two things or two situations, and also means being different from others. In languages other than Arabic, the word "tamayuz" means "superiority," but the common usage of this word has given it a meaning that indicates superiority over others. It has become common to think of excellence as uniqueness and difference, with the ability to prevail over others and outperform them (Kreutzer et al., 2007: 2). Webster's Dictionary defines the term "superiority" as "above the level of quality," and some researchers believe that studies that have addressed excellence are merely an extension of studies that have addressed quality (Moorman, 2016: 9). Excellence is an ancient concept called in English (Excellence). Linguistic studies indicate that this concept was used by the ancient Greeks in the term (Aristeia), which means (Mightier Braver-Best), meaning the best conditions. It is doing something well and with a high degree of professionalism and excellence in the first classification (Kaewmungkoon et al., 2016: 349).

## Fourth: Dimensions Of Marketing Excellence

### 1- Service Quality

One of the most important challenges facing organizations today is how to achieve excellence and success in an increasingly competitive market, especially in light of current changes such as the trend toward economic openness and the emergence of globalization, which has become a reality that organizations cannot ignore (Black et al., 2011:4). The clear change in customer behavior, which has become more aware, more educated, and more capable of selecting the best service, has forced service organizations to compete with each other to provide high-quality services if they want to maintain superiority in a dynamic environment (Aiken et al., 2012:346).

### 2-Customer Retention

The success of organizations in general, and service organizations in particular, depends on their ability to achieve customer satisfaction and subsequently build a solid base of loyal customers (Nitzan & Libai, 2011:26). Successful service organizations do not simply attract customers, but rather work to develop and strengthen long-term relationships with them to ensure their survival and growth (Magatef & Tomalieh, 2015: 88). Many loyal customers often attract new customers through their recommendations, suggestions, and positive feedback, which influences new and potential customers (Ascarza et al., 2018: 69).

### 3-Distinctive Capabilities

An organization's distinctive capabilities are a set of organizational capabilities and talents that help it achieve its goals and create value (Mien, 2019: 744). Meanwhile, (Sharma, 2011: 155) considers

distinctive talents a crucial strategic tool for gaining an advantage over competitors. Distinctive capabilities are integrated processes where knowledge-based and material resources come together to produce valuable outputs. These competencies result from the integration of human resource expertise, knowledge, and experience (Yazdanifard & Mercy, 2011: 638). Fan (2015:89) defined distinctive capabilities as the organization's efficiency related to its ability to transform marketing resources into sales or profitability. Therefore, distinctive capabilities relate to the organization's ability to utilize its available resources to perform marketing and other related tasks to achieve the desired marketing results. Therefore, distinctive capabilities are viewed as an intervening variable between resources and results (Fichnová & Spálová, 2023:121).

**4-Marketing Creativity**

The demand for services is increasing from time to time. This growth in services is driven by several factors, such as the continuous increase in the world's population, increased economic growth, accompanied by increased per capita incomes, significant developments in transportation, increased leisure time, and the emergence of globalization and its impact on economic openness, exchange processes, and capital transfers (Wadden, 2011:77). Furthermore, information technology has played an effective role in facilitating reservation and payment processes, reducing costs, and accessing information in record time, in accordance with the clearly established timeframes (Hashem, 2016:6).

# Part Three: The Applied Research Aspect

**First: Coding the Study Variables**

Examining and testing the measurement tool and ensuring its consistency with the sample being studied requires describing and distinguishing the variables included in the measurement. This contributes to facilitating the statistical analysis process. The variables included in the study were replaced with a set of symbols and abbreviations shown in Table (1).

**Table(1) Coding of study variables**

| Variable | Dimension | N: paragraph | Symbol |
|---|---|---|---|
| Independent Variable Quality of Knowledge (QK) | Quality of core knowledge | 7 | QKCRK |
| | Quality of contextual knowledge | 6 | QKCNK |
| | Quality of applicable knowledge | 6 | QKAPK |
| Dependent Variable Marketing Excellence (ME) | Quality of service | 5 | MESEQ |
| | Customer retention | 5 | MECUR |
| | Distinctive capabilities | 4 | MEDIC |
| | Marketing creativity | 5 | MEMAI |

**Second: Data Normality Test**

**1- Data Normality Test**

After ensuring that the data are free of missing and outlier values, the data normality stage comes, aiming to test the extent to which the data are normally distributed. All statistical tests used to test study hypotheses, such as the simple Pearson correlation coefficient and regression analysis, rely on the assumption of parametric data. This type of data is based on a set of key assumptions, the most important of which is the assumption of a normal distribution for the study data. This means that the study sample data are drawn from a population whose data follow a normal distribution (Hair et al., 2010: 70). The normal distribution of the data can be examined using the Kolmogorov-Smirnov and Shapiro-Wilk tests. These two tests are verified using a P-value, which is acceptable when greater than 0.05 (Brown, 1997: 20-22).

**Table(2) Data Normality Test**

| Main and Sub-Variables | Kolmogorov-Smirnov[a] | | |
|---|---|---|---|
| | Statistic | df | Sig. |
| Quality of Core Knowledge | .274 | 241 | .201 |
| Quality of Contextual Knowledge | .264 | 241 | .201 |
| Quality of Applicable Knowledge | .241 | 241 | .202 |
| Quality of Knowledge | .289 | 241 | .201 |
| Quality of Service | .257 | 241 | .088 |
| Customer Retention | .259 | 241 | .087 |
| Distinctive Capabilities | .217 | 241 | .201 |
| Marketing Creativity | .302 | 241 | . 201 |
| Marketing Excellence | .298 | 241 | . 201 |
| a. Lilliefors Significance Correction | | | |

**Third: The structural structure of the measurement tool**

Reliability aims to measure the consistency of the study tool with the responses of faculty members at some private universities in the Middle Euphrates region over different time periods. Structural reliability is verified through the use of the Cronbach's alpha test. This test aims to provide stability conditions for questionnaire data when its value is higher than (70%) (George & Mallery, 2019)

Table (3) shows that the Cronbach's alpha coefficients achieved excellent standards, and can be interpreted as follows:

1- The reliability of the knowledge quality model, represented by three dimensions (essential knowledge quality, contextual knowledge quality, and applicable knowledge quality), with (19) items. This variable achieved an overall reliability of (0.968) and a distributed reliability of (0.879) for the essential knowledge quality dimension, (0.892) for the contextual knowledge quality dimension, and (0.896) for the applicable knowledge quality dimension. This reliability is trending toward acceptable. The standard (George & Mallery, 2019) indicates that the measurement tool is internally consistent with the opinions of instructors at some private universities in the Middle Euphrates region. This demonstrates high reliability, ranging between (0.938-0.947) for the dimensions of the knowledge quality variable. 2- The stability of the marketing excellence model, which consists of four dimensions and (19) paragraphs, was estimated. This variable obtained an overall stability of (0.928) and a distributed stability of (0.760) for the service quality dimension, (0.725) for the customer retention dimension, (0.822) for the distinctive capabilities dimension, and (0.887) for the marketing creativity dimension, which is a stability that tends towards acceptable according to the standard (George & Mallery, 2019), which means that the measurement tool is internally consistent with the opinions of instructors in some private universities in the Middle Euphrates region, and this is between high reliability ranging between (0.851-0.942) for the dimensions of the marketing excellence variable.

**Table (3 ) Stability and reliability of study variables**

| Main Variable | Sub-dimensions | N: paragraph | Measuring instrument reliability | | Measuring instrument validity | |
|---|---|---|---|---|---|---|
| Quality of Knowledge | Quality of core knowledge | 7 | 0.879 | 0.968 | 0.938 | 0.984 |
| | Quality of contextual knowledge | 6 | 0.892 | | 0.944 | |
| | Quality of applicable knowledge | 6 | 0.896 | | 0.947 | |
| Main Variable | Quality of service | 5 | 0.760 | 0.928 | 0.872 | 0.963 |
| | Customer retention | 5 | 0.725 | | 0.851 | |
| | Distinctive capabilities | 4 | 0.822 | | 0.907 | |
| | Marketing creativity | 5 | 0.887 | | 0.942 | |
| Correlation coefficient between the two parts of the questionnaire | | 0.939 | | strong | | |
| Spearman-Brown coefficient | | 0.968 | | strong | | |
| Cotman's split-half coefficient | | 0.968 | | strong | | |

**Fourth: Description and Diagnosis of Study Measures and Analysis of Results**

**1- Quality of Knowledge**

The results of Table (4) indicate that the quality of knowledge variable had an arithmetic mean of 3.46 and a standard deviation of 0.393, with a coefficient of variation of 11.36. This indicates moderate variation in opinions and reflects relative stability in perceptions among members. This rate reflects a balanced interest in the elements of quality of knowledge, demonstrating members' awareness of the importance of each dimension in enhancing the educational process, with room for improvement. This generated a relative importance of 69.20. This interest was demonstrated by the quality of the applicable knowledge dimension, ranking first with a coefficient of variation of 8.98, indicating a high degree of consensus among faculty members regarding its importance. This consensus reflects a shared awareness of the importance of practical applications in education. The quality of applicable knowledge is also the element most agreed upon among members, demonstrating their focus on the need to link knowledge to practical practices to improve educational outcomes. The contextual quality of knowledge dimension ranked second with a coefficient of variation of 11.46, indicating good consensus among faculty members regarding its importance. Its standard deviation of 0.401 indicates stable opinions. The results indicate the importance of context in enhancing knowledge quality, reflecting members' awareness of the importance of linking knowledge to educational situations, which contributes to improved understanding. The intrinsic quality of knowledge dimension ranked last with a coefficient of variation of 17.68, indicating greater diversity of opinions regarding its importance. The standard deviation of 0.610 indicates some differences in

perceptions. Although the intrinsic quality of knowledge ranked third, the differences in opinions indicate the potential for improved understanding of this dimension, which calls for faculty members to focus on this dimension.

**Table (4) Summary of the knowledge quality variable**

| Dimension | Mean | S. D | coefficient of variation | relative importance | Order of importance |
|---|---|---|---|---|---|
| Quality of substantive knowledge | 3.45 | 0.610 | 17.68 | 69.00 | 3 |
| Quality of contextual knowledge | 3.50 | 0.401 | 11.46 | 70.00 | 2 |
| Quality of applicable knowledge | 3.44 | 0.309 | 8.98 | 68.80 | 1 |
| Knowledge Quality Variable Rate | | | | | |
| Mean | 3.46 | | coefficient of variation | | 11.36 |
| S. D | 0.393 | | relative importance | | 69.20 |

## 2- Marketing Excellence

The results of Table (5) show that the marketing excellence variable averaged 3.40, with a coefficient of variation of 11.12, indicating moderate variation and relative stability in opinions among faculty members. This average reflects a balanced interest in marketing excellence, demonstrating faculty awareness of the importance of competition and the quality of services provided in enhancing the status of the educational institution. This interest stemmed from a focus on the service quality dimension, which achieved an average of 3.41, indicating faculty members' agreement on its importance. A coefficient of variation of 11.52 indicates moderate variation in opinions. The focus on service quality demonstrates the faculty's commitment to improving the faculty experience, reflecting the importance of providing distinguished educational services to enhance faculty satisfaction and academic success. Meanwhile, the customer retention dimension ranked last, recording an average of 3.37, indicating a neutral stance among faculty members regarding this dimension. A coefficient of variation of 16.62 indicates greater variation in opinions. This neutral stance indicates the need to strengthen faculty retention strategies. , indicating a lack of clarity among members about the effectiveness of current approaches in this area.

**Table (5) Summary of the marketing excellence variable**

| Dimension | Mean | S. D | coefficient of variation | relative importance | Order of importance |
|---|---|---|---|---|---|
| Service Quality | 3.41 | 0.393 | 11.52 | 68.20 | 1 |
| Customer Retention | 3.37 | 0.560 | 16.62 | 67.40 | 4 |
| Distinctive Capabilities | 3.38 | 0.475 | 14.05 | 67.60 | 3 |
| Marketing Creativity | 3.43 | 0.420 | 12.24 | 68.60 | 2 |
| Marketing Excellence Variable Rate | | | | | |
| Mean | 3.40 | | coefficient of variation | | 11.12 |
| S. D | 0.378 | | relative importance | | 68.00 |

## Fifth: Selecting Hypotheses

### 1- Correlation Hypothesis

Second Main Hypothesis: There is a statistically significant correlation between knowledge quality and marketing excellence.

Table (6) shows a statistically significant correlation between knowledge quality and marketing excellence. This strength was estimated at (0.862) at a significance level of (0.01), meaning that the strength of the correlation, according to the Cohen et al. (1983) criterion, is a strong correlation. The results also showed a correlation between knowledge quality and the dimensions of marketing excellence, ranging from (0.796) for the intrinsic knowledge quality dimension to (0.810) for the applicable knowledge quality dimension. This indicates that faculty members at some private universities in the Middle Euphrates region are aware of the importance of the relationship between knowledge quality and marketing excellence. The following sub-hypotheses emerge from the main hypothesis:

The first sub-hypothesis: There is a statistically significant correlation between intrinsic knowledge quality and marketing excellence in its dimensions (service quality, customer retention, distinctive capabilities, and marketing creativity). Table (6) shows a statistically significant correlation between the quality of core knowledge and marketing excellence across its dimensions. This strength was estimated at 0.796 at a significance level of 0.01, indicating that the strength of the correlation, according to Cohen et al. (1983), is strong. The results also showed a correlation between the quality of core knowledge and the dimensions of marketing excellence, ranging from 0.616 for the customer retention dimension to 0.810 for the marketing creativity dimension. This indicates that faculty members at some private universities in the

Middle Euphrates region are aware of the importance of the relationship between the quality of core knowledge and marketing excellence.

Second Sub-Hypothesis: There is a statistically significant correlation between the quality of contextual knowledge and marketing excellence across its dimensions (service quality, customer retention, distinctive capabilities, and marketing creativity)

Table (6) shows a statistically significant correlation between the quality of contextual knowledge and marketing excellence across its dimensions. This strength was estimated at 0.798 at a significance level of 0.01, indicating that the strength of the correlation, according to Cohen et al. (1983), is strong. The results also showed a correlation between the quality of contextual knowledge and the dimensions of marketing excellence, ranging from 0.593 for customer retention to 0.804 for marketing creativity. This indicates that faculty members at some private universities in the Middle Euphrates region are aware of the importance of the relationship between the quality of contextual knowledge and marketing excellence.

Third sub-hypothesis: There is a statistically significant correlation between the quality of applicable knowledge and marketing excellence across its dimensions (service quality, customer retention, distinctive capabilities, and marketing creativity).

Table (6) shows a statistically significant correlation between the quality of applicable knowledge and marketing excellence across its dimensions. This strength was estimated at 0.810 at a significance level of 0.01, indicating that the strength of the correlation, according to Cohen et al. (1983), is strong. The results also showed a correlation between the quality of applicable knowledge and the dimensions of marketing excellence, ranging from 0.662 for the service quality dimension to 0.768 for the marketing creativity dimension. This indicates that faculty members at some private universities in the Middle Euphrates region are aware of the importance of the relationship between the quality of applicable knowledge and marketing excellence. Based on the above, the second main hypothesis can be accepted as valid, stating that "there is a statistically significant correlation between the quality of knowledge and marketing excellence."

**Table(6) correlation matrix**

|  | QKCRK | QKCNK | QKAPK | QK | MESEQ | MECUR | MEDIC | MEMAI | ME |
|---|---|---|---|---|---|---|---|---|---|
| QKCRK | 1 | | | | | | | | |
| QKCNK | .806** | 1 | | | | | | | |
| QKAPK | .740** | .822** | 1 | | | | | | |
| QK | .938** | .939** | .899** | 1 | | | | | |
| MESEQ | .671** | .642** | .662** | .711** | 1 | | | | |
| MECUR | .616** | .593** | .691** | .676** | .787** | 1 | | | |
| MEDIC | .705** | .769** | .717** | .785** | .699** | .688** | 1 | | |
| MEMAI | .810** | .804** | .768** | .860** | .651** | .556** | .752** | 1 | |
| ME | .796** | .798** | .810** | .862** | .891** | .878** | .897** | .835** | 1 |

**2 - Impact Hypothesis**

Main Hypothesis Seven: There is a significant impact of knowledge quality on achieving marketing excellence

To test this hypothesis, a structural model was constructed to clarify the direct impact of knowledge quality on marketing excellence. Figure (2) illustrates the structural structure of the impact of knowledge quality on marketing excellence. The responses revealed that the more faculty members at some private universities in the Middle Euphrates region realize the importance of knowledge quality, the more this contributes to improving marketing excellence. This means that increasing knowledge quality by one standard weight contributes to an improvement of 0.487 of the standard weight, with a standard error of 0.112. This demonstrates faculty members' awareness of investing in knowledge quality to enhance innovation, increase their ability to excel in competition, and build a reliable reputation. This, in turn, leads to sustainable success and continuous growth.
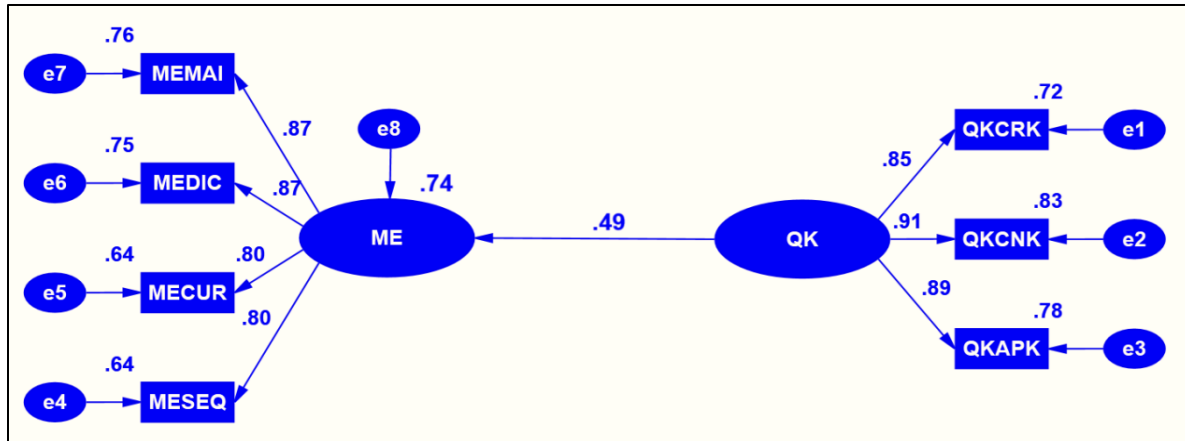
Figure ( 2) Standard model of knowledge quality in marketing excellence

The results also showed that the quality of knowledge contributed to explaining (0.743) of the differences in marketing superiority, while the remaining value represents factors not included in the scope of the study.

**Table (7 ) Final results of the direct impact of knowledge quality on marketing excellence**

| path | | | SW | SE | C.R | $R^2$ | Sig. |
|---|---|---|---|---|---|---|---|
| QK | ---> | ME | 0.487 | 0.112 | 4.348 | 0.743 | 0.001 |

1-Path value (SW = 0.487): Indicates that the quality of knowledge positively affects marketing superiority by 0.487. That is, a one-unit increase in quality of knowledge leads to an increase in marketing superiority by approximately 0.49 units, a medium to strong effect.

2-Standard error (SE = 0.112): Indicates the degree of variation around the estimated path value. The lower the value, the higher the estimation accuracy.

3-C.R value (Critical Ratio = 4.348): Since this value is greater than 1.96 at a significance level of 0.05, the relationship between quality of knowledge and marketing superiority is considered statistically significant.

4-Coefficient of determination ($R^2$ = 0.743): Indicates that knowledge quality explains 74.3% of the variance in marketing excellence. This is a high percentage, indicating the model's strength in explaining the phenomenon.

5. Significance level (Sig. = 0.001): Less than 0.05, confirming that the relationship between knowledge quality and marketing excellence is statistically significant and not random.

## Conclusions and Recommendations

### First: Conclusions

1-Strong correlation between core knowledge quality and other dimensions: High overlaps between core knowledge quality and other variables, indicating that improving the quality of core knowledge significantly enhances the quality of contextual knowledge, application knowledge, service, distinctive capabilities, marketing creativity, and marketing excellence.

2-Knowledge quality in general is considered essential for achieving marketing excellence: There is a very strong correlation between knowledge quality and marketing excellence, confirming that improving the quality of all forms of knowledge directly impacts achieving market excellence.

3-Marketing innovation plays an important role in enhancing marketing excellence: The correlation between marketing creativity and marketing excellence is very high, indicating that innovation significantly contributes to achieving competitive advantage.

4-Service quality is significantly associated with customer retention: The relationship between service quality and customer retention is high, encouraging improvement in service quality as a means of increasing customer satisfaction and loyalty.

5-Distinctive skills and capabilities are critical elements for success: The high correlation between distinctive capabilities and knowledge quality, in addition to the significant correlation with other

variables, indicates that developing distinctive capabilities enhances knowledge quality and marketing superiority.

6-The quality of contextual knowledge is an important element in supporting the overall knowledge picture: its high correlation with knowledge quality reflects that a good understanding of the context enhances the overall quality of knowledge.

7-All variables are significantly and positively related, demonstrating that improving any aspect of quality, knowledge, and capabilities positively impacts marketing success and competitive superiority.

**Second: Recommendations**

1-The need to enhance the quality of core knowledge as a basis for improving performance by organizing training programs and workshops that focus on developing the basic knowledge of employees and management, while investing in modern tools and techniques for collecting and analyzing essential information.

2-The need to develop contextual knowledge to suit the market and customers by collecting market data and analyzing emerging trends, with task forces assigned to study contextual variables and changes in customer behavior and expectations.

3-Enhancing the ability to apply and apply knowledge effectively by training teams to apply knowledge effectively and developing decision support systems that help translate theoretical knowledge into actionable processes.

4-Improve the quality of service provided to customers by enhancing knowledge and expertise through adopting high-quality standards in service delivery, training employees to improve communication and service skills, and periodically monitoring and analyzing customer satisfaction.

5-Investing in developing the distinctive capabilities of employees and organizations through targeted training programs to develop skills and competencies, while encouraging an innovative work environment that stimulates creativity and innovative thinking.

6-Regularly measure and analyze performance to enhance marketing excellence by using performance measurement tools and developing a periodic reporting system to measure the impact of each factor on marketing performance results, and adjust strategies based on the results.

**References**

1. Waheed, M., & Kaur, K. (2019). Students' perceptual quality standards for judging knowledge quality: Development and validation of a perceived e-learning knowledge quality scale. Information Development, 35(2), 319-332.

2. Yoo, D. K., Vonderembse, M. A., & Ragu-Nathan, T. S. (2011). Knowledge quality: antecedents and consequence in project teams. Journal of Knowledge Management, 15(2), 330

3. Kaun, C., Jhanjhi, N. Z., Goh, W. W., & Sukumaran, S. (2021). Implementation of decision tree algorithm to classify knowledge quality in a knowledge intensive system. In MATEC Web of Conferences (Vol. 335, p. 04002). EDP Sciences.

4. Waheed, M., Kaur, K., & Kumar, S. (2016). What role does knowledge quality play in online students' satisfaction, learning and loyalty An empirical investigation in an eLearning context. Journal of Computer Assisted Learning, 32(6), 561-575.

5. Alavi, M., & Leidner, D. E. (2001). Knowledge management and knowledge management systems: Conceptual foundations and research issues. MIS quarterly, 107-136.

6. Abdulwahid, N. A., & Mohammed, H. K. (2018). Analysising the Relationships between Market Knowledge and Customer Loyalty and Their Impacts on Achieving Marketing Excellence A Field study upon sample of the hotels in the city of Irbil. AL-Anbar University journal of Economic and Administration Sciences, 10(22).

7. Agarwal, P., & Shukla, V. K. (2013). E-Marketing excellence: Planning and optimizing digital marketing. International Journals of Marketing and Technology, 3(8), 130-136.

8. Aiken, L. H., Sermeus, W., Van den Heede, K., Sloane, D. M., Busse, R., McKee, M., ... & Kutney-Lee, A. (2012). Patient safety, satisfaction, and quality of hospital care: cross sectional surveys of nurses and patients in 12 countries in Europe and the United States. Bmj, 344.

9. Al Somaidaee, L. M. M., & AL-Zubaidi, G. D. (2021). Moderating role of virtual teams on the relation between cultural intelligence and strategic excellence. Revista Geintec-Gestao Inovacao E Tecnologias, 11(4), 3703-3721.

10. Alkitbi, S. S., Alshurideh, M., Al Kurdi, B., & Salloum, S. A. (2020, September). Factors affect customer retention: A systematic review. In International conference on advanced intelligent systems and informatics (pp. 656-667). Cham: Springer International Publishing.

11. Alkitbi, S. S., Alshurideh, M., Al Kurdi, B., & Salloum, S. A. (2020, September). Factors affect customer retention: A systematic review. In International conference on advanced intelligent systems and informatics (pp. 656-667). Cham: Springer International Publishing.

12. Al–Musawi, K. H. H. (2018). Strategic Fitness and its Role in Achieving Marketing Excellence An analytical study of the opinions of a sample of managers in the sponsor company. Adab Al-Kufa, (35).

13. Alshamsi, A., Alshurideh, M., Kurdi, B. A., & Salloum, S. A. (2021). The influence of service quality on customer retention: A systematic review in the higher education. In Proceedings of the International Conference on Advanced Intelligent Systems and Informatics 2020 (pp. 404-416). Springer International Publishing.

14. Alshurideh, M., Masa'deh, R. M. D. T., & Alkurdi, B. (2012). The effect of customer satisfaction upon customer retention in the Jordanian mobile market: An empirical investigation. European Journal of Economics, Finance and Administrative Sciences, 47(12), 69-78.

15. Al-Weshah, G. A. (2019). Organisational excellence as a marketing tool: Greater Amman Municipality as a case study. International Journal of Business Performance Management, 20(2), 110-129.

16. Al-Weshah, G. A. (2019). Organisational excellence as a marketing tool: Greater Amman Municipality as a case study. International Journal of Business Performance Management, 20(2), 110-129.

17. Ameen, N., Sharma, G. D., Tarba, S., Rao, A., & Chopra, R. (2022). Toward advancing theory on creativity in marketing and artificial intelligence. Psychology & marketing, 39(9), 1802-1825.

18. Anggita, R., & Ali, H. (2017). The influence of product quality, service quality and price to purchase decision of SGM Bunda Milk (Study on PT. Sarihusada Generasi Mahardika Region Jakarta, South Tangerang District). Scholars Bulletin, 3(6), 261-272.

19. Ascarza, E., Neslin, S. A., Netzer, O., Anderson, Z., Fader, P. S., Gupta, S., ... & Schrift, R. (2018). In pursuit of enhanced customer retention management: Review, key issues, and future directions. Customer Needs and Solutions, 5, 65-81.

20. Auka, D. O. (2012). Service quality, satisfaction, perceived value and loyalty among customers in commercial banking in Nakuru Municipality, Kenya. African Journal of Marketing Management, 4(5), 185-203.

21. Banyhamdan, K. M. T., Aljawarneh, N. M., Alomari, M. A., Almasarweh, M. S., Harafsheh, I. M., & Alwagfi, A. A. (2020). Impact of human capital in quality and strategic excellences. International Journal of Advanced Science and Technology, 29(7), 11702-11710.

22. Bilel, R. (2014). Marketing excellence as a strategy for raising the competiti-veness of business organizations. Науковий вісник будівництва, (2), 174-185.

23. Black, A. D., Car, J., Pagliari, C., Anandan, C., Cresswell, K., Bokun, T., ... & Sheikh, A. (2011). The impact of eHealth on the quality and safety of health care: a systematic overview. PLoS medicine, 8(1), e1000387.

24. Blanke-Ławniczak, K. (2009). Marketing dynamics and management excellence: the sources of successful internationalization of a food processing company from a transition economy (Case: MASPEX—Poland). Journal of International Food & Agribusiness Marketing, 21(2-3), 134-148.

25. Blessing, G., & Natter, M. (2019). Do mystery shoppers really predict customer satisfaction and sales performance?. Journal of Retailing, 95(3), 47-62.

26. George, S., Mallery, U. K. B. (2019). Management and Business Research Quarterly.

27. Brown, B. E. (1997). Coral bleaching: causes and consequences. Coral reefs, 16(Suppl 1), S129-S138.

28. Hair, J. F., Sarstedt, M., Ringle, C. M., & Mena, J. A. (2010). An assessment of the use of partial least squares structural equation modeling in marketing research. Journal of the academy of marketing science, 40(3), 414-433.