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The Impact of Artificial Intelligence on Knowledge Management: Faculty Perspectives from the University of Zawia's Faculties of Economics, Management, and Law

Enaas Husayn[1], Safa Alrumayh[2], Majdy Kasheem[3]*, DafaAllah Ibrahim[4], Khuloud Alouzi[5], Najimudin Shalghoum[6], Sumaia Almajri[7]

University of Zawia, Libya[1,2,3,4,5,6]
Misurata University, Libya[7]

Correspondence e-mail *: m.kasheem@zu.edu.ly

Abstract: The rapid technological advancements in the educational management enforce institutions to adopt new innovative approaches in knowledge management in ways that support innovation, decision-making, and institutional development. Artificial intelligence (AI) has emerged as a transformative tool with significant potential to enhance knowledge management (KM) practices. However, in many developing contexts, including Libya, the integration of AI in higher education remains limited and underexplored. This study investigates the impact of artificial intelligence (AI) on knowledge management (KM) within academic institutions, focusing on faculty awareness, utilization, perceived benefits, and encountered challenges. The researchers, using a structured questionnaire distributed to 210 academic staff members from faculty of Economy, Management and Law, employed a quantitative research design. This study reveals critical challenges to AI adoption in Libyan institution, including insufficient infrastructure, resistance to change, and a lack of technical expertise among faculty. Compared with previous studies conducted in technologically advanced contexts, this research contributes novel insights by examining AI in relation to KM integration in a developing academic environment as a gap in the literature. The findings reveal that a generally low level of AI awareness among participants, with limited understanding of core AI concepts and its future implications for higher education. However, moderate use of AI was reported in specific KM functions such as archiving and institutional support. The study concludes that while AI integration in academic knowledge systems is in its early stages, there exists a clear recognition of its value. Limitations of the study include its focus on one institution, which is the University of Zawia, Libya, and its reliance on self-reported data. Future research should consider longitudinal studies, cross-institutional comparisons, and qualitative investigations to deepen understanding of AI's evolving role in academic institutions. Recommendations include targeted faculty training, infrastructural investments, strategic policy development, and the promotion of a culture acceptance of new to technologies.

Keyword: artificial intelligence, University of Zawia, knowledge management

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Introduction

In today's rapidly changing world, institutions increasingly rely on knowledge and its management to improve the efficiency of their word and decision-making process. Knowledge Management involves the collection, organization, and sharing of information within organizations, enabling them to increase the internal knowledge assets and possessions, which, leads to enhance decision-making, drive innovation, and improve operational efficiency. With the advent of Artificial Intelligence (AI) tools, institutions now have powerful tools capable of processing huge amounts of data. AI technologies facilitate the transformation of knowledge, which can be managed effectively.

Institutions, especially higher education institutions, face significant challenges in the production, organization, dissemination, and utilization of knowledge. The AI revolution presents promising opportunities to improve the quality of knowledge management processes and ensure their success within the educational organizations and outside. However, these opportunities also bring new challenges in relation to how to effectively integrate AI into knowledge management systems in the academic education. Universities in Libya are among the most important institutions capable of enhancing and developing the awareness of knowledge management, as they host distinguished faculty members who can transform theoretical knowledge into structured administrative and educational practices that benefit both the university and the surrounding community. Despite the diversity in customs, traditions, and cultures among various social classes of the Libyan society, Islam serves as the central pillar of these classes (Masuwd & Baroud, 2025; Alzletni et al., 2025; Riyadi et al., 2024).The management of knowledge in the Libyan organizations is a necessity, as it is a demand of the modern era where religion, society and economy work to help people for a better life (Padang and Kasheem, 2025; Abdulghani and Alrumayh, 2025).

This study aims to draw the attention to the impact of AI on knowledge management, highlighting the growing significance of this modern approach in the educational process and its alignment with the strategic goals of higher education institutions. It also serves as a continuation of previous efforts of the University of Zawia to explore the application of AI by faculty members, students and administrators in academic research, curriculum development and administrative work. (Alsayd et al., 2025; Baroud et al., 2024; Ruslan et al. 2024). The findings of this study are expected to help the university officials who involved in the strategic planning by identifying the gaps and helping to enhance faculty competencies and skills in the age of AI. Moreover, the study offers practical recommendations to a wide range of those who were involved, including ministry officials, economists and researchers in the field of management, economy and law by outlining actionable insights for improving institutional practices in alignment with the specific

characteristics of the Arab-Islamic academic environment (Hasibuan et al., 2024; Primarni et al. 2025; Kasheem et al., 2024).

Many previous studies have examined the integration of artificial intelligence (AI) into knowledge management (KM) systems to enhance organizational effectiveness. For example, one study applied a fuzzy set-theoretic approach to demonstrate that while AI technologies alone do not guarantee improved performance, their combination with knowledge sharing practices leads to more sustainable outcomes in dynamic business environments (Olan et al., 2022). Another study explored how various AI technologies, such as expert systems, intelligent search, and robotics process automation, can support different KM functions including creation, storage, sharing, and usage of knowledge in Indian organizations, while also raising concerns about ethical and data privacy issues (Sharma & Kumar 2024). A third study focused on building partnerships between humans and AI in the KM domain, highlighting the role of AI in facilitating core KM processes and the need for alignment between people, infrastructure, and technology (Jarrahi et al., 2023). However, none of these studies have investigated how faculty members in higher education institutions, particularly in the Arab-Islamic academic context, perceive and apply AI tools for KM purposes (Masoud et al., 2025; Almajri et al., 2025; Ayad et al., 2025). This dimension is important because universities are not only knowledge intensive environments but also foundational to shaping future professionals. Faculty engagement and competency in AI integration KM are therefore critical to institutional development and knowledge dissemination. The present study addresses this gap by examining the faculty perspective at the University of Zawia in Libya, offering a culturally grounded and contributes to the specific context of Libyan institutions.

The primary objective of this research is to analyze the role of AI technologies in supporting knowledge management processes, including knowledge creation, storage, sharing, and application, by examining how these technologies are utilized in academic settings from the perspective of faculty members. The study also aims to provide valuable insights to decision-makers in higher education regarding the challenges and opportunities associated with AI integration in academic setting, and to identify the most effective AI tools and techniques that could significantly contribute to advancing this field.

Methodology

Research Model

This study uses a quantitative approach to examine the impact of artificial intelligence (AI) on knowledge management in academic institutions which influences the university itself and the learners who will join the labor market in future. A descriptive survey method was employed to collect data from academic

staff from the faculties of economy, management and law, allowing for the analysis of perceptions regarding AI awareness, usage, challenges, and potential contributions to knowledge management. This approach is appropriate to give the study measurable variables and to capture the broad knowledge across the representative sample.

Participants

The research was conducted in the University of Zawia, Libya. The population comprised academic staff members, including assistant lecturers, lecturers, assistant professors, associate professors, and full professors from the faculties of economy, management and law. A purposive sampling technique was used to ensure diverse representation across academic ranks and experience levels. The final sample included 210 respondents. Primary data were obtained directly through self-administered questionnaires.

Data Collection Tools

Data were collected using a structured questionnaire designed based on a review of literature related to AI and knowledge management. The questionnaire employed a five-point Likert scale to assess the level of agreement with statements regarding AI awareness, applications, challenges, and institutional support. The survey instrument was reviewed by experts to ensure content validity and clarity.

Data Collection Process

The data collection process involved distributing the questionnaire to participants via their academic emails to maximize response rates. Upon completion, the data were coded and analyzed. Descriptive statistics, including means, standard deviations, and frequency distributions, were used to summarize the responses. This enabled the identification of prevailing perceptions and practices related to AI in knowledge management across the university faculties, which influences the learners' views.

Literature Review

Knowledge Management (KM) is commonly defined by Davenport (1994) as "the process of capturing, distributing, and effectively using knowledge." Moreover, McInerney (2002) described KM as an effort to increase useful knowledge by "encouraging communication, offering opportunities to learn, and promoting the sharing of appropriate knowledge objects or artifacts." These definitions emphasize the importance of improving the quality of the organizational process of administration. Broadly, KM encompasses the systematic acquisition, organization, dissemination, and application of knowledge to enhance organizational effectiveness

and achieve strategic goals. As such, it is essential that individuals are trained in KM principles during their academic studies and through ongoing professional development through direct or indirect contact with their lectures.

Recent scholarship has affirmed that KM is not only an academic discipline but also a strategic organizational function. As noted by Taherdoostand Madanchian (2023) "KM is now one of the essential elements in leveraging competitive advantage to achieve organizational success." Thus, knowledge is important to for sustainable development and institutional resilience and university ranking. Moreover, the principles of KM have been effectively mapped onto the "triple bottom line" framework, integrating environmental (planet), social (people), and economic (profit) dimensions (Smuts and Van der Merwe, 2022).This integration underscores KM's potential to support socio-economic equity, eco-efficiency, and long-term institutional development as it appears in many studies related to Islamic economy and business(Gustianti et al., 2023; Asmar et al. 2023; Mansyur et al., 2024; Sebayang et al. 2024; Anam et al., 2025; Masuwd, 2025; Sukarnotoet al. 2025).

Artificial Intelligence (AI) has emerged as a transformative force in the implementation of KM systems, especially in complex and data-rich environments such as higher education institutions. Numerous studies highlight AI's capacity to enhance knowledge creation, organization, retrieval, and dissemination (Al-Fazari & Al-Shawi, 2024). This study suggests that AI technologies, such as machine learning, natural language processing, and expert systems, enable institutions to manage knowledge assets with greater accuracy and responsiveness. Another study focused on identifying AI tools that support KM processes by automating information flows and enhancing decision-making accuracy (Madouri & Wald Sa'id, 2024). These technologies promote scalability and flexibility in knowledge handling, which are essential for sustainable academic growth.

Within universities, AI-supported KM systems play a pivotal role in academic research, curriculum development, administrative efficiency, and student support services. According to Jarrahi et al. (2023)"there are two complementary techno-organizational orientations in this space: (1) KM, which focuses on managing organizational knowledge, and (2) AI, which aims to replicate human reasoning and learning capabilities." As universities are responsible for producing and training knowledge workers, they have an obligation to incorporate AI-driven KM strategies that reflect institutional values and societal needs.

Despite the growing body of literature addressing AI and KM separately, few studies have focused on their integrated impact from the perspective of academic faculty in the Arab-Islamic educational context. Understanding how educators perceive and apply these technologies is vital for tailoring KM initiatives that are both context-sensitive and strategically aligned. This study, therefore, contributes to the literature by investigating faculty perspectives on AI's role in enhancing

knowledge management at the University of Zawia, with implications for policy design, educational development, and institutional planning.

Results and Discussion

Results

To analyze the faculty perspectives on the integration of artificial intelligence (AI) into knowledge management (KM), it is important to understand the demographic and professional characteristics of the study participants. The sample consists of academic staff from the Faculties of Economics, Management, and Law at the University of Zawia, reflecting diverse academic ranks and experience levels. As presented in Table 1, the gender distribution among the 210 participants indicates a higher proportion of female respondents (58.6%) compared to male respondents (41.4%). This demographic balance may have implications for attitudes toward AI adoption, as gender has been shown in some studies to influence technology perception and use. (Bain et al., 2006; Cai et al., 2017; Sobieraj et al., 2020)

Table 1. Gender Distribution of the Sample

Gender	Frequency	Percentage
Male	87	41.4%
Female	123	58.6%
Total	**210**	**100%**

The academic experience of the participants, as shown in Table 2, reveal that a majority (42.8%) had more than ten years of service, suggesting that they are mature and likely to have established pedagogical and administrative practices. Approximately one-third (32.9%) had between five and ten years of experience, while a smaller segment (24.3%) had five years or less.

Table 2. Distribution by Years of Experience

Experience	Frequency	Percentage
5 years or less	51	24.3%
5–10 years	69	32.9%
More than 10 years	90	42.8%
Total	**210**	**100%**

Table 3 outlines the distribution by academic rank, with assistant professors constituting the largest group (36.7%), followed by assistant lecturers (27.1%), lecturers (22.4%), associate professors (13.3%), and only one full professor (0.5%). The domination of early to mid-career lecturers may affect both the openness and the

readiness for adopting innovative AI tools in KM processes and learning (Baroud & Aljarmi, 2025; Setiawan et al., 2023;

Table 3. Distribution by Academic Rank

Academic Rank	Frequency	Percentage
Assistant Lecturer	57	27.1%
Lecturer	47	22.4%
Assistant Professor	77	36.7%
Associate Professor	28	13.3%
Professor	1	0.5%
Total	**210**	**100%**

The results of the demography of the sample shows the variation of gender, experience and academic rank. As a result, it is essential for understanding the faculty's perceptions of AI integration and its potential impact on institutional knowledge management practices.

1. Awareness of Artificial Intelligence

Awareness of AI is a crucial requirement to its effective use and implementation. This section examines faculty members' self-reported familiarity with AI concepts, personal usage in academic settings, and perceptions of AI's potential future impact on higher education in general. As illustrated in Table 4, the overall mean score for AI awareness was 2.02, indicating a low level of familiarity among respondents. The highest mean score (M = 2.15) was associated with the use of AI applications in academic work, suggesting some engagement at the application level. On the other hand, the lowest mean (M = 1.82) was associated with expectations regarding AI's future influence on higher education, highlighting a limited strategic vision among respondents.

Table 4. AI Awareness

No.	Statement	Mean	Std. Dev.	Agreement Level	Rank
1	I have good knowledge about AI concepts.	2.10	0.974	Low	2
2	I used AI applications in my academic work.	2.15	1.024	Low	1
3	AI will significantly affect the future of HE.	1.82	0.810	Low	3
	Overall Mean	**2.02**	**0.735**	**Low**	

Faculty members at the University of Zawia display a limited awareness of AI, both conceptually and strategically. Although some utilize AI tools, broader understanding and future-oriented thinking remain underdeveloped, which will make it a necessity to raise their awareness through professional and training programs.

2. Use of AI in Knowledge Management

This section assesses the extent to which AI tools are employed to facilitate knowledge management functions such as archiving, inter-departmental knowledge sharing, access to scientific resources, and institutional support. The important of these practices in the targeted faculties is that it is reflects the dominant culture among the lecturers which will influence their students during their study and after graduation (Alouzi, 2024; Nugroho et al., 2024; Elihami et al., 2024)

As shown in Table 5, the overall mean score for AI usage in KM was 2.50, indicating a moderate level of engagement. Archiving knowledge (M = 2.92) and institutional support (M = 2.86) were the most common applications, reflecting the utility of AI in logistical and administrative tasks. However, scores for improving access to scientific resources (M = 2.01) and inter-departmental knowledge sharing (M = 2.20) were significantly lower.

Table 5. AI Use in Knowledge Management

No.	Statement	Mean	Std. Dev.	Agreement Level	Rank
1	The university uses AI tools to archive knowledge.	2.92	0.970	Moderate	1
2	AI helps improve access to scientific resources.	2.01	0.821	Low	4
3	AI helps share knowledge between departments.	2.20	0.964	Low	3
4	There is institutional support for AI in KM.	2.86	0.968	Moderate	2
	Overall Mean	**2.50**	**0.566**	**Moderate**	

AI tools are primarily utilized in archiving and administrative support, while their use in enhancing scholarly communication and information access remains limited. This indicates an implementation focus on efficiency rather than knowledge innovation or collaboration.

3. Challenges to AI Use in Knowledge Management

Identifying challenges and obstacles to AI integration is a critical for informing institutional strategy, decision-making and capacity-building. This section explores key challenges and barriers to AI adoption and integration as perceived by faculty members in KM. As indicated in Table 6, all identified challenges were rated at a low level of agreement, though scores approached the moderate range. Resistance from staff (M = 1.98) and inadequate infrastructure (M = 1.89) were the most frequently cited issues, whereas the lack of technical expertise (M = 1.67) scored the lowest. The overall mean challenge score was 1.84.

Table 6. Challenges to AI in Knowledge Management

No.	Statement	Mean	Std. Dev.	Agreement Level
1	There is not enough infrastructure for AI.	1.89	0.919	Low
2	Some staff resist using AI.	1.98	0.915	Low
3	Lack of technical expertise prevents implementation.	1.67	0.614	Low
	Overall Mean	**1.84**	**0.485**	**Low**

Although perceived challenges to AI use are not rated as severe, they represent meaningful barriers, particularly infrastructural limitations and faculty resistance. Most Libyan universities face the same challenge.

4. AI Applications Supporting Knowledge Management

This section examines faculty perceptions regarding the functions AI currently supports in knowledge management within their institutional context. As depicted in Table 7, over half of the respondents (50.5%) indicated that AI supports all the listed KM functions, including facilitating access to information, data analysis, knowledge sharing, and decision-making. This suggests an awareness of AI's multifaceted potential, even if actual implementation remains limited.

Table 7. AI Applications in Knowledge Management

No.	Item	Frequency	Percentage
1	Facilitating access to information	40	19.0%
2	Data and tacit knowledge analysis	28	13.3%
3	Automating knowledge sharing	16	7.6%
4	Improving decision-making	20	9.5%
5	All of the above	106	50.5%
	Total	**210**	**100%**

Despite moderate AI usage, faculty perceptions reflect a recognition of AI's versatility in supporting comprehensive KM functions. This perceived utility presents a foundation for future integration initiatives.

Discussion

The study reveals a significant gap between faculty members' awareness of AI and their actual use of AI tools. While practical applications, such as archiving and institutional support, are moderately implemented, there remains a substantial lack of conceptual knowledge and anticipation of AI's transformative role in higher education. Challenges such as infrastructure constraints, limited technical expertise, and resistance to change persist. However, the fact that a majority of participants recognize AI's potential to support diverse KM activities indicates a readiness that could be mobilized through institutional initiatives. Islamic studies, education and philosophy support the integration of digital technologies in universities and organizations (Husin et al., 2025; Baroud, 2025)

These findings reflect broader trends in higher education where AI integration begins with administrative and support functions before extending to more strategic knowledge processes. For institutions like the University of Zawia, this underscores the need for comprehensive professional training programs in AI literacy, investment in digital infrastructure and organizational change management to reduce resistance and foster innovation.

Conclusion

This study underscores the critical yet nascent role of artificial intelligence in the domain of academic knowledge management. While the overall awareness of AI among faculty members remains limited, its application in select KM functions—most notably archiving and institutional support—reflects a modest but promising trajectory toward broader adoption. The findings reveal significant institutional challenges, including technological and human capital constraints, which hinder the full realization of AI's potential in enhancing knowledge processes.

Nonetheless, the recognition by many participants of AI's multifaceted benefits indicates a readiness to embrace more advanced applications, provided that structural and cultural barriers are addressed. To this end, academic institutions are urged to adopt a multi-pronged strategy: invest in digital infrastructure, deliver comprehensive AI training programs, formulate supportive policies, and cultivate an environment conducive to innovation and collaboration. By systematically addressing these dimensions, higher education institutions can effectively harness the capabilities of AI to foster more efficient, adaptive, and sustainable knowledge management systems which ultimately contributing to the advancement of institutional learning, research, and innovation in the digital age.

While this study provides valuable insights and discussions into the role of artificial intelligence in enhancing knowledge management within higher education institutions in Libya, several limitations must be mentioned. Firstly, the research was conducted in a single university, which may limit the generalization of the findings to other academic institutions in Libya or the broader Arab region. Secondly, the study relied primarily on self-reported data collected through questionnaires, which may be subject to response biases. Thirdly, the study focused only on the perspectives of faculty members, thus excluding the views of other members such as students, administrators, and technical staff who also interact with knowledge systems. Given these limitations, future research is encouraged to adopt a comparative multi-institutional approach to capture a broader range of practices and attitudes across different academic settings. Furthermore, employing mixed-methods designs that incorporate interviews, focus groups, or observational data could yield a deeper understanding of AI integration in knowledge management. Finally, future studies should also explore the longitudinal impact of AI on institutional knowledge practices, including how continuous exposure and training may shift faculty perceptions and adoption over time.

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