

A COMPARATIVE STUDY IN KNOWLEDGE MANAGEMENT AMONG PHYSICAL EDUCATION TEACHERS IN PUBLIC EDUCATION DIRECTORATES IN BAGHDAD

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Abstract

Knowledge management is of a great importance for all institutions as one of the essential components for institutions' success, survival and growth. This is made through their ability to contribute to maintenance and development of a far sighted vision through which the institution expresses its future inspirations. In addition, it is the highly influential environmental power that reorganizes physical education teachers in directorates. This power leads to basic change in the institution's processes and to create the required strategy on time. It also contributes to improve transparency rates, level of documentation, knowledge sharing and communication flexibility.

Through the researcher's experience being a teacher in one of the Iraqi schools, and in Baghdad governorate in particular, she found that there is a variation in knowledge management in the sport education institution. Therefore, she decided to conduct a study on knowledge management, especially in the current situation that witnesses a war targeting all moral, social, cultural and cognitive infrastructures. Thus, the study aimed to find differences among physical education teachers in knowledge management for variables of gender and place.

The descriptive surveying method was applied with the comparative manner through the application of knowledge management scale which includes (36) paragraphs distributed on five fields on the sample of the study represented in teachers of physical education at Baghdad, Al Karkh and Al Rasafa directorates (1427 individuals divided into: 720 male teachers and 700 female teachers in the period from 15/12/2015 to 18/01/2016. After finishing answers, questionnaires were collected and audited. The researcher collected the degrees which were obtained by each individual in the sample for each paragraph on the scale in order to extract the total degree which is obtained by each individual.

After analyzing results, the researcher found that the sample of the study – teachers of physical education at Baghdad – in general are characterized with knowledge management and there is no variation due to Al Karkh and Al Rasafa areas, while the researcher found that there is a variation in knowledge management among male and female teachers for the sake of female teachers.

Keywords: knowledge management, teachers of physical education at Baghdad's Public Education directorates.

1. INTRODUCTION

After knowledge being a source of competition and creativity, institutions sought to exert organized, aware and guided effort in order to collect, categorize, pick and store all types of knowledge related to the activity of this institution and making it ready for participation among individuals, departments and units of this institution to raise the efficiency of decision making and organizational performance through knowledge management (Ibrahim Mohamed Hassan, 2007: 52).

Knowledge management is considered an organizational process to find, extract, organize, legalize and show information in a manner that enhances decisions of individuals working in the institution in the field of their work. The institution helps obtain deep understanding through its self-experiences and problem solving which are formulated by stakeholders to acquire, store, distribute and reflect knowledge in business processes to reach the best applications for the long-term competition and adaptation (Salah El Din Al Kebisi, 2014: 8). A successful teacher has to be a successful manager and should enjoy the ability and skill in practicing basic administrative jobs, fully aware of laws and systems and efficient in the job's technical, scientific and professional aspects. Therefore, the success and failure of physical education teachers depends on knowledge which they own. In addition, raising the standard of knowledge management for physical education teachers leads to raise school sports.

Accordingly, knowledge is important for contemporary institutions through goals which they seek to achieve. The main goal of knowledge management is to provide knowledge for the organization in a constant manner and translate it into a behavior which serves goals of the institution to achieve efficiency and effectiveness in order to plan knowledge efforts and organize it in a way that leads to achieve strategic and operational goals of the institution.

Knowledge management is of a great importance for all institutions as one of the essential components of institutions' success and ensures their survival and growth through their ability to contribute to maintenance and development of a far-sighted vision through which an institution expresses its future directions. In addition, it is also the environmental force which is highly influential in reorganizing physical education institutions in directorates. This force leads to basic change in the institution's processes and creates the needed strategy on time. In addition, it contributes to enhance transparency rate and the level of documentation, knowledge sharing and communication flexibility. Through the researcher's experience as a teacher in one of Iraqi schools and in Baghdad governorate in particular, she found that there was a contract in knowledge management in the sport education institution. Therefore, the researcher decided to conduct a study on knowledge management, especially in the current situation which witnesses a war targeting all moral, social, cultural and cognitive infrastructures. This led to the spread of administrative corruption reaching lack of interest in knowledge management and the institution's educational systems which raise the standard of administrative and cognitive practices of physical an sport education lesson in addition to define the administrative and cognitive role played by the study population (physical education teachers).

Due to the importance of physical and sport education in administrative, cognitive and educational aspects of schools, the researcher sought to study the topic of knowledge management for physical education teachers in variables of gender and workplace. Therefore, the study aimed to find the differences among physical education teachers in physical education due to variables of gender and workplace (Al Karkh and Al Rasafa).

2. PROCEDURES OF THE STUDY:

The descriptive surveying method with comparison was used to solve the problem of the study because the descriptive method aims to study the current situations of phenomena in terms of their characteristics, forms, relations and factors affecting them. (Rabhi & Osman, 2000: 44).

3. POPULATION & SAMPLE OF THE STUDY

The population of the study was selected from physical education teachers of middle, preparatory and secondary schools at physical education directorates in Baghdad from both genders (males and females) for the studying year (2014 / 2015). They are 2112 male and female teachers distributed in 1154 schools within formations of 6 public physical education directorates: (Al Karkh 1st, Al Karkh 2nd, Al Karkh 3rd, Al Rasafa 1st, Al Rasafa 2nd and Al Rasafa 3rd). A sample is the part which represents the original population and the model on which the researcher conducts his work (Wagih Mahgoub 2009, 149) as the sample of the study was selected randomly. The sample of the study consisted of 1420 male and female physical education teachers with a percentage of (67.2%) of the grand total showed in table (1):

Table (1): Number of male / female teachers for the year 2014 / 2015

Serial	Directorates	Total Population			Selected Sample		
		Male	Female	Total	Male	Female	Total
1	Al Karkh 1 st Education Directorate	150	166	316	100	100	200
2	Al Karkh 2 nd Education Directorate	259	202	461	150	150	300
3	Al Karkh 3 rd Education Directorate	170	116	286	100	100	200
4	Al Rasafa 1 st Education Directorate	215	247	462	150	150	300
5	Al Rasafa 2 nd Education Directorate	203	204	407	150	150	300
6	Al Rasafa 3 rd Education Directorate	124	56	180	70	50	120
Total		1121	991	2112	720	700	1420

Knowledge Management Scale:

The knowledge management scale prepared by Shaza Hafiz was used. It included 36 paragraphs distributed to five fields as in table (2). The scale has five gradations (Likert) with psychometric and scientific bases. It was applied on similar samples in Iraqi environment (Shaza Hafiz, 2015: 134) as in annex (1).

Table (2) Fields of Knowledge Management Scale

Knowledge Management Field	Field Title	Paragraphs
First Field	Implicit Knowledge	9 Paragraphs
Second Field	Superficial Knowledge	7 Paragraphs
Third Field	Knowledge Generation & Acquisition	5 Paragraphs
Fourth Field	Knowledge Storage & Dissemination	10 Paragraphs
Fifth Field	Knowledge Application	5 Paragraphs
Total	5 Fields	36 Paragraphs

Main Trial:

The main trial was applied on the sample of the study: (physical education teachers at Baghdad, Al Karkh and Al Rasafa directorates) (1427 individuals divided into: 720 male teachers and 700 female teachers in the period from 15/12/2015 to 18/01/2016). With the help of the work team, a questionnaire in its final form was distributed on the sample to stress the necessity of selecting the respondent for a single option by ticking (√) opposite the suitable option expressing each respondent's point of view. The researcher also asked members of the sample to read instructions and answer carefully while selecting options. Finally, questionnaires were collected and audited. The researcher added the degrees obtained by each individual regarding each paragraph in the scale in order to extract these degrees and put them in special forms for statistical treatment using suitable statistical methods.

Statistical Methods:

Data were treated statistically through the use of Statistical Package for the Social Sciences (SPSS), version (22) according to the following rules: (percentage, arithmetic mean, proposed mean, standard deviation SD, skewness coefficient and T tests for independent samples).

4. DISCUSSION OF RESULTS:

Table (3) Description of Knowledge Management Scale & its Fields Generally to Determine Values

Knowledge Management Scale Fields	Knowledge Application	Knowledge Storage & Dissemination	Knowledge Generation & Acquisition	Superficial Knowledge	Implicit Knowledge	Total Scale Degree
Statistical Method						
Number of paragraphs	5	10	5	7	9	36
Mean	33.35	24.18	18.36	33.24	17.5	126.6
Proposed mean	15	30	15	21	27	108
S.D	5.7	3.4	3.89	7.33	3.37	9.27
Skewness	-1.12	-0.76	-0.7	-0.05	0.2	0.79
Minimum	19	14	10	20	12	104
Maximum	41	30	23	46	24	153

Table (3) showed that the sample of the study (physical education teachers at Baghdad) is characterized by knowledge management as arithmetic mean was bigger than proposed mean. The researcher attributes this to the spread of modern technology in information storage through mobile phones, iPads, PCs and then circulation at any time. This characterized the sample with organization, perception, understanding and clearance. Therefore, the sample sought to raise its administrative cognitive levels and the levels of institutions to which they belong. Acquiring and distributing experience through the manner that helps achieve maximum level of productivity by knowledge creativity, storage and benefit from it to perform organizational

activities based on knowledge present actually. In addition, knowledge shall be developed in future and disseminating it among members of institution to achieve the biggest amount of organizational effectiveness to use it in improving organizational performance (Asmahan Maged Al Taher, 2012: 25).

Table (4) Differences among Male & Female Teachers in Knowledge Management Scale

Statistical Methods	Sample	Sample number	Mean	S.D	T Counted Value	Error Level	Significance Level	Difference Significance
Knowledge Management Scale	Male teachers	720	121.7	4.68	13.5	0.000	0.05	Significant
	Female teachers	700	138	7.1				

Table (4) showed that there is a difference between male and female teachers in knowledge management scale. Although both are characterized by knowledge management, female teachers were better than male ones in this scale. The researcher attributes this to the fact that female teachers are more expecting and perceiving of things as they are characterized by organization, accuracy, information storage and repetition. This characterized them in knowledge more than male teachers. Knowledge management differs from an individual to another based on individual's ability to recognize facts from clear understanding, thinking, perception, remembrance and learning. All these processes interact leading to make individuals commit certain behaviors based on their way of thinking and experience (Nasser Mohamed Saoud, 2011: 9). In addition, the latest developments in information and communication technology made it easy to store and transfer knowledge as it is a combination of skills, ideas, rules and procedures that lead actions and decisions (Alter, Steven, 2002: 70). It can be stored, treated and restored in need to change something and make individuals and institutions able to practice different activities more effectively (Don Hellriegle, Jonu :2003 428).

Table (5): Differences between Al Karkh & Al Rasafa Directorates in Knowledge Management Scale

Statistical Methods	Sample	Sample number	Mean	S.D	T Counted Value	Error Level	Significance Level	Difference Significance
Knowledge Management Scale	Al Karkh	700	127.18	9.4	0.91	0.363	0.05	Insignificant
	Al Rasafa	720	125.33	8.9				

Table (5) showed that there are no differences among individuals in the sample of the study (teachers at Al Karkh & Al Rasafa Directorates). The researcher attributes this to different environment that leads to differences in knowledge sources. Since there is a close environment at Al Karkh & Al Rasafa Directorates in both conditions and possibilities in technology, knowledge and culture, this characterized the sample with knowledge management and there are no significant differences among those teachers. Variability of knowledge sources depends on internal and external environment. It is represented in general environment and information through its variables such as internet and libraries. In addition, the relation between big and small size institutions and relations among these institutions with each other as this relation leads to learn many skills and experience (Vail, Edmond, 1999: 18). Since environments are close, the researcher did not find any significant differences among education directorates in Baghdad.

5. CONCLUSION:

The researcher found that the sample of the study (teachers of physical education at Baghdad) is characterized in general with knowledge management and there are no differences between Al Karkh and Al Rasafa, while she found the least difference among male and female teachers for the sake of female ones.

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Annex (1): Knowledge Management Scale

Serial	Paragraph	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1	Specialized teachers do not possess ability to judge things based on their internal abilities					
2	Many specialized teachers have previous experience that helps them perform their work					
3	Specialized teachers have skill in performing work and it cannot be acquired only through reading					
4	Physical education teachers are often busy in ways of developing lessons					
5	Many teachers depend on deep thinking of anything related to performing lesson activities & directorate					
6	Specialized teachers do not enjoy the experience that distinguishes them and pushes them towards the better					
7	The teacher owns necessary cognitive efficiencies to perform their tasks in various fields and activities					
8	Specialized teachers have clear and flexible thinking and ability to expect what is new					
9	Specialized teachers have skills in securing successful solutions of problems					
10	Specialized teachers are interested in reviewing information about physical and sport education					
11	Specialized teachers are interested in reviewing different types of sciences					
12	Specialized teachers do not own knowledge store of literature & books					
13	Specialized teachers are able to teach students and direct them in research & development programs					
14	Specialized teachers are interested in ideas and suggestions of students					
15	Specialized teachers own knowledge of what is new in technique of their work					
16	Specialized teachers do not follow more than one method in translating knowledge they own to be clear and applicable					
17	The directorate use methods (i.e. dialogues and face-to-face experience exchange) as a mean to generate new knowledge					
18	All specialized teachers in the directorate, with their					

	different standards, do not contribute to knowledge generation					
19	The directorate depends on specialist training programs to raise experiences and knowledge of specialized teachers					
20	The Public Directorate of Education depends on internal experience (i.e. Specialized education teachers in cooperation with the directorate of preparing, training and development)					
21	Specialized teachers acquire knowledge through exchanging visits and experiences with other directorates					
22	Specialized teachers store information through a PC					
23	Specialized teachers store information through a special notebook					
24	Knowledge dissemination in the directorate's environment raises skills and personal knowledge of specialized teachers					
25	The directorate encourages dialogues, seminars and direct meetings among workers					
26	Specialized teachers in the directorate do not have necessary skills to deal with modern technology					
27	The public directorate of education provides modern means of communication to facilitate information exchange (internet)					
28	The teacher contributes to publish directions and information about the latest sport training methods					
29	Specialized teachers have good training on using modern information computer devices					
30	The directorate provides professional development& continuous learning program for specialized teachers					
31	Teachers acquire important information and directions by specialized teachers					
32	In applying knowledge, the directorate depends on the difference of internal experience that is cognitively variable					
33	The public directorate uses many scales to control knowledge applied there					
34	The directorate encourages specialized teachers to apply new ideas					
35	The directorate uses knowledge management to support creativity in its activities					
36	The teacher's ability to apply essential principles and techniques in the field of his specialization					