

The reality of knowledge management from the perspective of business strategy (model Najm Abboud) and its relationship to the performance of the managers of schools of education / south of Hebron from the point of view of teachers

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Abstract

The present study aimed to identify the reality of knowledge management from the perspective of business strategy (model Najm Abboud) and its relationship to the performance of the head masters of schools / south of Hebron from the point of view of teachers, and the study dealt with the subject as a multi-dimensional phenomenon, The importance of the study stems from the scarcity of research and studies that dealt with the subject of knowledge management and its relation to job performance, according to the researcher 's knowledge, and its role in raising the interest of researchers and those interested in scientific research from postgraduate students to conduct further studies in this field.

To achieve this goal, the researcher developed a questionnaire consisting of three main sections: The first section included general information about the respondents. The second section included the knowledge management standard for the headmasters in the directorate of education / south of Hebron from the point of view of teachers in (26) The study tool was applied to a sample of (140) teachers and teachers from the Directorate of Education / Southern Hebron, Selected by simple randomization method and after data collection the data .Were statistically treated using b Statistical Packages for Social Sciences (SPSS) Program.

The results of the study showed that the reality of knowledge management from the perspective of business strategy (Najm Aboud model) and its relation to the performance of the managers of the schools of education from the point of view of the teachers in the schools of south Hebron was high, with an average of this score (3.89) on the total score of the study scale. The results showed a positive relationship between knowledge

management and job performance of the managers of the schools of education / south of Hebron from the point of view of the teachers, and the absence of statistically significant differences in the level of performance averages of the three levels of knowledge management for the directors of schools of education / Knowledge, awareness of knowledge, identification of knowledge assets, achievement of knowledge advantage, maximization and sustainability of knowledge).

The study is based on a number of recommendations, including: Urging school head masters to continue and strive to increase the level of their scientific knowledge in various fields. This is due to the importance of knowledge in the development of professional and career performance, and to prepare plans and develop training policies for managers on the techniques of managing knowledge, And the establishment of a specialized administrative unit under the name of knowledge management, including in its aspects innovative tasks related to knowledge management processes and scientific and administrative research and development, and work to keep abreast of scientific and technological development in the field of knowledge management and employment in the development of skills For administrative and professional, and to conduct further studies in the field of knowledge management and its impact on job performance in other regions and on other categories and different aspects.