NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

INNOVATION & KNOWLEDGE MANAGEMENT

MASTER'S PROGRAMME (MSC)

MASTER'S THESIS

THE ROLE OF KNOWLEDGE MANAGEMENT PROCESSES IN DEVELOPING JOB SATISFACTION AND EMPOWERMENT IN THE CONTEXT OF EMPLOYEE PERFORMANCE: A CASE STUDY OF SULAIMANI POLYTECHNIC UNIVERSITY

NABARD OTHMAN HAMA

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The Role of Knowledge Management Processes in Developing Job Satisfaction and Empowerment in the Context of Employee Performance:

Thesis Defense

We certify the thesis is satisfactory for the award of degree of Master of Innovation & Knowledge management (MSc)

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ABSTRACT

Nowadays, in modern global education, universities have to improve their employees' performance in order to survive. Knowledge management is increasingly becoming a vital strategy and tool, and a key critical source for change and innovation inside the universities. It is an approach for creating, storing, disseminating, analyzing, managing, and organizing knowledge among the employees so that they can maximize job satisfaction and empowering their employees.

The main objective of this study is to investigate the impact of the knowledge management processes on job satisfaction and empowerment related to employee's performance at Sulaimani Polytechnic University as a sample of the Ministry of Higher Education in the Kurdistan Regional Government in Northern Iraq. This study consists of two sections: theoretical and empirical section. The theoretical section pertains to the knowledge management, knowledge management processes, and the employee performance, job satisfaction, empowerment and higher education. In order to achieve the objective of this research, the researcher relied on books, articles, journals, Internet websites, and magazines.

For the empirical section, the researcher used the questionnaire on a group of professors and specialists. The researcher found the questionnaire to be the most suitable instrument in order to obtain the necessary data, and then distributed the form to a total of 412 associates of the professors at the Sulaimani Polytechnic University, including staff and administrative departments. The number of completed forms received was 391, and the SPSS software was used in the analyses and statistics.

The results of study demonstrate that there is powerful evidence that all independent variables in the knowledge management processes have a statistically significant positive impact on the dependent variables (job satisfaction, empowerment). Also the results have shown that the mechanism of knowledge management is a key for developing the performance of employees.

Key words:

Knowledge, Knowledge Management, Knowledge Management Processes, Higher Education, Employee Performance, Job Satisfaction, Empowerment.

ÖZ:

Son yıllarda, modern global eğitimde, üniversiteler ve eğitim enstütileri çalışan sayılarını ve performanslarını artırmak ve gelistirmek zorunda kaldılar. Bu hususta üniversitelerin ilerlemesi ve gelismesi için daha iyi bir araç ve strateji üretmeye teşvik ediyor, genel bilgi yönetimi yükselmekte, hayatı ve odak strateji, ve eğitim enstütileri içinde değişim ve inovasyona kritik kaynak anahtarı olmakta,.üretmeye, kaydetmeye, analiz etmeye, yönetmeye, ve çalışanların iş zirvesine yönelik bilgisini organize etmeye yaklaşımdır.

Bu çalışmanın temel amacı, Kuzey Irak'taki Kürdistan bölgesel hükümet yüksek eğitim bakanlığının bir örnek olarak Süleymaniye politeknik üniversitesinde çalışanların performansı üzerindeki bilgi yönetiminin etkinliğini araştırmak. Bu çalışmanın amacı ve hedefi "insan kaynakları yönetimi çalışanların performansını geliştirmede bilgi yönetimi rolü nedir?"sorusunu cevaplıyor, Bu çalışma iki bölümden oluşmaktadır : teorik ve ampirik yaklaşım. Teorik bölüm, bu araştırmanın amacına ulaşmak için, bilgi yönetimi, bilgi yönetimi uygulamaları , süreçleri ,çalışan performansı, iş tatmini, güçlendirme, yüksek öğrenim gerçekleşen işlemler, araştırmacı kitap, makale, dergi, internet üzerinde web siteler, ve dergilere dayanıyor.

Araştırmacı profesör ve uzman bir grup tarafından oluşturulan anket ampirik, araştırmacı verilerini elde etmek için en uygun ve makul enstrüman olması için anket buldum, ve sonra bir ortak olarak (412) formu dağıtıldı Süleymaniye Politeknik Üniversitesi'nde onları profesörler, o personel ve idari bölümler dahil ve form sayısı alınan (391) formu, analiz ve istatistik programı (SPSS) kullanılarak edilmiştir.

Bu çalışmanın sonucu, tüm bağımsız değişkenler bilgi yönetim süreçleri ve bağımlı değişken (iş doyumu, güçlendirme) üzerinde istatistiksel olarak anlamlı pozitif bir etkiye sahip olduğunu güçlü bir kanıt da sonuç bilgi yönetimi mekanizması için bir anahtar olduğunu göstermiştir ve çalışanların performansını geliştirme ve artırılmasını göstermektedir.

Anahtar kelimeler:

Bilgi, Bilgi Yönetimi, Bilgi Yönetimi Süreciler, Yüksek Öğrenim, Çalışan Performansı, İş tatmini, Güçlendirme

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LIST OF ABBREVIATIONS

KM: Knowledge Management

N: Number

Q: Question

Introduction:

In recent years, contemporary organizations are facing a wave of transformations and changes that are rapidly sweeping the world. This is particularly noticeable in the information and technological revolution, which has adopted advanced scientific knowledge and the optimal use of information flowing from the significant advances in computer technologies and global communication networks.

As a result of these transformations, knowledge represents the most important strategic resource, along with becoming the most powerful and influential factor in controlling an organization's success or failure, as Nonaka and Nishiguchi (2001, p. 3) in their book state that knowledge is a key source of competitive advantages.

The communication and information technology revolution experienced vast development during the last quarter of the 20th century, and this great revolution has created a platform for the launch of the knowledge and management revolution. Wang and Hjelmervik (2001, p. 9) In their book, they show that knowledge management seeks to optimize the value of an organization by helping its people to innovate and adapt in the face of change.

Knowledge management is the vital operation of providing knowledge and information, and making it available to all employees in the organization, as well as external beneficiaries, where it is based on the maximum utilization of the available information in the enterprise, and individual experiences lurking in the minds of their employees. Therefore, the most important advantages of this concept are the best investment of intellectual capital, and the ability to turn it into a productive force contributing to employee performance development, and raise the overall efficiency of the institution.
Institutions also pay great attention to human performance, which enables them to achieve their enterprise goals. Institutions are working on the application of the introduction of more intellectual curriculum in order to develop and improve human performance. Furthermore, by using human resources management, the institution can attract the best potential employees in that can complete the work apart and set them apart from other institutions. Human resources management also evaluates performance in order to reveal the strengths and weaknesses in performance that can be corrected in order to improve performance.

Institutions today try to employ highly qualified personnel with appropriate skills in order to keep pace with technological advances and to maintain excellence in performance. This also contributes to the knowledge generation process, so knowledge management can help and support organizations to increase their competitiveness, focusing on their view and priorities to respond to the changes that are occurring in internal and external environment around them. And it also ensures that the organizations' employee and workers are performing at a peak level towards achieving same goals.

Knowledge management can help and support organizations to maintain competitiveness by focusing on their abilities to respond to the changes that are occurring in the internal and external environments around them. It also ensures that an organization's employees and workers are performing effectively to achieve the same goals. The activity and processes of knowledge management improved the job satisfaction and the empowerment of employees, which leads to enhancing and developing performance. Many scholars and managerial scientists have attempted to demonstrate the role of knowledge management in developing employee performance and its relevance. Khani et al. (2015) have examined The Role of Knowledge Management in Human Resources Management Performance and Total Quality Management. They have illustrated that if human resource and knowledge management is integrated and institutionalized, it will be a key factor for the successful performance and efficiency for the organization. Abdolahi et al. (2013) They have investigated the Relationship between Knowledge Management and Human Capital with Performance, in which they have emphasized the role of knowledge management in developing and enhancing performance. Ishak et al. (2010) have illustrated in Integrating Knowledge Management and Human Resource Management for Sustainable Performance, that they have found that a powerful knowledge management culture would be able to accomplish the appropriate high performance level, Edge (2005) examined a powerful public sector knowledge management example of a school district. She has illustrated that Knowledge Management within public and education sectors can contribute to improvements in both individual and organizational performance. Vayuvegula (2012) has studied the Factors Affecting Employee Performance – Training Options. He explained that the knowledge and skills are the main factors for developing and improving employee performance. Javed (2012) has explained Knowledge Management as a Mediator Factor in the Relationship between Organizational Learning, Culture and Employees Satisfaction in Current Job. The researcher has investigated that knowledge management is actually

increasing employee satisfaction. Ma'an and Kalaldeh (2010) have examined The Relationships among Organizational Knowledge Sharing Practices, Employees' Learning Commitments, Employees' Adaptability, and Employees' Job Satisfaction. They have investigated the statistical relationship between these variables. Singh and Sharma (2011) have clarified Knowledge Management antecedents and its impact on employee satisfaction. They have investigated whether knowledge management enhances employee satisfaction. Haghighi et al. (2014) have examined the Relationship between Knowledge Management Processes and Empowerment of Human Resources. The results of this study have shown that there is an important relationship among knowledge management acquisition, sharing, and application with empowerment of human resource management. Ahmadi et al. (2014) have studied the role of knowledge management in employee empowerment. They have investigated whether there is a significant relationship between knowledge creation, storage, and distribution, with employee empowerment. Shahhosseini and Piri (2015) have investigated the Role of Knowledge Management in Staff Empowerment. The results of their study indicated that knowledge management has an effect on employee empowerment. (Hasani and Sheikhesmaeili, 2016) have clarified the relationship between Knowledge management and employee empowerment in higher education institutions. Knowledge management activities and processes have a significant relationship with employee empowerment. Khansharifan et al. (2014) have investigated the Relationship between Knowledge Management and Employee Empowerment. The result has indicated that there is a significant relationship between knowledge management and empowerment.

Namdev Dhamthere (2015, p. 167), in his paper, has shown the role of knowledge management in educational institutions and also defined knowledge management as a tool for helping educational organizations to improve and enhance their capabilities of collecting and sharing information and knowledge. He showed how to implement this modern management program for solving problems and to support the research and continual improvement of their work.

1. LITERATURE OF KNOWLEDGE MANAGEMENT

1.1. A review of knowledge management:

The intellectual roots of knowledge management go back to the philosophical thinking that focuses on the requirements of the employees in the workplace. On the other hand, some roots came through the different perspectives of the leaders in business and learning.

Knowledge management can be considered both old and new at the same time. Philosophers have been drawn to write on this subject for thousands of years. However, interest in the concept of the knowledge structure of the workplace is relatively new. Furthermore, although it is now apparent that great deal been written about this relationship, this has mostly taken place in the past several years.

According to Barclay and Murray (2000, P.5) the number of management theories has led to growth of knowledge management among academics. Senge has focused on the "learning organization," as a cultural dimension of managing knowledge.

On the other hand the various facets of managing knowledge has been analyzed and organized by Chris Argyris, Christoper Bartlett, and Dorothy Leonard-Barton from Harvard Business School. Leonard-Barton's famous case study looked at Chaparral Steel, a company which has had an efficient knowledge management strategy in place since the mid-1970s. In addition, Peter Drucker and Paul Strassman were interested in the importance of explicit knowledge and information as an important resource for an organization, The idiom "knowledge management" was introduced into popular utilization in the late 1980s (Kizim, 2005, p. 12). H. G. Wells (1938), in spite of the fact that he did not ever actually use the term knowledge management, portrayed from his imagination the "world brain", and that was an intellectual assembly of total knowledge .

According to Kizim (2005, p. 12) in the mid-1960s, Drucker was the first to coin the term knowledge worker.

In 1989, McGraw and Harrison-Briggs, described knowledge engineering as "involving information gathering, domain familiarization, analysis and design efforts. In addition, accumulated knowledge must be translated into code, tested and refined".

In 1990 Senge focused on the "learning organization," a cultural dimension of managing knowledge.

In 1995, Dorothy Leonard-Barton documented the case of Chapparal steel as a knowledge management success story.

In 1995, Nonaka and Takeuchi concentrated on how knowledge is created, utilized, and diffused inside of associations and how such knowledge adds to the spread of advancement within the institutions.

In 1997, Stewart published his famous book called Your Company's Valuable Asset: Intellectual Capital).

Knowledge management's literature began to emerge by the mid-1990s, and the field was further energized with the development of a number of vast, global knowledge management meetings and consortia. Furthermore, in recent years, many colleges and university around the world have begun to offer the knowledge management programs (Kizim, 2005. p13)

1.2. Knowledge hierarchy:

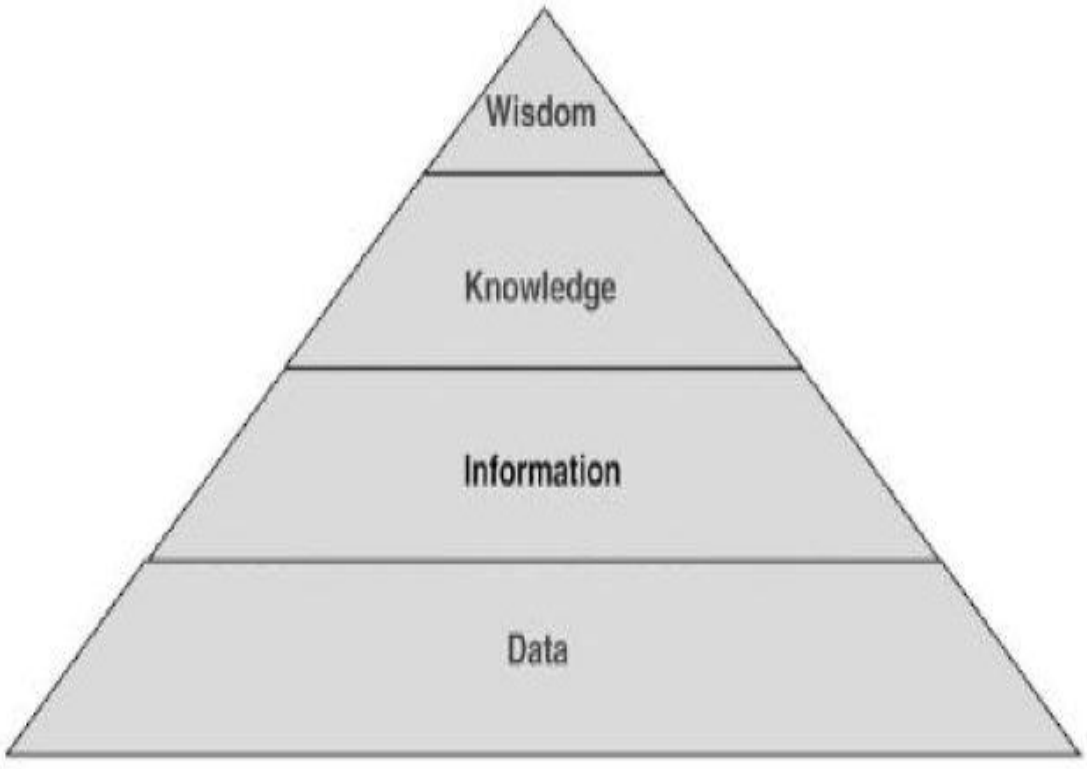


Figure (1:1)

Source (**Frické, 2007, p. 2)**

1.2.1. Data:

Data are the raw materials and the facts, Awad and Ghaziri (2004, p. 36) in their book defined data as what we perceive with our senses directly. Data are unorganized and unprocessed facts, according to F. A. Uriarte (2008. P.1), Data is a number, a word or letter, without any context.

This raw material is not valuable in its first form and can take the form of numbers, symbols or phrases, or meaningless sentences unless what has been processed and is associated other data in a logical concept to turn it into information, Numbers and symbols, text, images, sounds, etc., represents the initial or descriptive initial facts, events and activities that have been owned and registered and these must be organized and addressed to achieve the specific meaning of progress.

As stated by Wang and Hjelmervik (2001, p. 38), data is a set of independent isolated facts, measurements, characters, numerical characters, and symbols.

1.2.2. Information:

Information can be defined as a group of organized and coordinated data synthesized in an appropriate manner suitable to cover a heterogeneous combination of ideas and concepts. These are addressed in order to achieve a particular goal, which leads to response to the questions, "What - where - when - from" and enables access to knowledge and discovery.

In their book Awad and Ghaziri (2004, p. 36) clarified that information is an aggregation of data that makes decision making easier. Information is the result of data processing, analysis, which extracts the content of these statements. Through the application of calculations and statistical, mathematical and logical methods or by building models, data can be defined as the cornerstone of information. Information is an aggregation of data that makes decision making easier.

In addition Abell and Oxbrow, (2001, p. 73), in their paper, defined information as the raw material that knowledge work requires and consists of a variety of forms and types.

According to Wang and Hjelmervik (2001, p. 40), information is the results that people obtain after the process of gathering, organizing, adjusting and analyzing the raw data.

1.2.3. Knowledge:

The outcome of information and human experience is gathered in the minds of individuals t so that others can benefit from this experience provided it is transferred to them in the appropriate way, and then use it to ascertain the relevant knowledge required to perform a specific behavior or to accomplish intellectual work based on previous information. This requires the person to have the ability to apply what they have learned and practiced to answer the question "how" or, in other words, how to benefit from this information when making rational decisions.

Knowledge is the outcome of this hidden mixing between information, experience, perceptions and the ability to govern. We obtain information and combine this as we perceive it with our senses; we then compare it with what is already preserved in our minds from the reality of our expertise and previous experiences, then apply to this mix the methods we possess for judging things, which leads to results and decisions. Information is the means, or the broker, of acquiring knowledge through several means of intuition and actual practice. According to F. A. Uriarte (2008, P. 10), knowledge is defined as the outcome of remembering previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information.

According to Tiwana (2002, p. 38) knowledge " is actionable information that allows for making predictions, casual associations, or predictive decisions, it is a muddy, fuzzy, partly unstructured key resource in intelligent decision making, forecasting, design, planning, diagnosis, and intuitively judging".

Knowledge means recognizing the facts we are fully aware of, as well as the process of gathering information and learning the correct way in which this process works. Knowledge is not just about collecting information, but also includes other operations such as the analysis of this information that is acquired and handling it properly by applying it effectively to build upon what is already known. In addition, Abell and Oxbrow (2001, p. 73) described knowledge as the expertise, experience and capability of staff, integrated with processes and corporate memory.

We must make a distinction between "knowledge" and "information." Despite the blurring of borders between the two terms, they are not the two sides of the same coin. Information

is the result of data generated during the treatment of the environment and increases the level of knowledge is for those who acquire it. This means that knowledge is the highest level of information.

1.2.3.1. Effect of Knowledge:

- Knowledge plays a key role in creating new markets.

- Knowledge contributes to increasing the production ratio in organizations.

- Knowledge is a vital resource in the innovation process.

- Knowledge is a main factor in reducing organizations' costs by improving their methods and ways of working.

- Knowledge helps organizations to absorb new customers.

- Knowledge helps organizations to keep their customers loyal.

1.2.3.2. Types of knowledge:

1.2.3.2.1. Explicit knowledge:

Explicit knowledge is the form of knowledge that individuals can share among themselves. It Includes both the data and information that can be obtained and stored, as well as data stored as information, which relates to policies and procedures, programs, budgets, and documents of the organization. Smith, (2001, p. 315), in their book, defined explicit knowledge as the knowledge that is technical and requires a level of academic knowledge or understanding, which is gained through formal education, or structured study.

In addition to a set of criteria, operating and communication standards, and various functional operations, documented or encoded information is contained in the documents, references, books, blogs, reports, and digital storage media. Therefore, they are easy descriptions to be understood, and can be converted from one language to another, from one format to another, and can be read on an ongoing basis. Production, and therefore storage and retrieval is facilitated.

Explicit knowledge is specialized and requires a level of scholastic information or understanding that is acquired through formal instruction or organized study, It is precisely classified, organized in a hierarchy of databases and, what's more, it is easily accessible fineness, trustworthy, and offers quick data recovery frameworks, according to Debowski

(2006, p. 17). Explicit knowledge is knowledge that can be shared with others, that is to say, it can be documented, categorized, transmitted to others as information and illustrated through demonstrations, explanations and other forms of sharing.
That means the knowledge that can be shared with others, who can relate to this knowledge through data and virtual information that can be obtained and stored in the files that are organized and recorded in the organization's policies, procedures, programs, budgets and documents, the principles and criteria calendar, operations and communication, and various functional operations etc. It is knowledge that can be expressed in words and numbers, voiced and shared through scientific data and equations and visualization of product specifications.

In addition, it relates to virtual information that is stored in the organization's archives (including the policy manuals, procedures, documents, processes, and operating standards) which can be easily accessible for individuals within an organization to access and use. It can be shared with all employees through seminars, meetings and books.

Furthermore, there are three types of explicit knowledge as Ishak et al. (2010, p. 5), have shown in their paper:

1. Cognitive knowledge, Also termed as “know what", it is the "fundamental authority of a control that experts accomplish through broad preparation and accreditation"

2. Advance skills or “know how”
This alludes to the "capacity to apply rules of a discipline to complex real world issues."
3. System understanding
Also termed "know why", this is the profound comprehension of the web of circumstances and end results that form the basis of a discipline.
Through the above definitions we can infer the following important features of explicit knowledge:

1. It can be expressed (in words, symbols or drawings).
2. It is shareable, disseminated and obtained easily.
3. It is subject to rules and definitions.
4. It can be accessed, stored and transferred electronically.
5. It directs individual behavior in the organization.
6. It is imperceptible.

7. It is easily transferred between individuals, readily accessible, and easily circulated within the institution.
8. Documented in the appropriate content-.

1.2.3.2.2. Tacit knowledge:

This is the knowledge that is stored in the minds of individuals and acquired through the accumulation of previous experiences, often of a personal nature, which are difficult to obtain; mainly because it is stored inside the mind. Tacit knowledge is hidden knowledge and refers to the existing skills within the mind. Pearlson (2001, p. 191), in his famous book, defined tacit knowledge as personal, context-specific, and hard to formalize and communicate.

Tacit knowledge is the type of knowledge that is difficult to transfer and convert to others. It is e knowledge to could be artistic or cognitive, and is easy to understand as a process or to express words, and this type of knowledge is difficult to manage and control However, it can be invested through some practices and thus converted into explicit knowledge.

Tacit knowledge is private. It is put away in the heads of individuals. It is collected through study and experience. It is manufactured through the procedure of communication with other individuals. Inferred information is acquired through the routine of experimentation and the experience of accomplishment and disappointment. According to Debowski (2006, p.18), tacit knowledge is this form of knowledge which draws on the accumulated experience and learning a person possesses and which is hard to reproduce or share with others.

However, it is possible to convert tacit knowledge to other tacit knowledge by collaborating with an individual who has knowledge of art. This includes the transfer and exchange of skills and experiences, attitudes and trends, and capacity and events. Practicing tacit knowledge is related to what that individual knows in their mind in terms of technical knowledge or cognitive and behavioral knowledge, which cannot be easily shared with others or moved from one person to another easily.

Knowledge is complex (composite) and accumulated in the form of qualitative knowledge and understanding in the minds of people who are well educated. It is also the kind of knowledge that cannot be seen or expressed easily and in addition and it is difficult to move, or involve others in that knowledge. According to F. A. Uriarte (2008. P5), tacit

knowledge is this type of knowledge in particular. It is hard to formalize, record, or elucidate. It incorporates subjective experiences, instincts and even estimations.

Therefore, any organization that wants to manage the knowledge that is stored in the minds of its employees and seeks to convert tacit knowledge to explicit knowledge by motivating the employees to demonstrate the knowledge they possess. Then it can share this knowledge with the members of the organization so that everyone can take advantage of it.

In spite of the apparent discrepancy in characteristics between the two types of knowledge (tacit and explicit), each complements the other, and both are of great importance to any organization which tries to find the appropriate means to transfer and convert tacit knowledge into explicit knowledge.

Through the above definitions, we can infer the most important features of tacit knowledge:

1- It refers to the existing skills in the minds and hearts of each individual; it is contained in their experiences minds.

2- It is not easily moved or transferred to others.

3- It may be technical knowledge or cognitive.

4- It is perceptible.

5- It is undocumented, but it does exist.

6- It is a safe form of knowledge; it can be obtained with the consent of its owner.

7- It is difficult to receive it.

8- It is not as widespread and but can be obtained by conversion or through direct dialogue.

1.2.3.3. Interaction between tacit knowledge and explicit knowledge (knowledge creation):

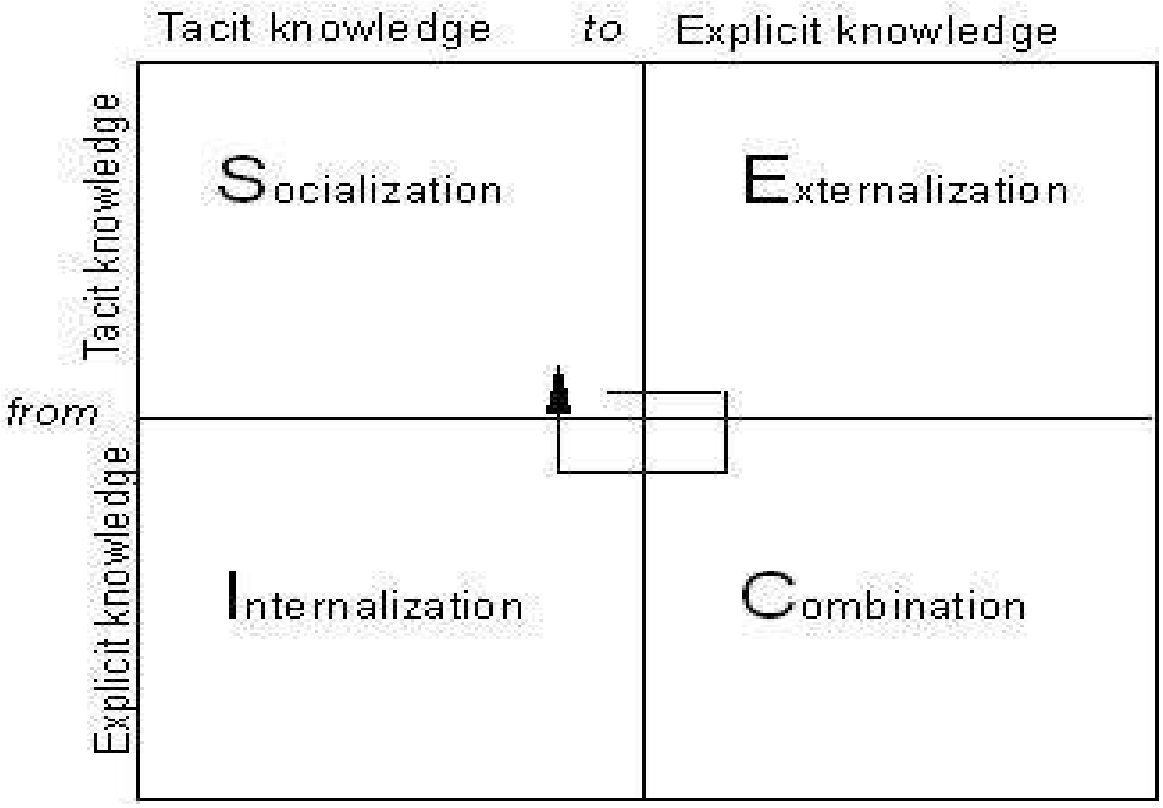


Figure (1:2)

(Nonaka & Takeuchi 1995)

Creating new knowledge is also not simply a matter of learning from others. Acquiring knowledge from the outside has to be built on its own, frequently requiring intensive and laborious interaction among members of the organization. (Nonaka, Takeuchi, 1995, p. 10)

Nonaka and Takeuchi, in their famous model (social model. 1996) discussed the interaction between tacit and explicit knowledge and the way for creating knowledge. The model is focused on the two types of knowledge (tacit and explicit knowledge), and is also divided into four main sections, (as shown in the picture and these four sections are:

1.2.3.3.1 Socialization: Tacit to Tacit

Including the transfer of tacit to tacit knowledge, it is called social normalization. Nonaka and Takeuchi, (1995, p. 62), in their famous book, clarified the first kind of knowledge management process as the process of sharing experience and thereby creating tacit

knowledge. For example, the shared mental model and technical skills, Which are involved in the process of experience.

Creating tacit knowledge requires mixed technical skills, using mental models; an individual can acquire tacit knowledge directly from others without the use of language.

It is done through observation or simulation or, in the context of business practices in the performance of work using the same principle.

Acquisition of tacit knowledge is a fundamental experience. Without the presence of some kind of shared experience, it becomes difficult for the individual to imagine himself in the exercise of the thought processes of another individual. According to Nonaka and Nishiguchi (2001, p. 16), in practice, socialization involves capturing knowledge through physical proximity; knowledge is acquired from outside the organization through direct interaction with suppliers and customers.

1.2.3.3.2. Externalization: Tacit to Explicit

This includes the transfer of tacit knowledge to explicit knowledge called "manifesting or exit,". It is a process for determining how verbal knowledge turns tacit knowledge to explicit knowledge, In addition Nonaka and Takeuchi (1995, p. 64) defined the second kind of knowledge management process as the process of articulating tacit knowledge into explicit concepts, which is the process of finding substantial knowledge in the form of metaphors, concepts and hypotheses. These models express the essence of language or writing is the result of changes that are often insufficient and inconsistent.

The differences between mental imagery and expressions help in revitalizing meditation and interaction between individuals.

According to Nonaka and Nishiguchi (2001, p.16), in practice, externalization is supported by two key factors. First, the articulation of tacit knowledge involves techniques that enable an individual to express his or her own ideas through deductive/inductive analysis. The second factor involves translating of specialized information into readily understandable forms.

1.2.3.3.3. Combination: Explicit to Explicit

This includes the transfer of explicit knowledge to explicit knowledge; Nonaka and Takeuchi (1995, p. 67) clarified the third kind of knowledge management process as the process of systemizing concepts into a knowledge system.

This is the systematic organization of process concepts, which become a knowledge-based system and includes this pattern to convert knowledge by combining different sets of explicit knowledge. This includes the sharing of knowledge and integration of people through the media, such as documents, meetings and phone conversations or communication networks via computer.

It also can lead to the restructuring of existing information by classifying and understanding how to integrate the explicit knowledge for creating new knowledge. It usually requires education and training to achieve knowledge creation

According to Nonaka and Nishiguchi (2001, p. 17), in practice, it relies on the combination of three processes. First, explicit knowledge is collected from inside or outside the organization and then combined; second, the new explicit knowledge is disseminated to the organizational members through presentations or meetings. Third the explicit knowledge is edited or processed in the organizations in order to make it more usable.

1.2.3.3.4. Internalization: Explicit to Tacit

This includes the explicit knowledge transfer of tacit knowledge, associated so closely with learning by doing.

When experiences related to knowledge and common output is integrated into the tacit knowledge of the members of the organization according to the rules in the form of common mental or technical knowledge models, they become valuable knowledge assets". Furthermore, Nonaka and Takeuchi (1995, p. 69) clarified the fourth kind of knowledge management process as the process of embodying explicit knowledge into tacit knowledge'.

In practice, according to Nonaka and Nishiguchi (2001, p. 17) internalization relies on two dimensions. First, explicit knowledge has to be embodied in action and practice. Therefore, the process of internalizing explicit knowledge is actualized through concepts or methods

regarding strategy, second, explicit knowledge can be embodied through simulations and experiments in order to trigger learning by doing.

1.2.4. Wisdom:

Wisdom is not just knowledge of the truth or the truth itself, but also includes both science and work. Therefore when we refer to someone as being "wise".

Wise does not come out of being a human being as human nature is imperfect. Therefore, it can also be said those who have wisdom can take advantage of what is right, according to human energy.

Furthermore Wang and Hjelmervik (2001, p. 43), in their book, have described wisdom as follows:

While knowledge is mainly sufficiently generalized solutions, wisdom is best thought of as sufficiently generalized approaches and values that can be applied in numerous and varied situations.

1.3. Knowledge management:

Nowadays, knowledge management is the most important topic of research around for many firms around the world. Companies and organizations are focusing on knowledge management as a valuable mechanism for innovation and to maintain competitive advantage. In addition, to achieve sustainable performance; one must consider human and individual performance on the one hand and organizational performance on the other hand.

Knowledge management is a systematic way for managing knowledge as stated by Debowski (2006, p. 16) in his book, knowledge management ' is a process of identifying, capturing, organizing and disseminating the intellectual assets that are critical to an organization’s long-term performance'.

Economies around the world have come to rely on knowledge and are rapidly changing to become knowledge economies. Company tries to achieve added value and get a competitive edge in their manufacturing processes of materials and through things that add value to their operations. Therefore, for companies and businesses, knowledge management has become a necessity in today's modern business environment.

The concept of knowledge management in modern management science, has received increased interest during the last two decades, and has led to the emergence of many

definitions for this concept. These can vary, depending on the researchers different specialties viewpoints. According to Wang and Hjelmervik (2001, P. 2), knowledge management is the management of cognitive production factors (resources) accommodated in a business or government organization.

This highlights its importance in an organization as the generation and circulation of knowledge or any transfer of personal knowledge to the collaborative knowledge can be shared clearly within the organization. It enables the development and utilization of knowledge to achieve greater competitive advantage for the organization and excellence over organizations,. It pushes the organization to move from assembling, organizing and storing knowledge to use that knowledge in strategic planning, learning and to combat of the difficulties faced by the organization, as well as in the process of innovation. It increases the intelligence of the organization, and increase the intelligence and experience of the staff and workers within the organization, so that they can achieve the required quality.

The varied definitions of knowledge management, despite many similarities, present different ways to expand the perceptions of the process and give constructive meaning for this kind of management. What follows is a set of definitions provided by several specialists:

According to Awad and Ghaziri (2004, p. 3), 'Knowledge management is the process of capturing and making use of a firm's collective expertise anywhere in the business – on paper, in documents, in databases (called explicit knowledge), or in people's heads (called tacit knowledge)'.

In addition Kizim (2005, p. 3) stated that in his book that Knowledge management it is the deliberate and systematic coordination of an organization's people, technology, processes, and organizational structure in order to add value through reuse and innovation. This coordination is achieved through creating, sharing, and applying knowledge as well as through feeding the valuable lessons learned and best practices into corporate memory in order to foster continued organizational learning.

In addition Pearlson (2001, p. 189) defined knowledge management as one of the most popular business solutions, as it seeks to collect, organize, and distribute knowledge in order to leverage its value collectively across the organization.

1.3.1. The importance of knowledge management in organizations:

The importance of knowledge management lies in it being an indication of a clear and comprehensive way to understand knowledge management initiatives in deregulation and restructuring. This assists in the development and change required in order to keep pace with the economic requirements of the modern environment, and increases the company's revenue as well as its staff satisfaction and loyalty.

In addition, in his book Kizim (2005, p. 18), has shown that knowledge management is the most important facet in workplaces and organizations today, because of the globalization of business. As a result of leaner organizations, corporate amnesia, technological advances, and improving their competitive position by focusing on intangible assets, which are difficult to measure and only show results in the long term; knowledge management has become significantly more crucial and vital in the information age than it was in the industrial era.

Today, knowledge management is extremely important because it is concerned with the preparation of policies and programs by using information and communication technology and that enables companies to keep pace with the high-pace of development. According to F. A. Uriarte (2008, P. 18), managing knowledge is a necessary and critical tool for organizational innovation, and also for reducing the quantity of workers.

Knowledge management is interested in the rapid pace of data and information that is traded through modern media. This is particularly the case in critical areas such as trade, markets, finance, defense, intelligence and other areas, to transfer information and communicate in real-time to the concerned parties, to facilitate communication through consultation and opinion, to assist in making the right decisions at the right time and finally, to complete the work in the shortest possible time. In addition to the publication and distribution of knowledge tools, it has now even become possible for every person to access the product produced by different nations as they become available. It has become a language of communication.

Researchers have summarized the importance of knowledge management in these points:

1- It determines how knowledge is collected and the speed at which it is made available to the user.
2- It increases the speed of innovation and new discoveries. In addition, it improving creativity and innovation within the organizations; especially since creativity and innovation are vital if they are to respond effectively to the growing competition.
3- It helps the organization to become a global organization.
4- Knowledge management plays a considerable role in empowering employees and motivating organizational staff.
5- It converts internal and external knowledge so that it can be employed and invested in various operations and activities within the organization. It contributes to solving the problems faced by the organization, which may lead to a lack of efficiency or waste of time and/or money.
6- It reduces costs and methods of working processes.
7- It enhances the organization's ability to maintain organizational performance based on experience and knowledge, and even improves it.
8- It contributes organizational motivation through renewal and enables it to cope with unstable environmental changes.
9- It attracts new customers, increasing market competition.
10- it improves the decision-making process by providing information accurately and in a timely manner, helping to achieve the best results.
11- It enhances the organization's ability to better satisfy its customers by providing products, services and responses with the highest quality.
12- It allows employees to become more aware of what is happening in the workplace and within the organization, and makes them more able to cooperate with each.
13- It reduces the amount of time that it takes for workers to acquire new skills.
14- It improves the decision-making process. This makes it faster to take such decisions by the lower administrative levels, and requires less human resources
15- It transitions organizations from the traditional economy to the new global economy (knowledge economy), and works through a network of activities, which contribute to the shift towards electronic trade and economic networks.

1.3.2. Knowledge management components:

In terms of the elements or components of knowledge management; many researchers refer to the basic components of knowledge management to be (processes, people, technology). Organizations tap into the information, energy and the activity of the external environment and the involvement of the four elements of that information and energy are transformed into knowledge, processes and structures, which produce commodities and services.

The three elements of the interaction determine the shape and nature of knowledge and the scale of it.

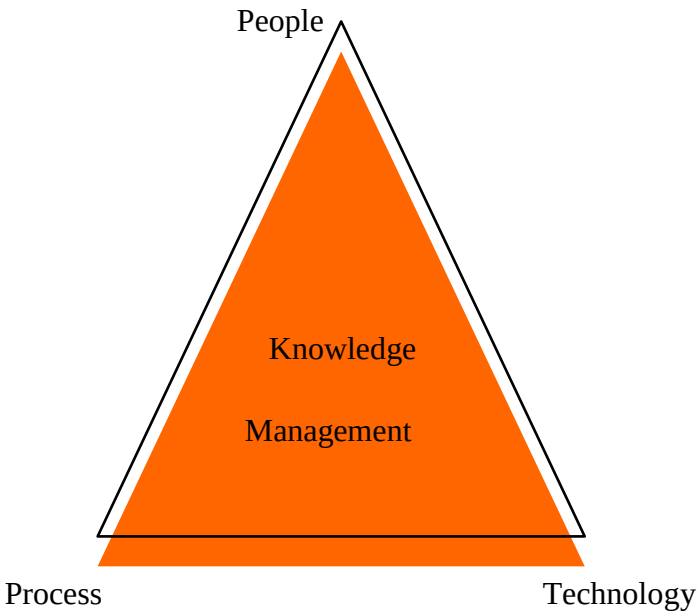


Figure (1:3)

(Knowledge management components)

Source (Gunjal, 2005, p. 40)

1.3.2.1. Process:

The process contributes to the development of formal programs that build knowledge sharing and creativity. It also determines the roles and functions of individuals and collective participation in the knowledge management program. The process components include the standard processes for knowledge-contribution, content management (accepting content, maintaining quality, keeping content current, deleting or archiving content that is

obsolete), retrieval, implementation-projects based on knowledge-reuse, methodology and standard formats to document best-practices and case studies, etc. In his paper, Gunjal (2005, p.40) clarified that it is important for processes to be as clear and simple as possible and well understood by employees across the organization.

1.3.2.2. People:

People are the most important components of knowledge management, because people possess knowledge. People become the primary source to pass knowledge from their own individual knowledge into organizational knowledge within their organization. In addition, the purpose of people and individuals here is as an employee of information systems, a knowledge management worker, an employee of research and development, human resource managers and managers of other departments, project team leaders, and individual shareholders in knowledge management processes. According to Debowski (2006, p. 47), strategic knowledge management relies on people and those people manage the systems and the processes.

1.3.2.3. Technology:

Technology plays an important role in knowledge management, the generation of knowledge, the acquisition and publication of knowledge and the storage of knowledge. It contributes to the standardization, facilitate, speed and simplification of the knowledge management processes through generation and analysis, storage and sharing, transfer and application of search and retrieve programs. Examples of such products include, research and programmatic collective entities, the rules of intellectual capital, technology excellence management and data engines; all of which are working to address the problems of knowledge management in technology. Therefore, the organization seeks to achieve excellence by having greater IT knowledge.

1.3.3. Knowledge management practices and processes:

There are many pros and concepts for knowledge management as a processes, which have been most noted by researchers in the field of management.

The processes of knowledge management functions as knowledge sequential and complementary; therefore most researchers draw operations in the form of a loop.

Researchers in the field of knowledge management have agreed on the number and arrangement of these names. Operations have mostly targeted basic operations, namely the acquisition of knowledge generated, stored, distributed and applied.

For the purpose of identifying the most important processes of knowledge management, a number of categories have been selected, as follows:

1.3.3.1. The model of F. A. Uriarte:

In their book, they illustrated the knowledge management processes in four main elements, which consist of knowledge creation and capture, knowledge sharing and enrichment, information storage and retrieval, and knowledge dissemination. In the first kind of knowledge management processes, they have clarified knowledge capture and creation. According to their study, the best way to capture knowledge is through the interactions between people and employees who generate knowledge. They have focused on the ways of capturing knowledge from outside the organization, including through the Internet, emails, and websites. Explicit knowledge can be captured by printing reports, records of meeting tacit knowledge can be captured through seminars, workshops, discussions with experts, stakeholders, consultants, and organizational partners. According to the study, there is an important complementary relationship between knowledge creation and the process of creativity and innovation.

Furthermore, they state that the best way to create knowledge is through the process of brainstorming. In addition, the process of sharing and knowledge enrichment is the process of sharing knowledge between employees through group discussions and internal meetings, or sharing knowledge with individuals outside the institution through workshops and seminars.

They also state that effective communication and corporate culture, appropriate technologies, collaboration systems, communities of practice, and incentive scheme are the best tools for facilitating the process of knowledge sharing.

In the third process, they have analyzed how the acquired knowledge must be accessible to others, and this process can carried out by storing knowledge in a centralized location for easy retrieval, In addition, they have determined four ways for storing knowledge, which consist of databases, emails, file system storage, and websites. According to them, in order

to facilitate knowledge and information retrieval, a two-step process has to be implemented. The first step is that the information should be divided into manageable units, and the second step is the categorization of those units. In the fourth process, they have shown that their approaches for disseminating knowledge. In their opinion, libraries, websites, publications, presentations, and also establishing partnerships with other institutions, establishing a knowledge center, and participating in external networks, are the most effective ways of disseminating knowledge.

They have also recommended that organizations should establish an appropriate environment for employees; an environment of leading, cooperating and understanding, which encourages employees to disseminate knowledge.

1.3.3.2. The model of Laudon, Laudon:

In their popular book, they have divided the knowledge management processes and activities into four main sections: knowledge acquisition, knowledge storage, knowledge dissemination and knowledge application.

They have clarified the first section as the main part of the process, and also they have divided the ways of creating knowledge into three ways. The first one relies on the kind of knowledge they try to achieve. The first way is trying to build organizations, libraries, reports, presentations, documents, best practices, and making employees to create documents using through their experiences the second way is gaining knowledge by improving and developing online expert networks, in the third way, firms attempt to create new knowledge by discovering patterns in corporate data or by using the knowledge work station.

Also, they have described the second section as the storage of knowledge. According to them, acquired knowledge must be stored, and a reward system should be used for rewarding those employees who spend their time updating and storing documents, In the third section, they stated that internet portals, search engines, emails and messaging all have has a significant influence on the dissemination of knowledge.

In addition, they have stated that training programs, organizational activities and informal networks play a vital role in knowledge dissemination. In the fourth section they have clarified the concept of knowledge application, According to them, applying knowledge is

not just for those problems that organizations and managers are faced with, but it also must become a systematic form of management decision making.

1.3.3.3. The model of Stair and Reynolds:

In their famous book, they divided the knowledge management processes into four parts including: knowledge creation, knowledge storage, knowledge sharing, and knowledge usage. In the first part, they described knowledge creation as an important factor in knowledge management activities, According to them, research in marketing, a firm's investment; individual investment, management activities, and also finance are the best components for creating knowledge.

In the second part, they have illustrated the components of knowledge storage. According to them, knowledge must be stored in knowledge repositories, for instant access to reports, files, and databases. In addition, this knowledge repository can be located either inside or outside the firm. In the third part they have clarified that knowledge can be shared among workers and employees by organizational staff by using collaborative tools, such as an intranet, groupware or meeting software.

They have also noted that an organization must be careful in the way through which it disseminates knowledge.

Companies and organizations should protect their knowledge. According to the study, many business organizations are using trade secrets, copyright, internet firewalls, and patents for the purposes of protecting their knowledge. Other organizations are using more non-technical approaches for sharing knowledge, including meeting places, sporting events, daycare centers, and kitchen facilities. Finally, in the fourth part, they have explained knowledge usage, according to which, the knowledge map is the best way of using knowledge in organizations.

1.3.3.4. The model of Pearlson:

In her respected work, she has explained and illustrated the steps of the knowledge management processes. According to her assertions, the knowledge management process and activities have three main processes that consist of knowledge generation, knowledge capture and codification, and knowledge transfer. She described the first one as the process of finding and discovering new knowledge; moreover, this knowledge is new for both the

employees and organizations. According to her concept, knowledge has many approaches for generation and acquisition.

Examples of this are the approach of buying or renting, doing research and development, sharing problem solving among employees, the theory of adaptation, and the communities of practice.

She has also clarified the second process as scanning, organizing and packaging knowledge.

According to Pearlson, knowledge will be unavailable in an organization until it has been codified and captured in her study, the third process has been identified as the process and activity of transmitting knowledge from an employee or group of personnel to another.

1.3.3.5. The model of Wang and Hjelmervik:

In their celebrated work, they have divided knowledge management activities and processes into five elements that consist of capturing knowledge, creating knowledge, delivering knowledge, disseminating knowledge, and using knowledge. They have described the first element as the activity of capturing knowledge and present it as an essential element of the knowledge management processes.

According to them, many ways are available for capturing knowledge. For instance, emails, meetings, seminars, and workshops are some of these methods. In the second activity, they have illustrated how to create knowledge. According to them, knowledge creation is a process of generating and finding new knowledge through research, management activities, and partnering with other organizations. In the third part, they have explained the process of delivering knowledge, whereas in the fourth part they have discussed the process of disseminating knowledge among employees and staff members. They have also determined various methods for disseminating knowledge, such as workshops, meetings, and presentations. In the fifth part they have explained the use of knowledge.

The researcher summarized the knowledge management activities and processes as follows:

1.3.3.6. Knowledge creation:

The process of creating knowledge means discovering and finding new knowledge. It is a process which seeks to provide an enterprise access to the knowledge that it needs, where the knowledge is obtained from internal and external sources and are stored in knowledge repositories, such as participating in conferences, seminars and plenary discussions (Stair, and Reynolds, 2013, p.434).

Outsourcing is achieved by attracting specialized individuals in specific areas related to the objectives of the organization, and taking advantage of technological developments such as video, the Internet and its associate applications, and various other technological means. This opens new channels for cooperation with other institutions. (F. A. Uriarte, 2008, p.49)

This is done through the participation of individuals, teams, and groups working continuously with the goal of generating intellectual capital in new issues and practices that contribute to resolution of problems through new solutions in innovative ways.

This provides the institution with the ability to excel and achieve high market position in the different areas through strategic practices, starting new business lines, finding rapid solutions to problems, transferring best practices, and the development of professional skills in order to assist management in the recruitment and retention of talent.

This reinforces the need to understand that knowledge and innovation are a two-way process. This means that knowledge is a source of innovation and creativity, which returns to become a source of new knowledge Therefore, the institutions that seek to reach a higher level of achievement and excellence through knowledge management, should seek to acquire new knowledge, which is an important factor in the process of creating these institutions (pearlson, 2001, p.198)

1.3.3.7. Knowledge sharing:

The process of knowledge sharing refers to ensuring that the appropriate knowledge will be accessible to the individuals at the appropriate time, which is also available to the largest possible number of people working in the organization. (Laudon and Laudon, 2004, p.419).

There are several conditions for the distribution of knowledge, including the existence of an approach for transferring knowledge. This method may be a person, or it could be

something else. This means they are fully aware of and receptive to this knowledge and content are also able to transfer it. However, there is no incentive to do this and, in addition, there are sometimes obstacles in the way of the transfer of knowledge (pearlson, 2001, p.206)

The distribution of knowledge incorporates each of the following terms: distribution and publishing, participation, flow, transport, and stirring. Knowledge is increasingly used, shared, ideas are exchanged, and experiences and knowledge are distributed among people.

There are mechanisms that exist that enable the distribution of knowledge for this purpose.. These mechanisms may be formal, such as reports and manuals, training and official meeting schedules and learning at work; or, the could be informal mechanisms, such as meetings, seminars, and round tables, which are normally scheduled during working hours. (F. A. Uriarte, 2008, p.50)

Such informal mechanisms can be effective in small groups, but that can lead to loss of knowledge in cases where there is no guarantee that the knowledge transmitted is correctly from one person to another. The extent of the receiver's ability to turn knowledge purified and construed in accordance with reference to the frame (Stair and Reynolds, 2013, p.435).

On the other hand, formal mechanisms can be more effective in ensuring a greater transfer of knowledge, but can also hinder the process of innovation. Therefore, the combination of formal and informal mechanisms leads to a greater efficiency in the transfer and sharing of knowledge

1.3.3.8. Knowledge storage:

Knowledge storage is the process of storing knowledge in a knowledge repository, which includes retention and sustainability of the knowledge, research and access and the location of recovery. The knowledge storage process demonstrates the importance of memory to an organization (Laudon and Laudon, 2004, p.419).

Nowadays organizations are facing a significant and threatening problem related to the loss of much of the knowledge held by those individuals and employees who leave the organizations for one reason or another. In such cases, the storage of knowledge and

retention is very important, especially for organizations that suffer from high turnover rates. (F. A. Uriarte, 2008, p.63)

This means that the work is based on hiring and the usage of temporary consulting contracts to generate knowledge, whereby they take their undocumented implicit knowledge with them. However, documented knowledge is actually preserved. Knowledge must be on a selective basis and should be based on the idea that the organization requires special knowledge management roles, taking into account the availability of standards to ensure the selection of the future value of the organization of knowledge.

1.3.3.9. Knowledge implementation:

The aim and purpose of knowledge management is the application of available knowledge in the main operations of a foundation or institution (Stair and Reynolds, 2013, p.435).

This process refers to the following terms: use, reuse, and application, The success of knowledge management lies in the use of available knowledge at the right time and without losing the investment opportunities available to gain benefit or solve a problem. Knowledge is better not used directly to gain a competitive advantage, but those who use and apply knowledge in solving the problems facing the institution should aim to achieve the objectives and targets that will lead to growth. (F. A. Uriarte, 2008, p.65)

Knowledge management should be very efficient, which means that when investing in knowledge, work, storage and distribution, and participation are not enough. The important thing is to transform this knowledge into implementation. Knowledge is not reflecting, the effect is just the cost, and the success of any organization can rely on the software that it uses (Laudon and Laudon, 2004, p.420).

Knowledge management is dependent on the performance of the dimensions of knowledge compared to what is available to it; the gap between what you know and what took place. What you know is one of the most important assessment criteria in this area.

1.4. Knowledge management in higher education:

Knowledge management has become one of the most important contemporary developments in thinking and managerial practice. Furthermore it has also become the most rapidly adaptable process, faced with the changes in today's modern world. A world

where production, generation, dissemination of knowledge, and employment, have become the dominant features. These have become some of the most important indicators to measure progress of societies and their ability to effectively contribute to excellence in the global economy, which now depends on knowledge.

The tremendous developments in information and changes in techniques have resulted in the organization of political, economic and social relations, and increasing competition. This requires universities to be able to learn and rapidly adapt to new innovations in order to maintain their competitive position.

Intellectual capital or knowledge is one of the most important organizational assets that enable a university to achieve a sustainable competitive advantage. This also means that current universities should be committed to taking care of their employees as a valuable source of thinking and continued creativity.

According to Namdev Dhamdthere (2015, p. 163), Knowledge Management in an educational institution makes good sense and is a good combination with the intellectual output of the academic organization, if preserved well using technology.

Universities and colleges are the most suitable environments for the application of the concept of knowledge management, As Hameed and Badii (2012, p. 319) stated in their research, Knowledge management provides connections between, areas such as information technology, leadership, organizational behavior and strategy, which are very important in the education sector.

However, universities require the application of this concept significantly more compared to other organizations; therefore, outside their mandate as a part of the community, universities and schools of various kinds and types are responsible for the preparation and training of human trained qualified resources, which is a vital element of all integrated community development processes. This necessitates the need to concentrate on adopting methods of modern management practices that can contribute to increase the level of performance. Also Kende et al. (2007, p. 560) have shown that the knowledge-based society of the 21st century makes “knowledge production”, the main focus of higher education institutes.

1.4.1 The benefits of knowledge management in higher education:

1- Ability to review and improve the speed of development and modernization efforts of the curriculum (Kende et al., 2007, p. 560)
2- It improves the relationship between teaching and learning processes and administrative services through technology (Kende, et al., 2007, p. 560)
3- It improves the effectiveness of the performance of faculty members by leveraging the lessons learned by previous experiences of its employees, evaluating students, and other inputs that can be used to improve performance (Kende, et al., 2007, p. 560).
4- It makes the design and curriculum development easier and enables joint programs between more than one disciplines or program. This is due to the ease of discussion and planning by different departments and colleges (Namdev Dhamdthere, 2015, p. 163).
5- It prevents time wasted spent on the research process as a result of easy access to information sources, which makes knowledge easily collected and available as soon as possible (Namdev Dhamdthere, 2015, p. 164).
6- It facilitates the operations of joint research between diverse and interdisciplinary academics (Namdev Dhamdthere, 2015, p. 164).
7- It increases the capacity of the university to identify improvement efforts and development services (Namdev Dhamdthere, 2015, p. 165)
8- It improves the exchange of internal and external information to curb excessive efforts, the benefits of which will allow data and reports to be submitted to multiple destinations (Hameed and Badii, 2012, p. 319).
9- It improves and develops the process of decision-making (Hameed and Badii, 2012, p. 320).
10- It helps institutions with building so-called “Knowledge Professionals”, who are the individuals and employees who have information about a specific topic (Hameed and Badii, 2012, p. 320)
11- It supports the institution by attracting intellectual capital to develop the solution process for problems facing the organization (Hameed and Badii, 2012, p. 319).

2. Literature of Job Satisfaction and Empowerment in the context of the Employee Performance:

2.1 Human resources and its management:

Human Resources consider people working in organizations and institutions. Human resources play a pivotal role in the modern business system, which should be taken into consideration. It also deals with directly with individuals and understands their intellectual capacity and capability of knowledge. It is a source of innovation and invention, a driving force for the various material and technical resources and energy needed to accomplish and achieve goals and solve problems. It is a source of the pivotal capacity, the strength to push and activate change or resistance, the source for the generation and development of competitiveness, the set of values and that create positive or negative emotions.

Human Resources Management is interested in the management of the institution through certain methods and strategies that are utilized to raise employee performance and so that they can work to achieve the organizational goals. The responsibility of this administration is supported by human resource consultants along with executive/directors of the organization.

As well as activities and events to motivate employees to achieve their highest level of productivity by increasing efficiency and effectiveness of production and the qualifications of the employees, the company and the employee must work together to achieve common objectives through planning, organization and leadership, and collection. Also Mathis and Jackson (2010), in their paper, have defined Human Resource Management as the design of management systems to ensure that human talent is used effectively and efficiently to accomplish organizational goals.

Managing people is an activity that is needed by the organization in terms of quantity and quality that serves the purposes of human resource management and makes the employees willing to remain within the organization and encourages them to use the maximum amount of energy and effort to achieve their goals, while also developing their skills and their energy. Human resources management is an important element of the contemporary management methodology and is implemented in a manner consistent with the variables and the flow of information movement.

It also supports organizations by providing maximum production through cooperative synergistic work that aims to ensure fair conditions of employment and satisfactory

working conditions for all workers. It works on the development of rational rules for the treatment of the human factors within the organization; it respects the feelings of the people and helps them achieve their hopes and aspirations while also assisting them in solving their problems, both in and out of work. In addition Torrington et al., (2005) in their paper, have defined human resource management as a fundamental aspect of all management activities.

Human resources management is one of the most important components of the production process, since the availability and efficiency of the workforce guarantees a performance and quality of product or service compared with of the competition. Therefore, it is important that it occupies a prominent place in the organizational structure of the company, as the most important element of the institution is the human element. According to Dessler (2014, p.2**),** The process of acquiring, training, appraising, and compensating employees, and of attending to their labor relations, health and safety, and fairness concerns**.**

Human Resource Specialists are now great sought after in the business world, as this is a key administrative department in many types of institutions.

According to Armstrong (2006), Human Resource Management is defined as the strategic and coherent approach to the management of an organization's most valued assets – the people working there who individually and collectively contribute to the achievement of its objectives.

2.2 Performance:

The concept of performance is considered to belong to the employees and individuals themselves. A great deal of research in Management Studies in general and studies of Human Resources in particular analyze the importance of the concept of the person and the organization and the influence that affect performance and diversity have.

It refers to the concept of output and performance goals of the organization, which is trying to achieve this through its employees. Therefore, the concept reflects both the objectives necessary to achieve it as well as the means. This is the concept of linking aspects of the activity and the objectives pursued by the organizations through the tasks and duties

performed by employees within organizations. (Sonnentag and Frese, 2003, p. 5) have described performance as the outcome or of an individual's behavior.

Performance refers to the investigation and the completion of the constituent functions individual tasks, which reflects how to perform the individual requirements of a job. At this point, a distinction should be made between performance and effort. Effort refers to the energy expended, but its performance is measured by the results achieved on an individual basis.

The concept of performance includes other criteria in addition to efficiency and standard efficiency, such as rates of employee turnover, accidents and absenteeism and delays at work. A good individual worker is one who achieves high productivity and contributes to reducing work-related problems, such as attendance at work and accidents therefore, we can say that performance includes a set of variables in terms of effective and efficient job performance, and minimizes problems and obstacles and caused by their behavior at work.

2.2.1 Employee performance:

The employees are greatest asset an institution has and they have the biggest influence on developing the institution. The theme of employee performance issues has attracted the attention of theoreticians and managers from different administrative areas, as it is the only way to achieve the business goals of organizations. Employee performance is the essence that is based on the success of the organization and performance expresses the level of civilization and economic progress for all developed and developing countries. Nzuve and Njambi (2015, p. 89) defined employee performance as the successful completion of tasks by a selected individual or individuals.

The effectiveness of dealing with employee performance is based on the clarity of the strategic vision of the organization and the efficiency of the administrative leadership. The evolution of thought is based on analyzing and exploring the capabilities and characteristics of all the employees in organizations.

Employee performance is the important aspect in the methodology of contemporary management, as it is acting in a manner consistent with the variables and the flow of information movement. Most administrative officials from different administrative levels consider the issue of performance and factors affecting the maximum employee, because, their institutional performance is reflected by the performance of the employee within.

According to Hameed and Waheed (2011, p. 288), employee performance means employee productivity and output as a result of employee development.

Employee performance will ultimately affect organizational effectiveness. In addition, Patrick and Kamur (2011, p. 27) has described employee performance as "getting the job done and producing the result that you aimed at".

The issue of employee performance forms the central part behavioral theories of management in general administrative management, particularly because it represents the importance of achieving the desired objectives of the organizations efficiently and effectively.

2.2.2. Factors affecting employee performance:

Employee performance is a focal element for successful institutions. If employees perform well the ratio of successful institutions will increase. Conversely, if employees perform badly, the ratio of successful and developing of institutions will decrease.

Employee performance can be affected by many factors. Human resource experts and managerial authors are focusing on many points that affect employee performance, such as: In his paper, Vayuvegula (2012) showed that there are five main factors affecting employee performance. These are skills and knowledge, clarity about the role, work environment and culture, employee attitude, the right tools and resources.

Furthermore Bacal (2015) argued that there are seven main factors that influence employee performance as follows: aptitude, skill level, understanding of tasks, choice to expend effort, the choice of the degree of effort to expend, choice to persist, and outside factors.

Also, in their research Nzuve and Njambi (2015, p. 93) have demonstrated four main factors that affect employee performance: rewards and their effect on employee performance, job design and its effect on employee performance, training and development and its effect on employee performance, and management style and its effect on employee performance.

On another hand Muda et al., (2014, p.75), in their research, have agreed that there are three factors that influence employee job performance: stress, motivation, and communication.

Researchers have summarized the factors that affect employee performance into two main areas:

2.2.2.1. Job satisfaction:

The human element is the mainstay of the success of an organization and whether it achieves its goals. Therefore, organizations must increase their interest in this factor, and work to satisfy their employees, which will help them to achieve their goals. In recent years, global organizations and institutions have become increasingly interested in the human element. Companies consider now their employee to be key assets due to their significant impact on the efficiency and effectiveness. Therefore, the administration within these organizations is always looking to develop relations between senior management and the employees to ensure the continuity of the labor force, especially in terms of skills

Job satisfaction is one of the basic factors affecting the level of performance of employees. A lack of job satisfaction or a decline leads to weaker productivity and low performance. Job satisfaction is influenced by a large number of organizational and personal factors specific to the employee, such as social factors, age, level of education, gender, customs and traditions, organizational factors such as responsibilities, and system upgrades and incentives in the organization.

It is also working on the development of creative staff behavior and finding motivational factors. They have to adapt to their effort and to enhance performance, and one of the important means of achieving this goal is to achieve job satisfaction and the development of feelings of belonging and behavior among workers in terms of their job satisfaction.

It is the main basis for achieving the psychological wellbeing of workers and reflects positively on work performance in terms of quality and quantity. According to (Sageer et al., (2012, p.32), employee satisfaction is the terminology used to describe whether employees are happy, contended and feels fulfilled with their situation at work.

It is apparent that the job satisfaction refers to feelings employees have towards their work; the result of understanding their role, what they should be doing in their jobs, the result of the different work-related policies that management implements in the workplace, the quality of supervision, the relationship with immediate superiors, the relationship between workers' wages, opportunities for promotion and advancement at work, work on the organizational safety at work, work responsibilities, recognition and appreciation.

Job satisfaction is a collection of positive sensations experienced by employees such as acceptance, happiness, enjoyment towards his or her job and the institution in which they operate. These sensations transform his or her work and outside life into a more rewarding experience, also Parvin and Kabir (2011, p. 113) has argued that job satisfaction describes how content an individual is with his or her job. Job satisfaction contributes to increased positive human emotions and is considered to be one of the most important factors for the development of human resources. In particular improving employee satisfaction generates a sense of loyalty and responsibility as increased motivation leads to more creative work and innovation.

On the other hand, dissatisfaction contributes to absenteeism, a larger number of work-related accidents, inefficient working habits and employees may even choose to move on to other institutions, leading to a worsening of labor problems and increased labor complaints. This creates the conditions for the establishment of trade unions to defend their interests, and generates an unhealthy regulatory climate.

2.2.2.1.1. The importance of job satisfaction:

1- Increased self-confidence and ambition of the employees within the organizations and institutions.

2- Satisfies the personal needs of the employees, through his or her arrival to the level of ambition defined by the individual.

3- Reduces the accumulated pressures on the employees caused by the increase in the complexities of life.

4- Job satisfaction has a great importance, as it is predominantly a measure of the effectiveness of performance.

5- A high degree of job satisfaction leads to a low rate of staff absence

6- A high level of job satisfaction leads to a higher level of ambition of employees in the various institutions.

7- Staff with a high degree of job satisfaction are more satisfied with their leisure time, especially with their families, as well being more satisfied with life in general.

8- A great source of satisfaction for their employees that they are less prone to accidents at work.

9- There is a close relationship between job satisfaction and productivity, whenever there is a high degree of motivation that leads to increased production.

10- It maintains the balance between the human workforce and technology

11- It strengthens the organization's ability to achieve its goals and cope with any challenges it may face.

2.2.2.2. Empowerment:

When we analyses the concept of empowerment, most people definitely agree that training regarding the issues related to employee motivation within their own functional specialization specified by the instructions is important. This gives the employees the freedom to take responsibility for their own views, decisions and applications.

Empowerment is one of the factors that influence employees' performance. The concept of empowerment focuses mainly on the establishment and formation of trust between the leadership and employees. It motivates them by encouraging their participation in decision-making, breaking the administrative and organizational boundaries between leadership and employees (GanjiNia, et al., 2013, p. 38)

As an outcome of the evolution that has taken place in the business environment, which has placed a significant emphasis on human resources management, the phenomena of globalization, global competitive conditions, technological developments, and new courses have been developed in the area of human resources management. These contribute to achieving broader benefits of these global developments.

Among these trends, the concepts of total quality, transformational leadership, and administrative empowerment have received increasing attention by practitioners and those interested in the subject of human resources,. Furthermore, administrative leadership has implemented innovative programs whereby the administrative empowerment has become a way to for the employees to acquire new skills, and to increase both productivity and efficiency.

According to GanjiNia, et al., (2013, p. 38) empowerment is a process through which development and influence expands and the capabilities of people and groups be assisted to improve execution and continuous advance.

Empowerment is strengthening, promotion or training to support the infrastructure of the organization and institution. It provides technical resources and promotes independence, responsibility and self-focuses in the workers in the organization. It gives them strength, information and rewards, knowledge and protection in emergencies and behavior through

customer service, and a focus on workers who deal with consumers and interact with it is expected.

The concept of empowerment means giving employees skills and responsibilities, encouraging their participation and motivating them to user their initiative to make the right decisions. It also gives them the freedom and confidence to perform their job on their own, without direct intervention. Administration mainly documents the relationship between management and employees, and helps to motivate them by encouraging their participation in decision-making, breaking the internal administrative and organizational inertia between management and workers which make the focus on employee empowerment became a fulcrum for the success of organizations. In-depth investigations have been carried out into how to implement several techniques to produce a context for the authorization of the workforce in society to increase competitive advantage, innovation, and effectiveness. (Houtzagers, 1999, p. 27)

Managerial empowerment means giving employees the freedom to work, and to participate in the decision-making process. Hence, it is an opportunity to attain the recognition of the administrative mind and creativity, through empowerment. Confidence allows the flow of information to increase, providing opportunities for dialogue and understanding. This contributes greatly to the creation of an appropriate regulatory environment that will have a significant impact on employee performance. Also, in their paper Khansharifanet al., (2015, p. 502) have shown that empowerment allows all employees within the organization to use their knowledge, skills.

2.2.2.2.1. The importance of empowerment:

1- Higher productivity.
2- Reduced absenteeism and employee turnover.
3- Improves the quality of production or services.
4- Employees can enjoy a more privileged position
5- Increases competitiveness.
6- Increases cooperation when solving problems.
7- Higher innovative capacity
8- Higher individual resistance to the pressures of work.
9- Increased loyalty by individuals to the organization; they feel a sense of the individual pride about their job and therefore show more loyalty to their superiors.
10- Increased self-motivation of the individual; development of a sense of responsibility.

11- Empowerment has the ability to meet the needs for the organization so it becomes more responsive to the needs of the masses.
12- Reduces the hierarchy within organizational structures.
13- Empowerment ensures that all available resources are optimized, especially human resources to sustain the development of services.
14- It encourages and motivates the creative and innovative capacities of individuals.
15- It provides more job satisfaction, motivation and affiliation.
16- It gives individuals more responsibility and engenders a greater sense of greater achievement in their work.

2.3 Employee performance appraisals:

An employee performance appraisal system is used to measure the job performance of employees in the company using the actual performance standards and criteria identified in advance, compared with those in charge of the organization.

The assessment is not a goal in itself, but it is a method designed to motivate employees and help them to modify their behavior in a positive way by encouraging them to develop their performance, thereby raising production efficiency in the institutions.

Performance appraisals are used to assess an employee's performance and provide a platform for feedback about past, current, and future performance expectations.

According to Mathis and Jackson (2010, p. 329) performance appraisals are variously called employee ratings, employee evaluations, performance reviews, performance evaluations, or sometimes results appraisals.

The performance appraisal process is an important aspect of the human resource management activities in organizations in general. They are not only just a means to make fair decisions on the distribution of wages, assess promotion and transfer personnel. They are also a way to motivate employees to exert maximum effort and show more dedication to work, as well as revealing the strengths and weaknesses of the workers. This enables the optimal exploitation of the available human resources, and estimates the training needs the workforce. Dias (2012, p. 389) has shown that the employee performance appraisal is a systematic way to examine how well an employee is performing in his or her job.

Performance evaluation is a process of reviewing employee performance and evaluates the evolution of the employee's functional abilities. There are generally several reports included in a performance evaluation, which present the behavior of staff and offer constructive ideas for how they can develop, improve and move forward tm forward. Also, the reports are generally cyclical, and evaluations are based on criteria that are prepared in advance, in order to develop a comprehensive assessment of employees that include all issues related to them As a result, this evaluation is likely to be a mirror where the employee can see his or her true self.

2.3.1. Employee performance appraisal methods:

There are multiple methods to evaluate employee performance. Institutions have used several methods to identify and characterize these methods:

2.3.1.1 Ranking Method:

They arrange staff who occupy a similar function in the organization and perform the same tasks and duties sequentially based on their overall performance The supervisor begins the assessment process, and the employees with better performance are placed at the top of the list and the worst performance are placed at the bottom of the list. The list is arranged in descending order from best performance to worst performance. According to Dias (2012, p. 401) employees in a particular department are ranked based on their value to the manager or supervisor.

2.3.1.2. Graphic rating scales method:

This method is one of the oldest, simplest and most common ways to measure employee performance and is based on specific criteria, such as the amount of knowledge the employees has about their work, their appearance, and the amount of cooperation they exhibit. This method is characterized by ease and simplicity as performance of employees is typically measured by their direct managers in this type of method. Khanna and Sharma (2014, p. 53) have clarified this method as one of the most common methods of performance appraisal.

This method is more widespread, easily designed, and the simplest to use. This method relies on identifying the evaluation criteria, and determines the availability of these standards in the performance of the individual, by measuring the different levels of

performance; the resulting special grade assessment reveals the level of performance of the individual evaluation.

2.3.1.3. Critical incident method:

The assessment in this method is based on the behavior of the employee at work, where the direct superior of the employee registers facts and events that occur during the employee's work, whether they are good or bad, in a register called the evaluation record. When the evaluation process of the periodic review is performed by the supervisor, this allows them to make a judgment on the employee's performance.

According to Dias (2012, p. 400) the manager records examples of the employee's effective and ineffective behavior during the time period between evaluations.

2.3.1.4. Essay method:

In this method, the manager will write a report about each of employees, discussing their level of performance. The disadvantage of this method is that it is time consuming to write lengthy reports as well as the written information may be insufficient or incorrect. Also Dias (2012, p.397), in his book, has described this method as the source which answers a series of questions about the employee's performance in report form.

The previous methods are considered the most prominent, effective and prevalent ways way to evaluate job performance. These methods enable the company to determine the competencies and monitor employee work performance and thus motivate them to work in the most efficient way. This also facilitates the movement of promotions and changes the employee's work by transferring them from one place to another. Often this evaluation takes place once a year in the majority of companies so that they can understand how the employees function and encourage them to work more productively.

2.3.1.5. Forced distribution:

Here employees are clustered around a high point on a rating scale. The rater is compelled to distribute the employees on all points of the scale. According to Khanna and Sharma (2014, p. 54), it is assumed that the performance conforms to normal distribution. In this method, every manager must (relatively speaking) ensure the distribution of his or her subordinates on the steps of measuring efficiency determined by the organization.

The aim of this method is to eliminate personal bias in the evaluation process, and the tendency to give higher or lower ratings for most of the subordinates. Therefore, it requires immediate superiors within the organizations to distribute their estimates on individuals, in line with the naturally occurring distributions.

2.3.1.6. Behaviorally anchored rating scales:

According to Dias (2012, p. 405), this method first determines the main performance dimensions of the job, for example, interpersonal relationships. Then, the tool utilizes narrative information, such as from a critical incidence file, and assigns quantified ranks to each expected behavior.

In this method, design lists containing phrases and sentences (behavioral examples) describe certain behaviors as a tool to evaluate the aspects and characteristics of behavioral performance. Each set of sentences and phrases targets a component of the performance elements of the measure, such as the ability to learn, accuracy in performance, employee relationships and responsibility.

The calendar numbers list process includes a number of behavioral examples that shows the varying degrees of performance levels that are required. The selection of behavioral examples that are applicable to the employee's performance and characteristics is made based on the evaluation process,.

2.3.1.7. Management by objectives:

The performance is graded against the achievement of the objectives specified by the management. According to Shaout and Yousif (2014, p. 967) management by objectives includes three main processes; object formulation, execution process and performance feedback.

This method requires that meetings between the current evaluation processes (supervisor) and the employee are used to develop and define the objectives and functions to be achieved and the performance of an employee for a certain period of time. Usually, the objectives are clear and realistic and sometimes quantifying or more descriptive.

They determine the elements of objective criteria that are used to measure the achievement of the objectives and then evaluated based on the magnitude of what has been achieved and

accomplished towards the goals. Here, we note that it does not evaluate the behavior, but it will depend on the results obtained with respect to the goals set for employees.

The advantage of this method is that managers are encouraged to make an intellectual effort and gain new experience. This helps to increase the discussions in the organization and encourages employees in setting their own goals. It also increases motivation towards work and to achieve their agreed objectives, helps improve communication between supervisors and employees, and requires the employee to achieved clearly determined criteria. Standards to measure the degree of achievement of employees are also characterized and distinctive as they are established before that actual performance starts, while the other methods do not begin until after the completion of the work.

2.3.1.8. 360 degrees:

It is a popular performance appraisal technique that includes evaluation inputs from a number of stakeholders like immediate supervisors, team members, customers, peers and the employee themselves. According to Shaout and Yousif (2014, p. 967), the 360 Degree appraisal provides people with information about the influence of their actions on others.
In this evaluation method, performance is reviewed by all concerned, in many ways and on several occasions. This is done by subordinates, colleagues and the manager, and by using various methods such as checklists and through management objectives.

Additionally, it is not just carried out at the end of the year, but takes place continuously. This method is characterized by the provision of permanent and complete information from various sectors and on a regular basis, which is extremely beneficial.

2.3.1.9. Checklist:

The most common technique in the absolute standards group, which is a form of checklist. According to Lunenburg (2012, p. 3), checklists tend to be more behaviorally based than either graphic rating scales or other employee-comparison methods.

The statements are generally prepared in collaboration between human resources management and immediate superiors. The lists explain many aspects of the behavior of subordinates at work, and the qualities required of them. It is and the responsibility of personnel management to determine the importance of each element and its effect on the employee’s performance. They assigned a value to each item on the checklist according to

its importance. However, the Director of Human Resources Management is the only one who knows these values. Furthermore, the direct manager does not know, and when they receive the lists of evaluation, in order to assess his subordinates, they are unaware of these values, so as to prevent any bias towards their subordinates. The manager determines those qualities that are present in the performance of subordinates, and marks them with a (√), for example. The lists are returned to the Director of Human Resources, who is given the value of the elements. They put the corresponding value next to each item that has the (√) mark in the performance list of the employee.

2.3.1.10. Paired comparison:

A modification of the ranking procedure is called the paired comparison technique. According to Lunenburg (2012, p. 2), the method overcomes the problems associated with differentiating between subordinates in the middle range of the distribution.

This method allows all employees the opportunity to be compared with the rest of the workers in the same department. It consists of binaries (or pairs) comparisons, and it determines the best individuals, and assembles these comparisons in order of employees in descending order according to their overall performance.

3. THE GENERAL FRAMEWORK OF THE RESEARCH

3.1. Research Problem:

It is accepted that the universities in the Kurdistan Region have many problems and deficiencies, especially in terms of their weak internal and external efficiency.

Weaknesses in communication and relations between higher education and the private sector need development. The preparation and development of each faculty member should be considered, including the elimination of weaknesses of the scientific faculty members' productivity, addressing the absence of development of employee performance, the absence of a strategy for scientific research or research policies directed towards various activities and programs, the weakness of the spending on scientific research, lack of balance in the expansion of graduate programs, admissions, registration and expansion in higher education.

Knowledge leads can provide a great opportunity to various educational organizations by strengthening their competitiveness and achieving their desired objectives; they can also contribute to the development and improvement of the administrative performance of business organizations. These systems rely on modern technology and sophisticated processes to enable these organizations to draw policies and orientations on the information and data to make realistic management decisions. In addition, knowledge management leads to the development and improvement of the employee performance. The impact on the professional development of employees increases the speed of the tasks and functions assigned to the completion of workers to make them more efficient and highly productive.

On the other hand, the rapid changes and challenges are experienced in the world today led to knowledge management becoming a necessity for all organizations, particularly educational organizations these institutions are focused on knowledge management as an important factoring educating the employees and providing the necessary skills and information they require to face future challenges.

The involvement of knowledge management in the development of employee performance is very important in an institution and must be implemented in order for the organization to gain a competitive advantage. It is important to maintain competitiveness and have more

sustainable productivity when faced with various economic, social and cognitive different pressures to improve and increase its staff efficiency and effectiveness.

In the light of the importance of knowledge management in institutions and organizations and the role of knowledge management in enhancing and developing employee performance, main question of our research has been formulated as:

What is the role of the knowledge management processes in developing job satisfaction and Empowerment in the context of employee performance at Sulaimani Polytechnic University?

This main question leads to several sub-questions, as follows:

- What is the role of the knowledge management processes in increasing employee job satisfaction at Sulaimani Polytechnic University?

- What is the role of the knowledge management processes in the process of employee empowerment at Sulaimani Polytechnic University?

3.2. The Importance of the Research:

The scientific process and objectives within the research attempt to shed light on the rapid development of modern management concepts, especially the concept of knowledge management as it increasingly utilized in the field of administrative tools to improve employee performance and to achieve the desired success.

The importance of this study is that it deals with organizations, both public and private, from all sectors including military, medical, industrial, and particularly educational.

This study illustrates the relationship between employee performance in human resources management and knowledge management and the benefits of knowledge management on employee performance, if it is exploited optimally. Furthermore, it also illustrates the importance of knowledge management for adding value through empowerment and job satisfaction, which determines the importance of employing knowledge management processes in employee performance.

Furthermore the importance of this research lies in recognizing the current state of knowledge management in human resource management at Sulaimani Polytechnic University.

In addition, this is the first study by a researcher in the Kurdistan region that focuses on ways to develop knowledge management and how it can impact the performance of employees at Sulaimani Polytechnic University.

The study analyses knowledge management in universities as a main topic in the programs to educate and train the human element and provide them with the necessary skills that are imperative for universities to adopt, evolve and change and renew their approach in process of future planning. In order for Sulaimani Polytechnic University. to be able to achieve excellence and to keep up-to-date with the global scientific developments, this study tries to show the level of understanding of knowledge management that the institution currently has.

3.3. Research Objectives:

This research aims to identify and investigate the role of the knowledge management process in enhancing and developing employee performance at Sulaimani Polytechnic University. The researchers have highlighted some important objectives of this research as follows:

- To understand the impact of knowledge management processes on the performance of employees and thus, to improve the development of individual performance at Sulaimani Polytechnic University.

- To identify the level of knowledge, information and communication at Sulaimani Polytechnic University.

- To show the importance of knowledge management, and to clarify the relationship between knowledge management and other elements, as well as the role of knowledge management processes in maintaining and improving human development and effective administration at Sulaimani Polytechnic University

- To find an effective solution that contributes to development and improves employee performance.

- To identify how the knowledge management processes and related activities increase the employee job satisfaction.

- To clarify the role of knowledge management processes in empowering employees and how it affects employee performance.

- To define the correlation between the dependent and independent variables.

- To offer suggestions and recommendations for those involved in knowledge management processes, so that they can contribute to the development and improvement of employee performance at Sulaimani Polytechnic University.

- To verify the availability of the requirements for the application of knowledge management and their viability for application to the improvement and development of the employee performance at Sulaimani Polytechnic University.

3.4. Research Hypothesis:

The main hypothesis of the research is as follows:

The knowledge management processes does have an impact on employee performance. (H0)

This main hypothesis leads to several sub-hypothesis, as follows:

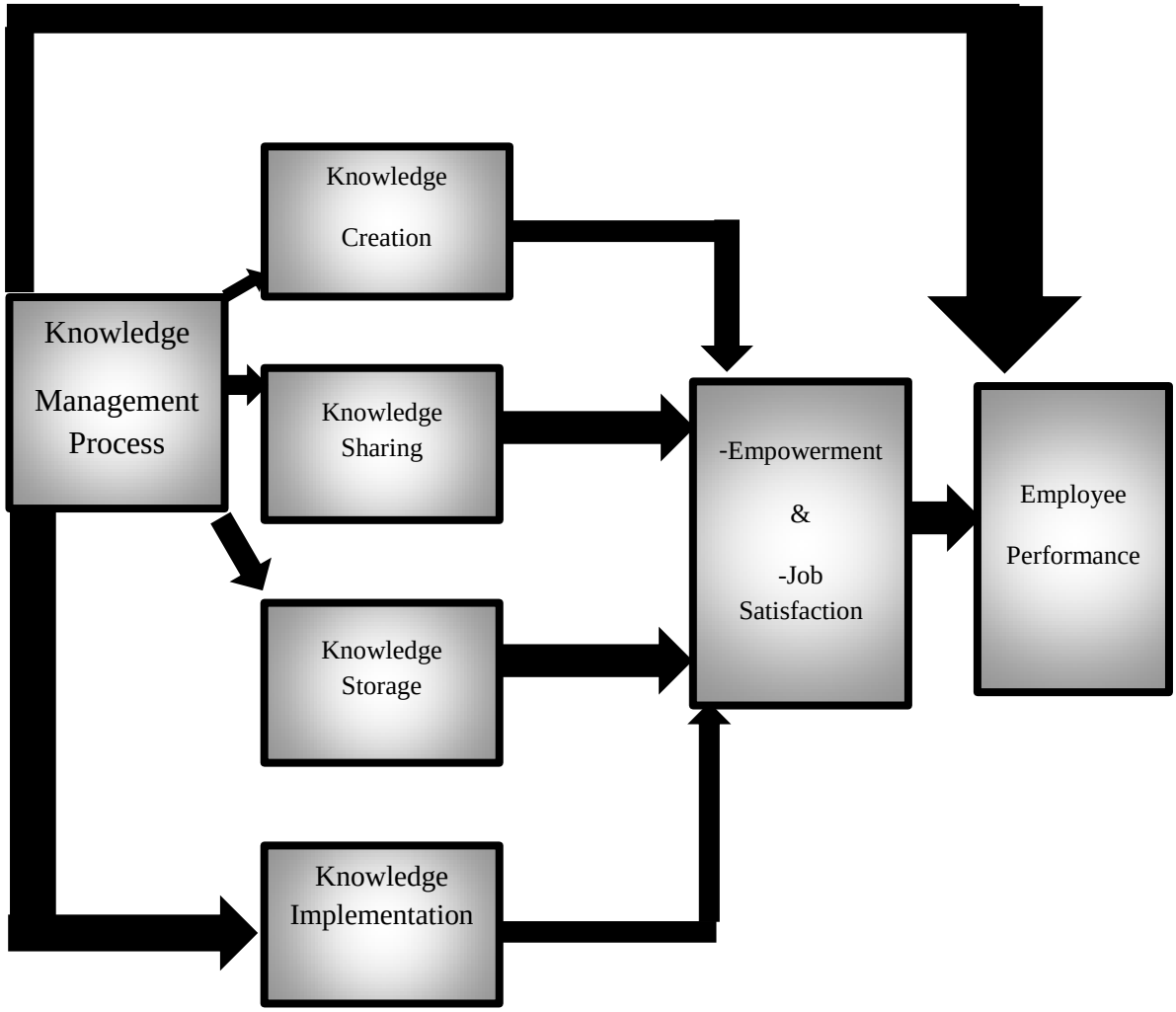
- Knowledge creation has an impact on empowerment. (H1a)

- Knowledge sharing has an impact on empowerment. (H1b)
- Knowledge sharing has an impact on empowerment. (H1c)
- Knowledge implementation has an impact on empowerment. (H1d)
- Knowledge creation has an impact on job satisfaction. (H1e)

- Knowledge sharing has an impact on job satisfaction. (H1f)

- Knowledge storage has an impact on job satisfaction. (H1g)
- Knowledge implementation has an impact on job satisfaction. (H1h)

Research Model



3.5. Methodology:

The methodology of this thesis includes the design research by identifying the dependent variables (employee performance) and independent variables (Knowledge Management processes). This chapter deals with a description of the study methodology, the members of the study population and its sample, tools used in the study and the method of preparation, as well as the validity and reliability. This chapter contains a description of the procedures conducted by the researcher related to the methods of the study, implementation, and finally, the statistical treatments that were adopted by the researcher in the study analysis. In order to achieve the objectives of the study, the researcher used a descriptive and analytical approach the researcher found that the questionnaire was the most appropriate instrument to achieve the objectives of this study and statistical software (SPSS) V.22 was used to analyses the data.

3.6. Research population:

The Sulaimani Polytechnic University is one the public universities in northern Iraq and is a member of the International Association of Universities. It is located in the north of Iraq, in Sulaymaniyah, a city in the Qirga District of the Kurdistan Region.

It is one of the most important scientific, technical and cultural centers the region. The Strategic Planning Unit was established in 1996 under the umbrella of the arts institution called (FTE). Then, in 2003 it was changed to the "Sulaymaniyah Technical Education Institution. In addition, according to the decision of the Ministers Council of the Kurdistan regional government in 2012, the university was restructured into the Sulaimani Polytechnic University that we see today.

The university now includes 13 Institutes and Colleges. The main campus is located in the east of the city of Sulaymaniyah, with other facilities in the cities of Dukan, Kalar, Halabja, Chamchamal, Darbandikhan and Khanaqin. Currently, it has approximately 13,500 undergraduate students. The university offers a variety of key areas of study, including all fields of engineering, health and medical sciences, veterinary science, agriculture, database and computer science, information and communication technology, a leading business management and financial accounting school, as well as media. The university offers bachelor's degree to the students who are studying in the colleges and technical diplomas for those who are studying in the institutions. Also the diploma-certificate students can

complete their study in this university for two years in order to accomplish their bachelor degree, especially for the first quarter The university consists of the following colleges and institutions:

Technical College of Administration.
Technical College of Engineering.
Technical College of Health.
Technical College of Informatics.
Halabja Technical Agriculture College.
Sulaimani Technical Institute.
Chamchamal Technical Tnstitute.
Kalar Technical Institute.
Halabja Technical Institute.
Dukan Technical Institute.
Computer Science Institute.
Darbandikhan Technical Institute.
Bakrajo Technical Agriculture Institute.

The researcher chose Sulaimani Polytechnic University because the theme of the thesis is about developing and enhancing employee performance. In the Kurdistan region, the majority of people are working in the public sector, and the researcher himself is employed as an assistant observer in the Technical College of Administration.

3.7. Research Sample

This research includes the academic and administration staff holding (Ph.D., Master, High Diploma and Bachelor) degrees in the colleges and institutions of the Sulaimani Polytechnic University, which includes (1470) according to the administration statistic of the Office of Academic Affairs at Sulaimani Polytechnic University (academic year) 2015-2016. Therefore, the sample was taken from the Complete Census sample.

3.8. Data collection:

In order to achieve the objectives of the study, which included the information and data for answering the questions contained in the study and testing the assumptions that were suggested, the researcher depended on numerous sources and methods as follows:

- **Theoretical Side:** To cover and clarify the theoretical section, the researcher depended on those sources that were relevant to the study including, books, articles, journals, newspapers, thesis and dissertations, as well as the international information network (Internet).

- **Practical Side:** In order to obtain information about the activity of the university in general and the study of knowledge management and its impact on the employee's performance in particular, the researcher has conducted interviews with the heads of department, the University President, the group of specialists and professors, the employees and lecturers in order to take advantage of this information when interpreting the research results. When carrying out this research, the researcher discovered that the questionnaire was the most convenient instrument for acquiring this data.

- **Time Limits:** The researcher took 15 days for distribution and collection of the questionnaire data, from 5/10/2016 to 20/10/2016.

- **Spatial Limits:** Limited to the Sulaimani Polytechnic University - Kurdistan Region of Iraq.

3.9. Questionnaire Design:

For accomplishing the objectives of the study and acquiring the data, the researcher designed a questionnaire. This was a set of written questions that were answered by the staff, lecturers, and assistant observers of the university. The questions included (37) statements distributed among five areas (Knowledge Management process, the parts of the Knowledge Management processes, Employee performance, Job satisfaction, and Empowerment) with demographical information about the members of the sample (Gender, age, academic qualifications, marital status, General jurisdiction, Current job title, and Years of experience) as shown in table (4:1). The researcher adapted the studies of Shahhosseini and Piri (2015), Hasani and Sheikhesmaeili (2016), Singh and Sharma (2011), Vayuvegula (2012), Edge (2005), F. A. Uriarte (2008), Pearlson (2001), Namdev Dhamthere (2015), when interviewing the lecturers and managerial experts for designing the questionnaire. The researcher used a five-point likert scale to interpret the questionnaire statements:

Levels	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Points	5	4	3	2	1

Number	Field		Number of statements
1	Knowledge management		8
2	Knowledge Management Process	Knowledge creation	4
		Knowledge storage	3
		Knowledge sharing	3
		Knowledge implementation	4
3	Employee performance		5
4	Empowerment		5
5	Job satisfaction		5
	Total		37

Table (3:1) Questionnaire design

3.10. The Research Tool:

The researcher provided the questionnaire as a tool for this research. He prepared the questionnaire for collecting data information and facts associated with the subject because it is the most appropriate and the suitable tool for this work.

Based on the Richard Geiger equation for distributing questionnaires, The researcher distributed (412) questionnaires because the sample of the research is (1470) out of the colleges and institutions of Sulaimani Polytechnic University. In total, (391) responded, which represents the 95%.

3.11. Results:

This chapter of this study (The Role of Knowledge Management processes in Developing job satisfaction and empowerment in the context of employee performance), illustrates and clarifies the results of the study, what was discovered the researcher, what are the results from the analysis of the collected data, and this is supported by the pre-explained literature review. In terms of data analysis, the descriptive analysis was used to provide information

that includes the biography of the respondents. The researcher used multiple regression analysis in order to demonstrate the impact and effectiveness between the dependent variables and independent variables. It should be mentioned that the researcher distributed (412) questionnaires because the sample of the thesis was (1470), which consists of academics, managerial staff, lecturers, and the deans of the colleges and institutions of Sulaimani Polytechnic University. However, (391) responded, and this represents (95%). This is considered a high proportion of respondents and indicates cooperation and interest in the subject was high. The researcher used the Richard Geiger equation for distributing the questionnaires. The researcher depended on V.22 of the SPSS software for analyzing the received data,. The statistics of the members of the study sample including (Gender, age, academic qualification, marital status, General jurisdiction, Current job title, and Years of experience) were analyzed,

3.12. Biographical Information

Gender of the respondents

Table (3:2) Gender:

Title	Occurrences	Percentages
MALE	238	60.86%
FMALE	153	39.13%
Total	391	100%

The above table shows the gender of the respondents. As can be seen, 238 were male; which accounts for 60.86 % of all participants. 153 of them were female, with percentage of 39.13%.

Marital status of the respondents

Table (3:3) marital status:

Title	Occurrences	Percentages
Married	203	51.91%
Single	188	48.08%
Total	391	100%

Table (3.3) illustrates the respondent's marital status, as clarified above. There is not a significant difference between the percentage of married and single respondents. The total number of married respondents was 203 with a percentage of 51.91%, while single respondents accounted for 188, with percentage of 48.08%.

Ages of the respondents

Table (3:4) Age

Title	Occurrences	Percentages
Under 30 Years	111	28.38%
30 to 39 Years	146	37.34%
40 to 49 Years	98	25.06%
Over 50 Years	36	9.207%
Total	391	100%

The participants in this study came from different age groups, which is indicated in Table (3.4). The age group with the highest level of participants is between 30 and 39 years, which accounts for37.34% of respondents, while 28.38% were under 30 years of age, 25.06% were between 40 to 49 years of age, and only 9.207% were over 50 years.

Work Experience of the respondents

Table (3:5) Years of work Experience:

Title	Occurrences	Percentages
Under 5 Years	77	19.69%
5 to 9 Years	69	17.64%
10 to 14 Years	153	39.13%
Over 15 Years	92	23.51%
Total	391	100%

The above table demonstrates the years of experience of the respondents. As can be seen in the table, the highest rate of the respondents was from the group with 10-14 years of experience (39.13% n= 153), while (23.51% n= 92) had over 15 years, and (19.69% n= 77) were represented by the group under 5 years. Only (17.64 n=69) had from 5 to 9 years of experience.

Academic qualification of the respondents

Table (3:6) Academic qualifications

Title	Occurrences	Percentages
Bachelor's	84	21.48%
Higher Diploma	9	2.32%
Master's	231	59.07%
Ph.D.	67	17.13%
Total	391	100%

The table explains the respondents' qualifications. As can be seen, the highest rate of the respondents (59.07%, n =231), were those with the qualification of Master's degree. However, the rest of the other groups - Bachelor, Ph.D. and Higher Diploma were only (21.48%, n=84), (17.13%, n=67, and (2.32%, n=9), respectively.

General jurisdiction of the Respondents

Table (3:7) General jurisdiction

Title	Occurrences	Percentages
Management	301	76.98%
Others	90	23.01%
Total	391	100%

The above table describes the general jurisdiction of the participants. As can be seen, 301 were in a management position, which accounts for 60.86% of all participants and 90 of them were in other fields, with the percentage of 39.13%

3.13. The description of the statements' axis:

3.13.1. The description of the statements of knowledge management processes axis:

Table (3:8) describes the results of question number one:

Q 1	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	81	113	46	49	77	22	43	39	49	63	52	109	3	30	147	47
	52.94	47.47	41.4	33.5	78.5	61.1	55.84	56.52	32.0	68.47	77.61	47.18	33.3	35.7	48.8	52.2
Agree	56	100	54	76	16	10	32	24	79	21	11	93	4	48	117	39
	36.50	42.01	48.6	52.0	16.3	27.7	41.55	34.78	51.6	22.82	16.41	40.25	44.4	57.1	38.8	43.3
Neutral	10	13	7	14	1	1	1	4	12	6	2	16	1	4	22	1
	6.535	5.462	6.30	9.58	1.02	2.77	1.298	5.797	7.84	6.521	2.985	6.926	11.11	4.76	7.30	1.11
Disagree	3	5	2	2	3	1	1	0	6	1	0	6	1	1	7	1
	1.960	2.100	1.80	1.36	3.06	2.77	1.298	0.000	3.92	1.086	0.000	2.597	11.11	1.19	2.32	1.11
Strongly disagree	3	7	2	5	1	2	0	2	7	1	2	7	0	1	8	2
	1.960	2.941	1.80	3.42	1.02	5.55	0.000	2.898	4.57	1.086	2.985	3.030	0.00	1.19	2.65	2.22
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Means									Standard Deviation							
2.8									0.4							

Table(8) reflects the arithmetic mean and standard deviation for the statement (The university provides its employees with an internet connection for seeking information and e-library to improve their knowledge). The respondent's answers have a mean value of (2.8) and standard deviation of (0.4) and the results of the respondents to this question prove that this point is generally acceptable, regardless of the biographical status.

Table (3:9) describes the results of question number two:

Q 2	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	61	74	48	24	51	12	10	16	54	55	43	52	2	38	89	46
	39.86	31.09	43.2	16.4	52.0	33.3	12.98	23.18	35.2	59.78	64.17	22.51	22.22	45.23	29.5	51.11
Agree	77	144	62	99	39	21	62	51	74	34	23	152	5	41	180	41
	50.32	60.50	55.8	67.8	39.7	58.3	80.51	73.91	48.3	36.95	34.32	65.80	55.55	48.80	59.8	45.55
Neutral	8	11	0	13	4	2	2	2	13	2	0	14	2	3	17	2
	5.228	4.621	0.00	8.90	4.08	5.55	2.59	2.898	8.49	2.173	0.00	6.060	22.22	3.571	5.64	2.222
Disagree	5	7	0	8	3	1	2	0	9	1	1	9	0	2	11	1
	3.267	2.941	0.00	5.47	3.06	2.77	2.59	0.00	5.88	1.086	1.492	3.896	0.00	2.380	3.65	1.111
Strongly disagree	2	2	1	2	1	0	1	0	3	0	0	4	0	0	4	0
	1.307	0.840	0.9	1.36	1.02	0.00	1.29	0.00	1.96	0.00	0.00	1.731	0.00	0.00	1.32	0.00
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100%	100%	100 %	100%	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
3.0									0.5							

Table (9) explains the arithmetic mean and standard deviation for the statement (The university has the ability to transfer data into knowledge in scientific way in order to receive knowledge.) The responses have a mean value of (3) and standard deviation of (0.5) and the results to this question indicate that this point is generally acceptable to all biographical groups.

Table (3:10) describes the results of question number three:

Q 3	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	52	95	59	47	32	9	21	29	66	31	27	83	3	34	111	36
	33.98	39.91	53.1	32.1	32.6	25.0	27.27	42.02	43.1	33.69	40.29	35.93	33.33	40.47	36.8	40.0
Agree	61	98	33	57	49	20	41	26	48	44	27	97	3	32	136	23
	39.86	41.17	29.7	39.0	50.0	55.5	53.24	37.68	31.3	47.82	40.29	41.99	33.33	38.09	45.1	25.55
Neutral	14	17	8	16	6	1	6	7	11	7	6	21	2	2	9	22
	9.150	7.142	7.20	10.9	6.12	2.77	7.792	10.14	7.18	7.608	8.955	9.090	22.22	2.380	2.99	24.44
Disagree	12	12	4	12	5	3	4	1	15	4	3	11	1	9	19	5
	7.843	5.042	3.60	8.21	5.10	8.33	5.194	1.449	9.80	4.347	4.477	4.761	11.11	10.71	6.31	5.555
Strongly disagree	14	16	7	14	6	3	5	6	13	6	4	19	0	7	26	4
	9.150	6.722	6.3	9.58	6.12	8.33	6.493	8.695	8.49	6.521	5.970	8.225	0.00	8.333	8.63	4.444
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Means									Standard Deviation							
2.4									0.5							

Table (10) reflects the arithmetic mean and standard deviation for the statement (The university supports panel discussions among the employees to promote functional performance and exchange knowledge). It has been answered by respondents with a mean value of (2.4) and a standard deviation of (0.5), showing that this question proves that this point is generally acceptable according to all biographical groups,

Table (3:11) describes the results of question number four:

Q 4	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	56	94	50	60	27	13	31	20	63	36	32	94	1	23	134	16
	36.60	39.49	45.0	41.0	27.5	36.1	40.25	28.98	41.1	39.13	47.76	40.69	11.11	27.38	44.5	17.77
Agree	66	102	44	52	58	14	34	41	52	41	28	85	2	53	119	49
	43.13	42.85	39.6	35.6	59.1	38.8	31.16	59.42	33.9	44.56	41.79	36.79	22.22	63.09	39.5	54.44
Neutral	3	15	4	7	3	3	2	2	12	2	1	11	4	2	4	14
	1.960	6.302	3.60	4.79	3.06	8.33	2.597	2.898	7.84	2.173	1.492	4.761	44.44	2.380	1.32	15.55
Disagree	9	14	6	10	4	3	3	2	11	7	2	19	1	1	17	6
	5.882	5.882	5.40	6.84	4.08	8.33	3.896	2.898	7.18	7.608	2.985	8.225	11.11	1.190	5.64	6.666
Strongly disagree	19	13	7	17	6	2	7	4	15	6	4	22	1	5	27	5
	12.41	5.462	6.3	11.6	6.12	5.55	9.090	5.797	9.80	6.521	5.970	9.523	11.11	5.952	8.97	5.555
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Means									Standard Deviation							
2.6									0.6							

Table (11) shows the arithmetic mean and standard deviation for the statement (Knowledge management processes has an effect on the speed and efficiency of the treatment that the administrative board offers for solving the problems and complaints that face the university., Also, this effectiveness leads to empowering employees and job satisfaction and improves employee performance.) The respondents answered with a mean value of (2.6) and standard deviation of (0.6) and the result by the respondents for this question prove that this point is generally acceptable according to all biographical groups,.

Table (3:12) describes the results of question number five:

Q 5	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	43	57	55	9	25	11	26	27	12	35	28	38	1	33	85	15
	28.10	23.94	49.5	6.16	25.5	30.5	33.76	39.13	7.84	38.04	41.79	16.45	11.11	39.28	28.2	16.66
Agree	89	98	42	83	49	13	39	32	76	40	31	121	2	33	156	31
	58.16	41.17	37.8	56.8	50.0	36.1	50.64	46.37	49.6	43.47	46.26	52.38	22	39.28	51.8	34.44
Neutral	7	33	4	20	9	7	5	2	27	6	6	23	6	5	20	20
	4.575	13.86	3.60	13.6	9.18	19.4	6.493	2.898	17.6	6.521	8.955	9.956	66.66	5.952	6.64	22.22
Disagree	7	29	4	22	8	2	4	3	22	7	0	29	0	7	23	13
	4.575	12.18	3.60	15.0	8.16	5.55	5.194	4.347	14.3	7.608	0.00	12.55	0.00	8.333	7.64	14.44
Strongly disagree	7	21	6	12	7	3	3	5	16	4	2	20	0	6	17	11
	4.575	8.823	5.4	8.21	7.14	8.33	3.896	7.246	10.4	4.347	2.985	8.658	0.00	7.142	5.64	12.22
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
2.7									0.4							

Table (12) articulates the arithmetic mean and standard deviation for the statement (Knowledge management proceses contributes to the dissemination of information among the members of the administrative body efficiently and effectively, which increase the level of job satisfaction and improves performance in the university.) This question has been has answered by respondents with a mean value of (2.7) and standard deviation of (0.4), whichconsequently means that of responses for this question prove that this point is generally acceptable according to all biographical groups,.

Table (3:13) describes the results of question number six:

Q 6	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	73	89	41	66	38	17	31	26	71	34	21	112	3	26	133	29
	47.71	37.39	36.9	45.2	38.7	47.2	40.25	37.68	46.4	36.95	31.34	48.48	33.33	30.95	40.8	32.22
Agree	64	121	67	54	49	15	40	39	51	55	45	83	6	51	137	48
	41.83	50.84	60.3	36.9	50.0	41.6	51.94	56.52	33.3	59.78	67.16	35.93	66.66	60.71	45.5	53.33
Neutral	12	20	2	18	8	4	3	3	24	2	1	25	0	6	23	9
	7.843	8.403	1.80	12.3	8.16	11.1	3.896	4.347	15.6	2.173	1.492	10.82	0.00	7.142	7.64	10.00
Disagree	2	8	1	6	3	0	2	1	6	1	0	9	0	1	7	3
	1.307	3.361	0.90	4.10	3.06	0.0	2.597	1.449	3.92	1.086	0.00	3.896	0.00	1.190	2.32	3.333
Strongly disagree	2	0	0	2	0	0	1	0	1	0	0	2	0	0	1	1
	1.307	0.00	0.0	1.36	0.00	0.0	1.298	0.00	0.65	0.00	0.00	0.865	0.00	0.00	0.33	1.111
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
3.1									0.4							

Table (13) elucidates the arithmetic mean and standard deviation for the statement (Knowledge management processes in the educational institutions enable administrative and educational developments in the field of higher education), This question has been answered respondents with a mean value of (3.1) and standard deviation of (0.4) and the result from the respondents to this question prove that this point is generally acceptable according to all biographical groups,.

Table (3:14) describes the results of question number seven:

Q 7	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40 - 49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	81	131	56	73	62	21	47	55	64	46	40	122	3	47	175	37
	52.94	55.04	50.4	50.0	63.2	58.3	61.03	79.71	41.8	50.0	59.70	52.81	33.33	55.95	58.1	41.11
Agree	49	77	50	40	25	11	22	6	61	37	22	66	4	34	89	37
	32.02	32.35	45.0	27.3	25.5	30.5	28.57	8.965	39.8	40.21	32.83	28.57	44.44	40.47	29.5	41.11
Neutral	9	15	3	12	6	3	4	4	12	4	3	19	2	0	14	10
	5.882	6.302	2.70	8.21	6.12	8.33	5.194	5.797	7.84	4.347	4.477	8.225	22.22	0.00	4.65	11.11
Disagree	6	4	0	7	2	1	1	1	6	2	1	8	0	1	9	1
	3.921	1.680	0.000	4.79	2.04	2.77	1.289	1.449	3.92	2.173	1.492	3.463	0.00	1.190	2.99	1.111
Strongly disagree	8	11	2	14	3	0	3	3	10	3	1	16	0	2	14	5
	5.288	4.621	1.8	9.58	3.06	0.0	3.896	4.347	6.53	3.260	1.492	6.926	0.00	2.380	4.65	5.555
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	1000%	100%	100%	100%	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
2.9									0.5							

Table (14) affirms the arithmetic mean and standard deviation for the statement (Knowledge management processes contributes to the increase of information technology and budget requirements and adversely affects the job satisfaction and employee empowerment of the university.) It has been answered by the respondents with a mean value of (2.9) and standard deviation of (0.5).The result by the respondents to this question prove that this point is generally acceptable according to all biographical groups,.

Table (3:15) describes the results of question number eight:

Q 8	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40 - 49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	69	80	53	42	34	20	19	19	52	59	32	94	1	22	143	6
	45.09	33.61	47.7	28.7	34.6	55.5	24.67	27.53	33.9	64.13	47.76	40.69	11.11	26.19	47.5	6.666
Agree	44	77	33	47	38	3	30	23	50	18	14	78	2	27	87	34
	28.75	32.35	29.7	32.1	38.7	8.33	38.96	33.33	32.6	19.56	20.89	33.76	22.22	32.14	28.9	37.77
Neutral	20	41	12	24	17	8	17	16	22	6	10	32	4	15	47	14
	13.07	17.22	10.8	16.4	17.3	22.2	22.07	23.18	14.3	6.521	14.92	13.85	44.44	17.85	15.6	15.55
Disagree	9	23	6	18	5	3	6	6	16	4	7	11	1	13	17	15
	5.882	9.663	5.40	12.3	5.10	8.33	7.792	8.695	10.4	4.347	10.44	4.761	11.11	15.47	5.64	16.66
Strongly disagree	11	17	7	15	4	2	5	5	13	5	4	16	1	7	7	21
	7.189	7.142	6.3	10.2	4.08	5.55	6.493	7.246	8.49	5.434	5.970	6.926	11.11	8.333	2.32	23.33
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
2.7									0.6							

Table (15) clarifies the arithmetic mean and standard deviation for the statement (The university facilitates access to further academic networks.) It has been answered by the respondents with a mean value of (2.7) and standard deviation of (0.6).The results of to this question prove that this point is generally acceptable according to all biographical groups,.

3.13.2. The description of statements of the kinds of K Process axis:

(Knowledge creation) axis: Table (3:16) describes the results of the question N. one:

Q 1	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	112	171	95	105	60	23	62	56	108	57	56	167	5	55	229	54
	73.20	71.84	85.5	71.9	61.2	63.8	80.51	81.15	70.5	61.95	83.58	72.29	55.55	65.47	76.0	60.0
Agree	32	55	13	33	30	11	10	7	37	33	9	52	2	24	56	31
	20.91	23.10	11.7	22.6	30.6	30.5	12.98	10.14	24.1	35.86	13.43	22.51	22.22	28.57	18.6	34.44
Neutral	8	6	2	7	3	2	3	5	5	1	1	8	1	4	11	3
	5.228	2.521	1.80	4.79	3.06	5.55	3.896	7.246	3.26	1.086	1.492	3.463	11.11	4.761	3.65	3.333
Disagree	1	5	1	1	4	0	2	1	2	1	1	3	1	1	4	2
	0.653	2.100	0.90	0.68	4.08	0.0	2.597	1.449	1.30	1.086	1.492	1.298	11.11	1.190	1.32	2.222
Strongly disagree	0	1	0	0	1	0	0	0	1	0	0	1	0	0	1	0
	0.00	0.420	0.0	0.0	1.02	0.0	0.00	0.00	0.65	0.00	0.00	.432	0.00	0.00	0.33	0.00
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100 %	100%	100 %	100%	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
3.4									0.4							

Table (16) clears the arithmetic mean and standard deviation for the statement (The University is trying to generate knowledge from external sources, such as experts working outside of the university.). The respondents answer had a mean value of (3.4) and standard deviation of (0.4). The results by the respondents to this question prove that this point is generally acceptable according to all biographical groups,

Table (3:17) describes the result of question number two:

Q 2	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	24	45	39	11	7	12	24	12	7	26	28	5	3	33	40	29
	15.68	18.90	35.1	7.53	7.17	33.3	31.16	17.39	4.57	28.26	41.79	2.164	33.33	27.38	13.2	32.22
Agree	56	61	40	45	28	4	17	26	41	33	13	72	3	29	99	18
	36.60	25.63	36.0	30.8	28.5	11.1	22.07	37.68	26.7	35.86	19.40	31.16	33.33	34.52	32.8	20.0
Neutral	41	60	14	51	31	5	18	16	47	20	17	76	2	6	81	20
	26.79	25.21	12.6	34.9	31.6	13.8	23.37	23.18	30.7	21.73	25.37	32.90	22.22	7.142	26.9	22.22
Disagree	23	42	10	25	19	11	7	7	41	10	4	55	0	6	48	17
	15.03	17.64	9.00	17.1	19.3	30.5	9.090	10.14	26.7	10.86	5.970	23.80	0.00	7.142	15.9	18.88
Strongly disagree	9	30	8	14	13	4	11	8	17	3	5	23	1	10	33	6
	5.882	12.60	7.2	9.58	13.2	11.1	14.28	11.59	11.1	3.260	7.462	9.956	11.11	11.90	10.9	6.666
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Means									Standard Deviation							
2.2									0.9							

The Table (17) displays the arithmetic mean and standard deviation for the statement (Knowledge that employees acquire from the Internet as well as their experience allows the individuals to interact with each other to find solutions to problems and generate new ideas The acquired knowledge of the Internet, and Employees experiences, as well as individuals, interacts with each other to find solutions to the problems, and generating new ideas.). Respondents answered this question with a mean value of (2.2) and standard deviation of (0.9). The results prove that this point is generally acceptable according to all biographical groups,.

Table (3:18) describes the result of question number three:

Q 3	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30-39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	34	41	27	12	21	15	4	17	18	36	21	44	4	6	57	18
	22.22	17.22	24.3	8.21	21.4	41.6	5.194	24.63	11.7	39.13	31.34	19.04	44.44	7.142	18.9	20.0
Agree	51	94	39	63	33	10	29	21	73	22	16	96	2	31	114	31
	33.33	39.49	35.1	43.1	33.6	27.7	37.66	30.43	47.7	23.91	23.88	41.55	22.22	36.90	37.8	34.44
Neutral	32	46	26	29	18	5	19	14	27	18	15	36	2	25	55	23
	20.91	19.32	23.4	19.8	18.3	13.8	24.67	20.28	17.6	19.56	22.38	15.58	22.22	29.76	18.2	25.55
Disagree	26	33	16	19	18	6	14	12	21	12	10	31	1	17	47	12
	16.99	13.86	14.4	13.0	18.3	16.6	18.18	17.39	13.7	13.04	14.92	13.41	11.11	20.23	15.6	13.33
Strongly disagree	10	24	3	23	8	0	11	5	14	4	5	24	0	5	28	6
	6.535	10.08	2.7	15.7	8.16	0.0	14.28	7.246	9.15	4.347	7.462	10.38	0.00	5.952	9.30	6.666
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Means									Standard Deviation							
2.6									1.1							

Table (18) displays the arithmetic mean and standard deviation for the statement (Knowledge creation contributes to the development of the administrative staff, which leads to more empowerment and job satisfaction.)Respondents answers had a mean value of (2.6) and standard deviation of (1.1).The respondent's results to this question prove that, in general, this point is generally acceptable according to all biographical groups,, However, as one can see in the table, the standard deviation is (1.1), which implies that some of respondents do not agree with this statement.

Table (3:19) describes the result of question number four:

Q 4	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	44	20	20	13	16	15	5	9	9	41	27	2	0	35	46	18
	28.75	8.403	18.0	8.90	16.3	41.6	6.493	13.04	5.88	44.56	40.29	0.865	0.00	41.66	15.2	20.0
Agree	52	91	54	30	50	9	26	30	62	25	23	90	8	22	111	32
	33.98	38.23	48.6	20.5	51.0	25.0	33.76	43.47	40.5	27.17	34.32	38.96	88.88	26.19	36.8	35.55
Neutral	17	51	14	37	11	6	20	10	31	7	11	52	1	4	49	19
	11.11	21.42	12.6	25.3	11.2	16.6	25.97	14.49	20.2	7.608	16.41	22.51	11.11	4.761	16.2	21.11
Disagree	27	42	10	40	14	5	17	13	30	9	2	56	0	11	54	15
	17.64	17.64	9.00	27.3	14.2	13.8	22.07	18.84	19.6	9.782	2.985	24.24	0.00	13.09	17.9	16.66
Strongly disagree	13	34	13	26	7	1	9	7	21	10	4	31	0	12	41	6
	8.496	14.28	11.	17.8	7.14	2.77	11.68	10.14	13.7	10.86	5.970	13.41	0.00	14.28	13.6	6.666
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100%	100%	100%	100 %	100%	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
2.4									0.8							

Table (19) shows the arithmetic mean and standard deviation for the statement (The university depends on organizational learning and scientific research in the process of creating knowledge.). The answers to this question had as a mean value of (2.4) and standard deviation of (0.8). The results respondents to this question prove that this point is generally acceptable according to all biographical groups,.

(Knowledge sharing) axis:

Table (3:20) describes the result of question number one:

Q 1	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	41	63	29	38	27	10	16	23	34	31	18	67	3	16	70	34
	26.79	26.47	26.1	26.0	27.5	27.7	20.77	33.33	22.2	33.69	26.86	29.00	33.33	19.04	23.2	37.77
Agree	73	103	50	48	49	29	36	28	69	43	34	82	3	57	158	18
	15.03	43.27	45.0	32.8	50.0	80.5	46.75	40.57	45.0	46.73	50.74	35.49	33.33	67.85	52.4	20.00
Neutral	11	25	9	16	7	4	6	6	17	7	4	26	3	3	21	15
	7.189	10.50	8.10	10.9	7.14	11.1	7.792	8.695	11.1	7.608	5.970	11.25	33.33	3.571	6.97	16.66
Disagree	15	16	13	11	6	1	12	3	15	1	6	19	0	6	19	12
	9.803	6.722	11.7	7.53	6.12	2.77	15.58	4.347	9.80	1.086	8.955	8.225	0.00	7.142	6.31	13.33
Strongly disagree	13	31	10	23	9	2	7	9	18	10	5	37	0	2	33	11
	8.496	13.02	9.0	15.7	9.18	5.55	9.090	13.04	11.7	10.86	7.462	16.01	0.00	2.380	10.9	12.22
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Means									Standard Deviation							
2.4									0.7							

Table (20) indicates the arithmetic mean and standard deviation for the statements (The university effectively practices communication, networking and teamwork for exchanging expertise and knowledge.) Respondents answered with a mean value of (2.4) and standard deviation of (0.7) and these result prove that this point is generally acceptable according to all biographical groups,.

Table (3:21) describes the results of question number two:

Q 2	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	31	46	18	29	15	15	5	7	42	23	8	57	0	12	87	13
	20.26	19.32	16.2	19.8	15.3	41.6	6.493	10.14	27.4	25.00	11.94	24.67	0.00	14.28	28.9	14.44
Agree	64	78	52	28	54	8	38	29	41	34	39	79	1	23	98	21
	41.83	32.77	46.8	19.1	55.1	22.2	49.35	42.02	26.7	36.95	58.20	34.19	11.11	27.38	32.5	23.33
Neutral	24	39	14	32	13	4	14	12	21	16	8	30	6	19	44	19
	15.68	16.38	12.6	21.9	13.2	11.1	18.18	17.39	13.7	17.39	11.94	12.98	66.66	22.61	14.6	21.11
Disagree	13	39	12	27	7	6	9	10	19	14	4	31	1	16	31	21
	8.496	16.38	10.8	18.4	7.14	16.6	11.68	14.49	12.4	15.21	5.970	13.41	11.11	19.04	9.96	23.33
Strongly disagree	21	36	15	30	9	3	11	11	30	5	8	34	1	14	41	16
	13.72	15.12	13.	20.5	9.18	8.33	14.28	15.94	19.6	5.434	11.94	14.71	11.11	16.66	13.6	17.77
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100%	100%	100%	100 %	100%	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
2.3									0.8							

Table (21) illustrates the arithmetic mean and standard deviation for the statement (The university actively organizes workshops, conferences, seminars, debates and publications for disseminating knowledge.) Answers by the respondents had a mean value of (2.3) and standard deviation of (0.8) These results prove that this point is generally acceptable according to all biographical groups,.

Table (3:22) describes the result of question number three:

Q 3	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	34	61	23	42	19	11	19	18	46	12	16	52	5	22	70	25
	22.22	25.63	20.7	28.7	19.3	30.5	24.67	26.08	30.0	13.04	23.88	22.51	55.55	26.19	23.2	27.77
Agree	74	88	60	39	46	17	31	30	52	49	32	98	3	29	147	13
	48.36	36.97	54.0	26.7	46.9	47.2	40.25	43.47	33.9	53.26	47.76	42.42	33.33	34.52	48.8	14.44
Neutral	28	21	11	29	8	1	9	9	20	11	8	27	1	13	30	19
	18.30	8.823	9.90	19.8	8.16	2.77	11.68	13.04	13.0	11.95	11.94	11.68	11.11	15.47	9.96	21.111
Disagree	9	38	10	19	14	4	7	7	24	9	4	32	0	11	28	19
	5.882	15.96	9.00	13.0	14.2	11.1	9.090	10.14	15.6	9.782	5.970	13.85	0.00	13.09	9.30	21.111
Strongly disagree	8	30	7	17	11	3	11	5	11	11	7	22	0	9	24	14
	5.228	12.60	6.3	11.6	11.2	8.33	14.28	7.246	7.18	11.95	10.44	9.523	0.00	10.71	7.97	15.55
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Means									Standard Deviation							
2.4									0.7							

Table (22) demonstrates the arithmetic mean and standard deviation for the statement (The University provides the opportunity for employees to attend training program carried out expert trainers.)This question had a mean value of (2.4) and standard deviation of (0.7) and the result to this question prove that this point is generally acceptable according to all biographical groups.

(Knowledge storage) axis:

Table (3:23) describes the results of question number one:

Q 1	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	77	67	42	64	11	27	32	36	48	28	33	65	4	42	97	47
	50.32	28.15	37.8	43.8	11.2	75.0	41.55	52.17	31.3	30.43	49.25	28.13	44.44	50.00	32.2	52.22
Agree	71	158	66	73	82	8	44	31	93	61	33	152	4	40	189	40
	46.40	66.38	59.4	50.0	83.6	22.2	57.14	44.92	60.7	66.30	49.25	65.80	44.44	47.61	62.7	44.44
Neutral	4	10	2	7	4	1	1	2	9	2	0	11	1	2	12	2
	2.614	4.201	1.80	4.79	4.08	2.77	1.298	2.898	5.88	2.173	0.00	4.761	11.11	2.380	3.98	2.222
Disagree	1	1	0	1	1	0	0	0	1	1	0	2	0	0	2	0
	0.653	0.420	0.00	0.68	1.02	0.0	0.00	0.00	0.65	1.086	0.00	0.865	0.00	0.00	0.66	0.00
Strongly disagree	0	2	1	1	0	0	0	0	2	0	1	1	0	0	1	1
	0.00	0.840	0.9	0.68	0.00	0.0	0.00	0.00	1.30	0.00	1.492	0.432	0.00	0.00	0.33	1.111
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
3.6									0.3							

Table (23) reflects the arithmetic mean and standard deviation for the statements (The University has an advanced technology system and database for gathering information and storing knowledge), The respondents answered this question with a mean value of (3.6) and standard deviation of (0.3). The results question proves that this point is generally acceptable according to all biographical groups.

Table (3:24) describes the results of question number two:

Q 2	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	80	94	45	71	47	11	32	29	77	36	33	98	2	41	129	45
	52.28	39.49	40.5	48.6	47.9	30.5	41.55	42.02	50.3	39.13	49.25	42.42	22.22	48.80	42.8	50.00
Agree	57	99	53	44	39	20	36	34	40	46	26	89	6	35	129	27
	37.25	41.59	47.7	30.1	39.7	55.5	46.75	49.27	26.1	50.00	38.80	38.52	66.66	41.66	42.8	30.00
Neutral	7	19	6	13	5	2	1	3	17	5	4	20	0	2	18	8
	4.57	7.983	5.40	8.90	5.10	5.55	1.298	4.347	11.3	5.434	5.970	8.658	0.00	2.380	5.98	8.888
Disagree	5	18	5	11	4	3	4	1	14	4	3	17	0	3	16	7
	3.26	7.563	4.50	7.53	4.08	8.33	5.194	1.449	9.15	4.347	4.477	7.359	0.00	3.571	5.31	7.777
Strongly disagree	4	8	2	7	3	0	4	2	5	1	1	7	1	3	9	3
	2.614	3.361	1.8	4.79	3.06	0.0	5.194	2898	3.26	1.086	1.492	3.030	11.11	3.571	2.99	3.333
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Means									Standard Deviation							
3.3									0.4							

Table (24) reflects the arithmetic mean and standard deviation for the statement (The University is trying empower its employees for storing knowledge by employing a motivational style and different types of encouragement.) This question has a mean value of (3.3) and standard deviation of (0.4) and the respondents' results to this question prove that this point is generally acceptable according to all biographical groups,

Table (3:25) describes the results of question number three:

Q 3	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	31	53	41	3	28	12	23	10	23	28	14	49	0	21	63	21
	20.16	22.26	36.9	2.05	28.5	33.3	29.87	14.49	15.0	30.43	20.89	21.21	0.00	25.00	20.9	23.33
Agree	56	107	42	77	30	14	27	40	62	34	29	95	2	37	139	24
	36.60	44.95	37.8	52.7	30.6	38.8	35.06	57.97	40.5	36.95	43.28	41.12	22.22	44.04	46.1	26.66
Neutral	29	38	8	33	20	6	9	8	29	21	13	34	6	14	45	22
	18.95	15.96	7.20	22.6	20.4	16.6	11.68	11.59	18.9	22.82	19.40	14.71	66.66	16.66	14.9	24.44
Disagree	20	19	11	16	11	1	11	5	21	2	7	22	1	9	22	17
	13.07	7.983	9.90	10.9	11.2	2.77	14.28	7.246	13.7	2.172	10.44	9.523	11.11	10.71	7.30	18.88
Strongly disagree	17	21	9	17	9	3	7	6	18	7	4	31	0	3	32	6
	11.11	8.823	8.1	11.6	9.18	8.33	9.09	8.695	11.7	7.608	5.970	13.41	0.00	3.571	10.6	6.666
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100 %	100%	100 %	100%	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
2.8									0.9							

Table (25) reflects the arithmetic mean and standard deviation for the statement (It contributes to the existing hardware and software in universities and allows employees to store knowledge accurately and in a timely manner while contributing to their empowerment and job satisfaction.) Respondents answered with a mean value of (2.8) and standard deviation of (0.9) and the result to this question prove that this point is generally acceptable according to all biographical groups,

(Knowledge implementation) axis:

Table (3:26) describes the result of question number one:

Q 1	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	13	24	6	14	14	3	5	6	19	7	4	23	1	9	21	16
	8.496	10.08	5.40	9.58	14.2	8.33	6.49	8.695	12.4	7.608	5.970	9.956	11.11	10.71	6.97	17.77
Agree	100	167	87	93	63	24	53	45	104	65	49	166	6	46	227	40
	65.35	70.16	78.3	63.6	64.2	66.6	68.83	65.21	67.9	70.65	73.13	71.86	66.66	54.76	75.4	44.44
Neutral	20	26	9	16	13	8	10	9	13	14	7	18	2	19	30	16
	13.07	10.92	8.10	10.9	13.2	22.2	12.98	13.04	8.49	15.21	10.44	7.792	22.22	22.61	9.96	17.77
Disagree	9	13	5	13	4	0	4	4	11	3	3	13	0	6	11	11
	5.882	5.462	4.50	8.90	4.08	0.00	5.194	5.797	7.18	3.260	4.477	5.627	0.00	7.142	3.65	12.22
Strongly disagree	11	8	4	10	4	1	5	5	6	3	4	11	0	4	12	7
	7.189	3.361	3.6	6.84	4.08	2.77	6.493	6.493	3.92	3.260	5.970	4.761	0.00	4.761	3.98	7.777
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
2.4									0.8							

Table (26) reflects the arithmetic mean and standard deviation for the statement (The university grants freedom to its staff in the application of new knowledge and information.), Respondents answered with a mean value of (2.4) and standard deviation of (0.8) and the result to this question prove that this point is generally acceptable according to all biographical groups.

Table (3:27) describes the result of the question number two:

Q 2	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	42	69	25	38	29	19	17	15	58	21	12	86	2	11	93	18
	27.45	28.99	22.5	26.0	29.5	52.7	22.07	21.73	37.9	22.82	17.91	37.22	22.22	13.09	30.8	20.00
Agree	75	121	67	73	44	12	44	42	48	62	50	93	3	50	158	38
	49.01	50.84	60.3	50.0	44.8	33.3	57.14	60.86	31.3	67.39	74.62	40.25	33.33	59.52	52.4	42.22
Neutral	18	22	11	16	12	1	10	8	17	5	3	24	1	12	23	17
	11.76	9.243	9.90	10.9	12.2	27.7	12.98	11.59	11.1	5.434	4.477	10.38	11.11	14.28	7.64	18.88
Disagree	17	18	6	13	12	4	4	4	24	3	2	23	2	8	21	14
	11.11	7.563	5.40	8.90	12.2	11.1	5.194	5.797	15.6	3.260	2.985	9.956	22.22	9.523	6.97	15.55
Strongly disagree	1	8	2	6	1	0	2	0	6	1	0	5	1	3	6	3
	0.653	3.361	1.8	4.10	1.02	0.0	2.597	0.00	3.92	1.086	0.00	2.164	11.11	3.571	1.99	3.333
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Means							Standard Deviation									
2.8							0.6									

Table (27) reflects the arithmetic mean and standard deviation for the statement (The university is working to remove barrier that obstruct application of knowledge) This question has been answered by respondents with a mean value of (2.8) and standard deviation of (0.6) and the results to question prove that this point is generally acceptable according to all biographical groups,.

Table (3:28) describes the results of question number three:

Q 3	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	28	36	12	25	16	11	10	8	33	13	9	39	2	14	42	22
	18.30	15.12	10.8	17.1	16.3	30.5	12.98	11.59	21.5	14.13	13.43	16.88	22.22	16.66	13.9	24.44
Agree	91	163	87	91	62	14	54	53	83	64	49	143	5	57	205	49
	59.47	68.48	78.3	62.3	63.2	38.8	70.12	76.81	54.2	69.56	73.13	61.90	55.55	67.85	68.1	54.44
Neutral	11	27	4	14	12	8	5	4	21	8	2	30	2	4	29	9
	7.189	11.34	3.60	9.58	12.2	22.2	6.493	5.797	13.7	8.695	2.985	12.98	22.22	4.761	9.63	10.00
Disagree	2	4	1	4	1	0	1	2	2	1	1	4	0	1	4	2
	1.307	1.680	0.90	2.73	1.02	0.00	1.298	2.898	1.30	1.086	1.492	1.731	0.00	1.190	1.32	2.222
Strongly disagree	21	8	7	12	7	3	7	2	14	6	6	15	0	8	21	8
	13.72	3.361	6.3	8.21	7.14	8.33	9.090	2.898	9.15	6.521	8.955	6.493	0.00	9.523	6.97	8.888
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Means									Standard Deviation							
2.9									09							

Table (28) explains the arithmetic mean and standard deviation for the statement (The University depends on the experienced employees within the university regarding its results and activities.).The respondents answered with a mean value of (2.9) and standard deviation of (0.9) and this prove that this point is generally acceptable according to all biographical groups,

Table (3:29) describes the results of question number four:

Q 4	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	27	40	16	23	17	11	17	12	25	13	12	31	0	24	51	16
	17.64	16.80	14.4	22.6	17.3	30.5	22.07	17.39	16.3	14.13	17.91	13.41	0.00	28.57	16.9	17.77
Agree	68	72	60	55	21	4	33	35	37	35	35	100	2	3	130	10
	44.44	30.25	54.0	37.6	21.4	11.1	42.85	50.72	24.1	38.04	52.23	43.29	22.22	3.571	43.1	11.11
Neutral	38	56	22	36	29	7	13	11	42	28	13	45	2	34	56	38
	24.83	23.52	19.8	24.6	29.5	194	16.88	15.94	27.4	30.43	19.40	19.48	22.22	40.47	18.6	42.22
Disagree	16	32	10	17	14	7	5	7	23	13	5	25	5	13	37	11
	10.45	13.44	9.00	11.6	14.2	19.4	6.493	10.14	15.0	14.13	7.462	10.82	55.55	15.47	12.2	12.22
Strongly disagree	4	38	3	15	17	7	9	4	26	3	2	30	0	10	27	15
	2.614	15.96	2.7	10.2	17.3	19.4	11.68	5.797	16.9	3.260	2.985	12.98	0.00	11.90	8.97	16.66
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100%	100%	100%	100%	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means							Standard Deviation									
1.9							1.1									

Table (29) shows the arithmetic mean and standard deviation for the statement (Deployment of the organization culture supports the effective application of knowledge), The respondents as a whole answered with a mean value of (1.9) and standard deviation of (1.1) and the result of respondents for this question prove that this point is generally acceptable according to all biographical groups. , In addition, one can see in this table that the standard deviation is (1.1), which denote that some of respondents do not agree with this point.

3.13.3 The description of the statements of the employee performance axis:

(Employee performance) axis:

Table (3:30) describes the results of question number one:

Q 1	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	20	49	39	11	7	12	23	13	7	26	28	5	3	33	41	28
	13.07	20.58	35.1	7.53	7.14	33.3	29.87	18.84	4.57	28.26	41.79	2.164	33.33	39.28	13.6	31.11
Agree	59	58	40	45	28	4	18	25	41	33	13	72	3	29	98	19
	38.56	24.36	36.0	30.8	28.5	11.1	23.37	36.23	26.7	35.86	19.40	31.16	33.33	34.52	32.5	21.11
Neutral	43	58	13	52	31	5	18	16	47	20	17	76	2	6	81	20
	28.10	24.36	11.7	35.6	31.6	13.8	23.37	23.18	30.7	21.73	25.37	32.90	22.22	7.142	26.9	22.22
Disagree	26	39	10	25	19	11	7	7	41	10	4	55	0	6	48	17
	10.45	16.38	9.00	17.1	19.3	30.5	9.090	10.14	26.7	10.86	5.970	23.80	0.00	7.142	15.9	18.88
Strongly disagree	12	27	9	13	13	4	11	8	17	3	5	23	1	10	33	6
	7.843	11.34	8.1	8.90	13.2	11.1	14.28	11.59	11.1	3.260	7.462	9.956	11.11	11.90	10.9	6.666
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100 %	100%	100 %	100%	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
2.3									1.1							

Table (30) indicates the arithmetic mean and standard deviation for the statement (The university provide its employees and its lecturers the necessary and suitable knowledge to enable them to performing their functions in the best way.)Respondents answered with a mean value of (2.3) and standard deviation of (1.1) and the results prove that this point is generally acceptable in every part of biographical status. However, in this table the standard deviation is (1.1), which denote that some of respondents do not agree with this point.

Table (3:31) describes the results of question number two:

Q 2	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	14	46	13	29	15	3	13	11	22	14	10	33	1	16	39	21
	9.150	19.32	11.7	19.8	15.3	8.33	16.88	15.94	14.3	15.21	14.92	14.28	11.11	19.04	12.9	23.33
Agree	110	144	84	89	61	20	55	49	86	64	48	154	3	49	212	42
	71.89	60.50	75.6	60.9	62.2	55.5	71.42	71.01	56.2	69.56	71.64	66.66	33.33	58.33	70.4	46.66
Neutral	22	30	11	20	16	5	6	6	32	8	6	28	5	13	34	18
	14.37	12.60	9.90	13.6	16.3	13.8	7.792	8.695	20.9	8.695	8.955	12.12	55.55	15.47	11.2	20.00
Disagree	7	13	2	5	5	8	2	1	11	6	2	13	0	5	12	8
	4.575	5.462	1.80	3.42	5.10	22.2	2.597	1.449	7.18	6.521	2.985	5.627	0.00	5.952	3.98	8.888
Strongly disagree	0	5	1	3	1	0	1	2	2	0	1	3	0	1	4	1
	0.00	2.100	0.9	2.05	1.02	0.0	1.298	2.898	1.30	0.00	1.492	1.298	0.00	1.190	1.32	1.111
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100 %	100%	100 %	100%	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
2.8									0.7							

Table (32) clarifies the arithmetic mean and standard deviation for the statement (The employees and lecturers are contributing in developing and enhancing the direction of the courses and also the activities included in them.), Respondents answered with a mean value of (2.8) and standard deviation of (0.7) and the results to this question prove that this point is generally acceptable according to all biographical groups,.

Table (3:32) describes the results of question number three:

Q 3	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	50	54	31	38	25	10	16	23	34	31	18	67	3	16	63	41
	32.67	22.68	27.9	26.0	25.5	27.7	20.77	33.33	22.2	33.69	26.86	29.00	11.11	19.04	20.9	45.55
Agree	67	109	48	48	51	29	36	28	69	43	34	82	3	57	158	18
	43.79	45.79	43.2	32.8	52.0	80.5	46.75	40.57	45.0	46.73	50.74	35.49	33.33	67.85	52.4	20.00
Neutral	8	28	7	18	7	4	6	6	17	7	4	26	3	3	28	8
	5.228	11.76	6.30	12.3	7.14	11.1	7.792	8.695	11.1	7.608	5.970	11.25	33.33	3.571	9.30	8.888
Disagree	17	14	13	11	6	1	12	3	15	1	6	19	0	6	19	12
	11.11	5.882	11.7	7.53	6.12	2.77	15.58	4.347	9.80	1.086	8.955	8.225	0.00	7.142	6.31	13.33
Strongly disagree	11	33	12	21	9	2	7	9	18	10	5	37	0	2	33	11
	7.189	13.86	10.	14.3	9.18	5.55	9.090	13.04	11.7	10.86	7.462	16.01	0.00	2.380	10.9	12.22
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100 %	100%	100 %	100%	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
2.6									0.8							

Table (32) illustrates the arithmetic mean and standard deviation for the statement (Good employee performance of employees means decreasing university cost and also is the motivation for developing the university and increasing the international ranking.)Respondents replied with a mean value of (2.6) and standard deviation of (0.8) and the results by the respondents to this question prove that this point is generally acceptable according to all biographical groups.

Table (3:33) describes the results of question number four:

Q 4	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	12	26	8	18	9	3	8	8	17	5	6	28	0	4	21	17
	7.843	10.92	7.20	12.3	9.18	8.33	10.38	11.59	11.1	5.434	8.955	12.12	0.00	4.761	6.97	18.88
Agree	66	83	48	55	32	14	18	24	58	49	21	122	2	4	148	1
	43.13	34.87	43.2	37.6	32.6	38.8	23.37	34.78	37.9	53.28	31.34	52.81	22.22	4.761	49.1	1.111
Neutral	47	64	36	38	32	5	28	22	43	18	26	41	3	41	72	39
	30.71	26.89	32.4	26.0	32.6	13.8	36.36	31.88	28.1	19.56	38.80	17.74	33.33	48.80	23.9	43.33
Disagree	22	47	13	27	19	10	16	12	28	13	11	31	3	24	39	30
	14.37	19.74	11.7	18.4	19.3	10.2	20.77	17.39	18.3	14.13	16.41	13.41	33.33	28.57	12.9	33.33
Strongly disagree	6	18	6	8	6	4	7	3	7	7	3	9	1	11	21	3
	3.921	7.563	5.4	5.47	6.12	11.1	9.090	4.347	4.57	7.608	4.477	3.896	11.11	13.09	6.97	3.333
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100 %	100%	100 %	100%	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
1.9									1.2							

Table (33) shows the arithmetic mean and standard deviation for the statement (The university contributes to improving the quality of educational ability of all faculties and employees) Respondents replied as a whole with a mean value of (1.9) and standard deviation of (1.2) and the results to this question prove that this point is generally acceptable in every part of biographical status. However, in this table the standard deviation is (1.2), which denotes that some of the respondents do not agree with this point.

Table (3:34) describes the results of question number five:

Q 5	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	22	43	10	21	20	14	12	13	23	17	11	28	2	24	41	24
	14.37	18.06	9.00	14.3	20.4	38.8	15.58	18.84	15.0	18.47	16.41	12.12	22.22	28.57	13.6	26.66
Agree	49	67	53	34	27	2	30	22	39	25	25	83	3	1	98	18
	32.02	28.15	47.7	23.2	27.5	5.55	38.96	31.88	25.4	27.17	37.31	35.93	33.33	1.190	32.5	20.00
Neutral	31	52	20	38	17	8	13	14	35	21	12	50	2	19	66	17
	58.49	21.84	18.0	26.0	17.3	22.2	16.88	20.28	22.8	22.82	17.91	21.64	22.22	22.61	21.9	18.88
Disagree	41	55	23	37	27	9	16	16	40	24	15	58	2	21	76	20
	26.79	23.10	20.7	25.3	27.5	25.0	20.77	23.18	26.1	26.08	22.38	25.10	22.22	25.00	25.2	22.22
Strongly disagree	10	21	5	16	7	3	6	4	16	5	4	12	0	15	20	11
	5.535	8.823	4.5	10.9	7.14	8.33	7.792	5.797	10.4	5.434	5.970	5.194	0.00	17.85	6.64	12.22
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100 %	100%	100 %	100%	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
1.6									1.4							

Table (34) reflects the arithmetic mean and standard deviation for the statement (The university contributes to the increased efficiency of operations and supports the innovation). Respondents' replies had a mean value of (1.6) and standard deviation of (1.4) and the respondent's results for this question prove that this point is generally acceptable in every part of biographical status. However, in this table the standard deviation is (1.4), which denotes that some of the respondents do not agree with this point.

(Empowerment) axis:

Table (3:35) describes the results of question number one:

Q 1	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	41	70	25	38	29	19	15	17	58	21	12	86	2	11	90	21
	26.79	29.41	22.5	26.0	29.5	52.7	19.48	24.63	37.9	22.82	17.91	37.22	22.22	13.09	29.9	23.33
Agree	71	125	67	73	44	12	46	40	48	62	50	93	3	50	161	35
	46.40	52.52	60.3	50.0	44.8	33.3	59.74	57.97	31.3	67.39	74.62	40.25	33.33	59.52	53.4	38.88
Neutral	20	20	11	16	12	1	10	8	17	5	3	24	1	12	23	17
	13.07	8.403	9.90	10.9	12.2	2.77	12.98	11.59	11.1	5.434	4.477	10.38	11.11	14.28	7.64	18.88
Disagree	18	17	5	14	12	4	5	3	24	3	2	23	2	8	21	14
	11.76	7.142	4.50	9.58	12.2	11.1	6.493	4.34	15.6	3.260	2.985	9.956	22.22	9.523	6.97	15.55
Strongly disagree	3	6	3	5	1	0	1	1	6	1	0	5	1	3	6	3
	1.960	2.521	2.7	3.42	102	0.0	1.298	1.449	3.92	1.086	0.00	2.164	11.11	3.571	1.99	3.333
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100%	100%	100%	100 %	100%	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
2.6									0.9							

Table (35) displays the arithmetic mean and standard deviation for the statement (The University is keen to participate in staff renewal in support of flexible, innovative, and speedy response). The respondents answered this question with a mean value of (2.6) and standard deviation of (0.9) and the results prove that this point is generally acceptable according to all biographical groups.

Table (3:36) describes the results of question number two:

Q 2	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	70	82	43	52	44	13	32	20	66	34	29	74	4	45	112	40
	45.75	34.45	38.7	35.6	44.8	36.1	41.55	28.98	43.1	36.95	43.28	32.03	44.44	53.57	37.2	44.44
Agree	78	143	65	87	48	21	43	47	79	52	38	145	5	33	176	45
	50.98	60.08	58.5	59.5	48.9	58.3	55.84	68.11	51.6	56.52	56.71	62.77	55.55	39.28	58.4	50.00
Neutral	5	12	3	6	6	2	1	2	8	6	0	11	0	6	12	5
	3.267	5.042	2.7	4.10	6.12	5.55	1.298	2.898	5.22	6.521	0.00	4.761	0.00	7.142	3.98	5.555
Disagree	0	1	0	1	0	0	1	0	0	0	0	1	0	0	1	0
	0.00	0.420	0.0	0.68	0.00	0.0	1.298	0.00	0.00	0.00	0.00	0.432	0.00	0.00	0.33	0.00
Strongly disagree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.00	0.00	0.0	0.0	0.00	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Means									Standard Deviation							
3.8									0.3							

Table number (36) demonstrates the arithmetic mean and standard deviation for the statement (The university provides its employees with Internet access, and sufficient library facilities, to fulfill their academic requirements.). This question has been answered by respondents with a mean value of (3.8) and standard deviation of (0.3) The result by the respondents to this question prove that this point is generally acceptable according to all biographical groups.

Table (3:37) describes the results of question number three:

Q 3	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	45	57	22	46	30	4	20	18	41	23	25	43	2	32	68	34
	29.41	23.94	19.8	31.5	30.6	11.1	25.97	26.08	26.7	25.00	37.31	18.61	22.22	38.09	22.5	37.77
Agree	102	144	81	81	56	28	50	44	89	63	33	168	4	41	198	48
	66.66	60.50	72.9	55.4	57.1	77.7	64.93	63.76	58.1	68.47	49.25	72.72	44.44	48.80	65.7	53.33
Neutral	4	23	5	11	8	3	5	5	14	3	4	13	2	8	21	6
	2.614	9.663	4.50	7.53	8.16	8.33	6.493	7.246	9.15	3.260	5.970	6.627	22.22	9.523	6.97	6.666
Disagree	2	12	3	7	3	1	2	2	8	2	4	6	1	3	12	2
	1.307	5.042	2.7	4.79	3.06	2.77	2.597	2.898	5.22	2.173	5.970	2.597	11.11	3.571	3.98	2.222
Strongly disagree	0	2	0	1	1	0	0	0	1	1	1	1	0	0	2	0
	0.000	0.840	0.0	0.68	1.02	0.0	0.00	0.00	0.65	1.086	1.492	0.432	0.00	0.00	0.66	0.00
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Means									Standard Deviation							
3.5									0.4							

Table number (37) indicates the arithmetic mean and standard deviation for the statement (Employee empowerment leads to reach the maximum performance.)It has been answered by respondents with a mean value of (3.5) and standard deviation of (0.4) which proves that this point is generally acceptable according to all biographical groups.

Table (3:38) describes the results of question number four:

Q 4	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	23	40	13	28	14	8	12	12	24	15	10	49	2	2	47	16
	15.03	16.80	11.7	19.1	14.2	22.2	15.58	17.39	15.6	16.30	14.92	21.21	22.22	2.380	15.6	17.77
Agree	51	63	50	31	23	10	28	19	40	27	24	75	2	13	101	13
	33.33	26.47	45.0	21.2	23.4	27.7	36.36	27.53	26.1	29.34	35.82	32.46	22.22	15.47	33.5	14.44
Neutral	32	57	20	39	25	5	17	17	36	19	12	51	2	24	50	39
	20.91	23.94	18.0	26.7	25.5	13.8	22.07	24.63	23.5	20.65	17.91	22.07	22.22	28.57	16.6	43.33
Disagree	35	42	16	31	21	9	11	10	40	16	13	32	3	29	66	11
	22.87	17.64	14.4	21.2	21.4	25.0	14.28	14.49	26.1	17.39	19.40	13.85	33.33	34.52	21.9	12.22
Strongly disagree	12	36	12	17	15	4	9	11	13	15	8	24	0	16	37	11
	7.843	15.12	10.	11.6	15.3	11.1	11.68	15.94	8.49	16.30	11.94	10.38	0.00	19.04	12.2	12.22
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100 %	100%	100 %	100%	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
2.0									1.1							

Table number (38) clarifies the arithmetic mean and standard deviation for the statement (The university takes interest in the ideas and solutions proposed by the staff to deal with the problems they face) It has been answered by respondents with a mean value of (2) and standard deviation of (1.1) and the result prove that this point is generally acceptable according to all biographical groups, However, in this table the standard deviation is (1.1), which denotes that some of respondents do not agree with this statement.

Table (3:39) describes the results of question number five:

Q 5	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	47	69	28	48	32	8	25	24	36	31	23	65	3	25	92	24
	30.71	28.99	25.2	32.8	32.6	22.2	32.46	34.78	23.5	33.69	34.32	28.13	33.33	29.76	30.5	26.66
Agree	81	93	64	58	33	19	35	31	70	38	27	115	4	28	143	31
	52.94	39.07	57.6	39.7	33.6	52.7	45.45	44.92	45.7	41.30	40.29	49.78	44.44	33.33	47.5	34.44
Neutral	21	38	10	18	24	7	11	8	27	13	9	28	2	20	38	21
	13.72	15.96	9.00	12.3	24.4	19.4	14.28	11.59	17.6	14.13	13.43	12.12	22.22	23.80	12.6	23.33
Disagree	3	30	7	18	6	2	4	4	17	8	6	18	0	9	21	12
	1.960	12.60	6.30	12.3	6.12	5.55	5.194	5.797	11.1	8.695	8.955	7.792	0.00	10.71	6.97	13.33
Strongly disagree	1	8	2	4	3	0	2	2	3	2	2	5	0	2	7	2
	0.653	3.361	1.8	2.73	3.6	0.0	2.597	2.898	1.96	2.173	2.985	2.164	0.00	2.380	2.32	2.222
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Means									Standard Deviation							
2.9									0.5							

Table number (39) reflects the arithmetic mean and standard deviation for the statement (The University takes into account the motivation of the staff and their performance abilities in the business distribution process and the cognitive domains). Respondents answered with a mean value of (2.9) and standard deviation of (0.5) and the results indicate that this statement is generally acceptable according to all biographical groups.

(Job satisfaction) axis:

Table (3:40) describes the results of question number one:

Q 1	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	6	14	4	9	6	1	4	4	7	5	5	11	0	4	14	6
	3.921	5.882	3.60	6.16	6.12	2.77	5.194	5.797	4.57	5.434	7.462	4.761	0.00	4.761	4.65	6.666
Agree	22	41	11	33	12	7	6	7	42	8	7	41	5	10	41	22
	14.37	17.22	9.90	22.6	12.2	19.4	7.792	10.14	27.4	8.695	10.44	17.74	55.55	11.90	13.6	24.44
Neutral	31	40	13	32	19	7	7	5	47	12	6	52	1	12	55	16
	20.26	16.80	11.7	21.9	19.3	19.4	9.090	7.246	30.7	13.04	8.955	22.51	11.11	14.28	18.2	17.77
Disagree	82	128	78	62	53	17	53	48	49	60	45	115	3	47	170	40
	53.59	53.78	70.2	42.4	54.0	47.2	68.83	69.56	32.0	65.21	67.16	49.78	33.33	55.95	56.4	44.44
Strongly disagree	12	15	5	10	8	4	7	5	8	7	4	12	0	11	21	6
	7.84	6.302	4.5	6.84	8.16	11.1	9.090	7.246	5.22	7.608	5.970	5.194	0.00	13.09	6.97	6.666
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
2.0									0.9							

Table number (40) shows the arithmetic mean and standard deviation for the statement (The university is using a system of incentives to raise the level of performance and sense of belonging of the employees). This question has been answered by the respondents with a mean value of (2) and standard deviation of (0.9) and the result to this question indicate that this statement is generally acceptable according to all biographical groups,.

Table (3:41) describes the results of question number two:

Q 2	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	19	40	9	26	18	6	13	11	19	16	9	35	2	13	51	8
	12.41	16.80	8.10	17.8	18.3	16.6	16.88	15.94	12.4	17.39	13.43	15.15	22.22	15.47	16.9	8.888
Agree	46	73	58	41	16	4	23	21	41	34	28	77	3	11	77	42
	30.06	30.67	52.2	28.0	16.3	11.1	29.87	30.43	26.7	36.95	41.79	33.33	33.33	13.09	25.5	46.66
Neutral	55	60	26	42	40	7	21	19	46	29	15	70	2	28	104	11
	35.94	25.21	23.4	28.7	40.8	19.4	27.27	27.53	30.0	31.52	22.38	30.30	22.22	33.33	34.5	12.22
Disagree	31	45	14	26	19	17	16	14	37	9	12	38	1	25	50	26
	20.26	18.90	12.6	17.8	19.3	47.2	20.77	20.28	24.1	9.782	17.91	16.45	11.11	29.76	16.6	28.88
Strongly disagree	2	20	4	11	5	2	4	4	10	4	3	11	1	7	19	3
	1.307	8.403	3.6	7.53	5.10	5.55	5.194	5.797	6.53	4.347	4.477	4.761	11.11	8.333	6.31	3.333
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Means									Standard Deviation							
1.8									1.3							

Table number (41) illustrates the arithmetic mean and standard deviation for the statement (The university rewards its employees for their participation in the investigation of knowledge that increases their level of work performance), Respondents replied with a mean value of (1.8) and standard deviation of (1.3) and the results for this question indicate that this point is generally acceptable according to all biographical groups,. However, in this table the standard deviation is (1.3), which denotes that some of the respondents do not agree with this statement.

Table (3:42) describes the results of question number three:

Q 3	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	99	78	64	68	43	2	39	35	77	26	35	125	2	15	126	51
	64.70	32.77	57.6	46.5	43.8	5.55	50.64	50.72	50.3	28.26	52.23	54.11	22.22	17.85	41.8	56.66
Agree	52	114	38	54	44	30	31	28	51	56	27	73	5	61	134	32
	33.98	47.89	34.2	36.9	44.8	83.3	40.25	40.57	33.3	60.86	40.29	31.60	55.55	71.61	44.5	35.55
Neutral	2	30	6	17	6	3	5	5	17	5	3	23	2	4	26	6
	1.307	12.60	5.40	11.6	6.12	8.33	6.493	7.246	11.1	5.434	4.477	9.956	22.22	4.761	8.63	6.666
Disagree	0	12	2	5	4	1	1	1	7	3	1	7	0	4	11	1
	0.000	5.042	1.80	3.42	4.08	2.77	1.298	1.449	4.57	3.260	1.492	3.030	0.00	4.761	3.65	1.111
Strongly disagree	0	4	1	2	1	0	1	0	1	2	1	3	0	0	4	0
	0.000	1.680	0.9	1.36	1.02	0.00	1.298	0.00	0.65	2.173	1.492	1.298	0.00	0.00	1.32	0.00
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %
Means									Standard Deviation							
3.9									0.3							

Table number (42) indicates the arithmetic mean and standard deviation for the ferry (Knowledge influences the speed and efficiency of responding to problems the employees at the university face). Respondents answered mean value of (3.9) and standard deviation of (0.3) and the results by the respondents to this question show that this statement is generally acceptable according to all biographical groups.

Table (3:43) describes the result of question number four:

Q 4	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	60	79	61	44	22	12	31	38	36	34	37	70	7	25	84	55
	39.21	33.19	54.9	30.1	22.4	33.3	40.25	55.07	23.5	36.95	55.22	30.30	77.77	29.76	27.9	61.11
Agree	81	121	41	82	61	18	38	27	88	49	26	124	2	50	178	24
	52.94	50.84	36.9	56.1	62.2	50.0	39.35	39.13	57.5	53.26	38.80	53.67	22.22	59.52	59.1	26.66
Neutral	7	31	7	14	12	5	6	3	22	7	2	30	0	6	29	9
	4.575	13.02	6.30	9.58	12.2	13.8	7.792	4.347	14.3	7.608	2.985	12.98	0.00	7.142	9.63	9.999
Disagree	3	4	1	3	2	1	1	0	5	1	1	4	0	3	6	1
	1.960	1.680	0.9	2.05	2.04	2.77	1.298	0.00	3.26	1.086	1.492	1.731	0.00	3.571	1.99	1.111
Strongly disagree	2	3	1	3	1	0	1	1	2	1	1	3	0	0	4	1
	1.307	1.260	0.9	2.05	1.02	0.0	1.298	1.449	1.30	1.086	1.492	1.298	0.00	0.00	1.32	1.111
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100%	100 %	100 %	100 %	100 %	100 %	100 %

Means	Standard Deviation
3.0	0.6

Table number (43) displays the arithmetic mean and standard deviation for the statement (Use of knowledge increases the possibility of career advancement). This question has been answered by respondents with a mean value of (3) and standard deviation of (0.6) and the results for this question imply that this point is generally acceptable according to all biographical groups,

Table (3:44) describes the results of question number five:

Q 5	Gender		Ages				Years of work experience				Academic Certification				General jurisdiction	
	F	M	Less 30	30 - 39	40-49	More 50	Less 5	5 to 9	10 to 14	More 15	BSc	Master	H. Diploma	PHD	Management	Others
	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	28	41	14	36	15	4	17	14	22	16	13	36	2	18	51	18
	18.30	17.22	12.6	24.6	15.3	11.1	22.07	20.28	14.3	17.39	19.40	15.58	22.22	21.41	16.9	20.00
Agree	67	78	63	49	23	10	21	9	76	39	21	88	4	32	120	25
	43.79	32.77	56.7	33.5	23.4	27.7	27.27	13.04	49.6	42.39	31.34	38.09	44.44	38.09	39.8	27.77
Neutral	42	61	23	37	33	10	27	27	24	25	24	59	2	18	77	26
	27.45	25.63	20.7	25.3	33.6	27.7	35.06	39.13	15.6	27.17	35.82	25.54	22.22	21.41	25.5	28.88
Disagree	11	42	8	16	19	10	7	4	34	8	5	37	1	10	39	14
	7.189	17.64	7.20	10.9	19.3	27.7	9.090	5.797	22.2	8.695	7.462	16.01	11.11	11.90	12.9	15.55
Strongly disagree	5	16	3	8	8	2	5	5	7	4	4	11	0	6	14	7
	3.267	6.722	2.7	5.47	8.16	5.55	6.493	7.246	4.57	4.347	5.970	4.761	0.00	7.142	4.65	7.777
Total	153	238	111	146	98	36	77	69	153	92	67	231	9	84	301	90
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Means									Standard Deviation							
2.2									0.7							

Table number (44) demonstrates the arithmetic mean and standard deviation for the statement (The effect on job satisfaction is affected by the methods of knowledge sharing in the institutions of higher education is a basis for evaluating the effectiveness of such activities.), It has answered by respondents with a mean value of (2.2) and standard deviation of (0.7) and the result for this question prove that this point is generally acceptable according to all biographical groups.

3.14. Questionnaire Reliability:

The Cronbach's alpha reliability coefficient normally extends between 0 and 1, While there is no lower limit to the coefficient, the closer the Cronbach's alpha coefficient is to 1.0, the greater the internal coherence of the items in the scale, In addition, the following rules of thumb are provided for Cronbach's alpha values: "_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ >.6 – Questionable, _ > .5 – Poor, and_ <. 5 – Unacceptable" (George & Mallery, 2003) The Cronbach's alpha test results are shown and illustrated in the Table (4:45).

Table (3:45): Questionnaire Reliability:

Variables		Cronbach's Alpha	Number of Items	Reliability
Knowledge management		**.866**	**8**	**Good**
K M process	**Knowledge creation**	**.811**	**4**	**Good**
	Knowledge sharing	**.862**	**3**	**Good**
	Knowledge storage	**.712**	**3**	**Acceptable**
	Knowledge implementation	**.736**	**4**	**Acceptable**
K M process (total)		**.780**	**18**	**Acceptable**
Employee performance		**.669**	**5**	**Questionable**
Factors which affect employee performance	**Empowerment**	**.788**	**5**	**Acceptable**
	Job Satisfaction	**.761**	**5**	**Acceptable**
Factors which affect employee performance (total)		**.774**	**10**	**Acceptable**

3.15. Descriptive Statistics

Table (3:46): Descriptive Statistics for the Study Variables:

N	Variables	Means	Standard deviation	Number of status
1	**Knowledge management**	2.77	0.487	8
2	**Knowledge creation**	2.65	0.811	4
3	**Knowledge storage**	3.23	0.533	3
4	**Knowledge sharing**	2.36	0.733	3
5	**Knowledge implementation**	2.50	0.850	4
6	**Employee performance**	2.24	1.040	5
7	**Empowerment**	2.96	0.640	5
8	**Job Satisfaction**	2.58	0.760	5

This table illustrates the descriptive statistics for the study variables (dependent and independent variables). As one can see in the table, the mean and standard deviation values for knowledge management are (M=2.77, SD=0.487), knowledge creation values are (M=2.65, SD=0.811), knowledge storage values are (M=3.22, SD=0.533), knowledge sharing values are (M=2.36, SD=0.733), knowledge implementation values are (M=2.50, SD=0.850), employee performance values are (M=2.24, SD=1.040), empowerment values are (M=2.96, SD=0.640), and job satisfaction values are (M=2.58, SD=0.760).

3.16. Regression Analysis (Hypothesis Test)

Multiple regression analysis is practiced to test the hypothesized impacts between the dependent and independent variables. Regression consists of several hierarchical procedures, during which the components that are hypothesized to be conceivably

impacted are added sequentially to the already existing model. This analysis method also projects the importance of each variable in predicting the dependent variable.

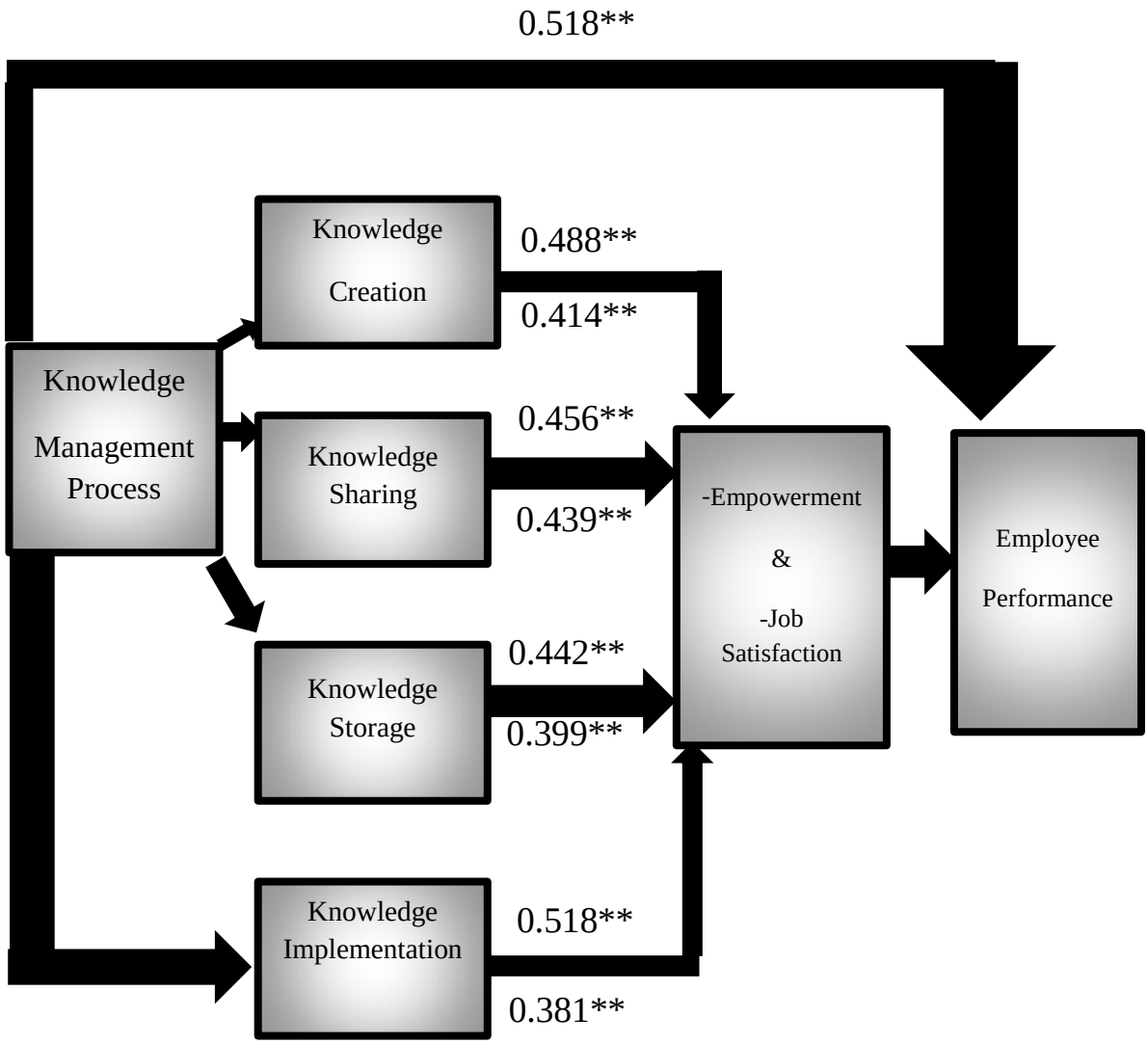
Table (3:47): Hypothesis Remarks

The consequence of this research, which has been achieved through the analysis of the data gathered from the employees of Sulaimani Polytechnic University, is based on the pre-discussed literature review. The results of this study reflect that all the research variables have been significantly associated with the dependent variables, and the entire study hypothesis has been significantly associated with the dependent variables (employee performance). In addition, to test the hypothesis related to the impacts of knowledge management on employee performance, all of the hypotheses have been significantly impacted by the dependent variables (employee performance)

N	Hypothesis	Impact	Beta	R-Squared	Remarks
1	H0	KM& Employee performance	0.689	0.502**	Accepted
2	H1a	Knowledge creation & Empowerment	0.502	0.488**	Accepted
3	H1b	Knowledge storage & Empowerment	0.518	0.442**	Accepted
4	H1c	Knowledge sharing & Empowerment	0.527	0.456**	Accepted
5	H1d	Knowledge implementation & Empowerment	0.652	0.518**	Accepted
6	H1e	Knowledge creation & Job satisfaction	0.554	0.414**	Accepted
7	H1f	Knowledge storage & Job satisfaction	0.578	0.399**	Accepted
8	H1g	Knowledge sharing& Job satisfaction	0.604	0.439**	Accepted
9	H1h	Knowledge implementation & Job satisfaction	0.516	0.381**	Accepted

Research Conceptual Model

****Impact****



4. Conclusion, Recommendation, and Implications for Managers at Sulaimani Polytechnic University:

4.1. Conclusion:

As can be seen from the theoretical and empirical discussion, the researcher has found that the knowledge management processes (knowledge creation, knowledge sharing, knowledge storage, and knowledge implementation) has a significant impact on employee empowerment and employee job satisfaction. This leads us to the main objective of this study, which is to understand the role of knowledge management in developing the performance of employees. The results of this study indicate that knowledge management is a critical and highly effective tool for developing and enhancing employee performance and increasing their efficiency and effectiveness.

The majority of the available studies on knowledge management have demonstrated that knowledge of an organization is considered to be an important resource and also a key contributor to the success and survival of any organization in a highly competitive business environment, Therefore, this study analyzes the role of knowledge management in developing performance, which leads to establishing the relationship between knowledge management and human resources management, In addition the study analyzes the knowledge management processes and describes the types of Knowledge Management as well as identifying the type of knowledge management processes, which include: knowledge creation, knowledge sharing, knowledge storage, knowledge implementation, employee performance, job satisfaction, and empowerment.

As a result of this study, the researcher has found a several important conclusions, which include: A majority of the employees, who hold higher academic qualifications such as, PhD and master's degree, were able to understand the variables in the questionnaire and answer them correctly. In addition bachelor degree holders answered many the questionnaire questions positively, which reflects the level of their understanding towards the topic. Furthermore, employees whose general jurisdiction was management were more knowledgeable than other employees towards the topic. The majority of people who had many years of experience understood both the dependent and independent variables and chose their answers accordingly. Finally, the analysis process has proven the significant role of knowledge management in developing and enhancing the performance of employees.

4.2. Recommendations:

From the results, the researchers have found grounds for providing the following recommendations:

It is necessary for the university to support knowledge sharing through the support of investment and social collaboration exercises in addition to the establishment of systems that empower sharing, The University has to provide mechanisms to contribute to implied tacit knowledge among specialists and the realization of all their potential and capacities.

The university must work on knowledge assembly and dissemination across the center in order to develop the knowledge of researchers. It must also work to support persistent learning, expanding backgrounds and discovering approaches to coordinate knowledge and past encounters with new learning.

The university has to consider a material and moral incentive system in addition to social factors in order to increase the motivation to work for the researchers, and also to attract and choose qualified executives so that they have the capacity to perform to their highest levels

The university should implement knowledge management as a contribution to creativity, upgrading individuals and the overall improvement of the schools. This will bring the schools within the university numerous advantages that including expanding their ability to adjust to what is going on in the educational environment, expanding their ability to address the issues of the general public and also building their ability for imagination and advancement.

Another benefit of knowledge management is that, through cooperation in the system of inward and outside data, and the improvement of specialists' attidudes and their capacity to utilize these systems, including knowledge creation, knowledge exchange and the spread of knowledge, they can utlilize the electronic wellsprings of data that bolster workers to grow persistently.

The university and the managerial board should have the ability to solve problems and achieve job satisfaction in a fast and efficient way.

The college should make more effort to participate with external scholastic systems, which is imperative for the university to look forward to producing and learning from outside sources (specialists who work outside the college).

The college should rely upon organizational learning, logical research, Internet systems, and staff ability to tackle issues, formulate new ideas and create knowledge.

The university must have a framework for accomplishing knowledge and also for storing it. The university should use multiple methods (workshops, examinations, classes, gatherings, and symposium) for spreading knowledge.

The university has to provide the opportunity for staff to receive training, which is offered by experts and trainers contemporaries, awarding freedom to employees to apply new knowledge and information, and removing the obstacles that hinder the process of the application of knowledge.

The university must utilize the experience of the experienced personel within the college, and must also contribute to improving the quality of the educational ability of the staff at the university.

The university must encourage staff participation in supporting new innovations, and should implement an incentive system to increase the level of performance and sense of belonging of the staff.

In institutions of higher education, job satisfaction must be used as the basis for assessing the effectiveness of the educational activities.

The university has to work towards building trust between employees to empower them and to enhance the communication between them for sharing knowledge.

4.3. Implications for managers at Sulaimani Polytechnic University:

The implication of this thesis indicates that the management at Sulaimani Polytechnic University should use the knowledge management processes to benefit the institution and should also provide all the employees and lecturers with the knowledge required for performing their functions in the best possible way. In terms of developing employee performance, a high level of performance of by the employees will lead to a decrease in university costs and is also an important factor in the development of the university and its international ranking.

All sections of the knowledge management processes influence the speed and efficiency of responding to problems that employees face, which leads to increased job satisfaction. Rewarding employees for their participation in the investigation of excellence at work, and considering the material and moral incentive systems in addition to social factors in order to increase the motivation to work for the researchers and employees will lead to increased job satisfaction.

Providing the employees with appropriate Internet access and library facilities, allows them to fulfill their academic requirements, and also provides appropriate skills and knowledge. This also encourages their participation and enables them use their own initiative to make the right decisions. Overall, it gives employees the freedom and confidence to perform their job on their own without direct intervention, while also strengthening, promoting or training them to support the infrastructure of the organization. It provides technical resources and promotes independence, responsibility and self-focus in workers in the organization, and the formation of trust between the leadership and employees, which leads to empowering employees. Furthermore, it can reduce absenteeism and turnover work, enable employees to achieve a privileged position, increase competitiveness, increase cooperation in solving problems, giving them a high innovative capacity and high individual resistance to the pressures of work.

The employees who hold higher academic qualifications such as PhDs or master's degree, employees whose general jurisdiction is management, as well as employees who have many years of experience are generally more knowledgeable than other employees. Therefore management team at Sulaimani Polytechnic University should depend on these types of employees in order to improve all aspects of the university.

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Turkish Republic of Northern Cyprus
Near East University
Faculty of Economics andAdministrative Sciences
Innovation & Knowledge Management Department

NEAR EAST UNIVERSITY

Research Questionnaire

Dear Participant,

Thank you for your time:-

First of all, I would like to inform you that I am a researcher aiming to investigate the role of the knowledge management process in developing job satisfaction and empowerment in relation to employee performance. I am requesting your kind cooperation by providing us with the required information, so that we may use this information for the purposes of scientific research (master's thesis) in the Department Of Innovation and Knowledge management. Your answers are most important and vital to the success of the study's significance. Please read all materials in the attached questionnaire and choose the answer that accurately reflects your opinion.

Please note that there is no right or wrong answers. It is important that you indicate how much you personally agree or disagree with each of the statements below. Place a √ on the item which best indicates how you feel about each statement. The results of this questionnaire will only be used for research purposes and will not be publicized.

Thank you very much for your cooperation.

Your participation is highly appreciated.

Researcher: Nabard Othman Hama

First: Biographical Information:

Note: - Put a √ next to the appropriate answer: Personal Questions

1. Gender:

Male □

Female □

2. Marital status:

Single □

Married □

3. Age:

Less than 30 years □

From 30-39 □

From 40-49 □

More than 50 □

4. Years of work experience: -

Less than 5 years □

From 5-9 years □

From 10-14 years □

More than 15 □

5. Academic qualification: -

Bachelor □

Higher diploma □

Master □

PhD □

6. General jurisdiction:

7. Current job title:

Second: Knowledge Management processes:

N	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The university provides its employees with an internet connection for seeking information and e-library to improve their knowledge.					
2	The university has the ability to transfer data into knowledge in scientific way in order to receive knowledge.					
3	The university supports panel discussions among the employees to promote functional performance and exchange knowledge.					
4	Knowledge management processes has an effect on the speed and efficiency of the treatment that the administrative board offers for solving the problems and complaints that face the					

	university. Also, this effectiveness leads to empowering employees and job satisfaction and improves employee performance.					
5	Knowledge management processes contributes to the dissemination of information among the members of the administrative body efficiently and effectively, which increase the level of job satisfaction and improves performance in the university.					
6	Knowledge management processes in the educational institutions enable administrative and educational developments in the field of higher education.					
7	Knowledge management processes contributes to the increase of information technology and budget requirements and adversely affects the job satisfaction and employee empowerment of the university.					

8	The university facilitates access to further academic networks.					

Third: The parts of the Knowledge Management Processes:

Knowledge creation:

N	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The university is trying to generate knowledge from external sources, such as experts working outside of the university.					
2	Knowledge that employees acquire from the Internet as well as their experience allows the individuals to interact with each other to find solutions to problems and generate new ideas The acquired knowledge of the Internet, and Employees experiences, as well as individuals, interacts with each other to find solutions to the problems, and generating new ideas.					
3	Knowledge creation contributes to the development of the administrative staff, which					

	leads to more empowerment and job satisfaction.					
4	The university depends on organizational learning and scientific research in the process of creating knowledge.					

Knowledge Sharing:

N	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The university effectively practices communication, networking and teamwork for exchanging expertise and knowledge.					
2	The university actively organises workshops, conferences, seminars, debates and publications for disseminating knowledge.					
3	The university provides the opportunity for employees to attend training program carried out expert trainers.					

Knowledge Storage:

N	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The University has an advanced technology system and database for gathering information and storing knowledge					
2	The university is trying empowering its employees for storing knowledge by employing a motivational style and different types of encouragement.					
3	It contributes to the existing hardware and software in universities and allows employees to store knowledge accurately and in a timely manner while contributing to their empowerment and job satisfaction.					

Knowledge implementation

N	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The university grants freedom to its staff in the application of new knowledge and information.					

2	The university is working to remove barrier that obstruct application of knowledge.					
3	The university depends on the experienced employees within the university regarding its results and activities.					
4	Deployment of the organization culture supports the effective application of knowledge.					

Fourth: Employee performance:

N	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The university provides its employees and its lecturers the necessary and suitable knowledge to enable them to performing their functions in the best way.					
2	The employees and lecturers are contributing in developing and enhancing the direction of the courses and also the activities included in them.					
3	Good employee performance of employees means decreasing university cost and also is the					

	motivation for developing the university and increasing the international ranking.					
4	The university contributes to improving the quality of educational ability of all faculties and employees.					
5	The university contributes to the increased efficiency of operations and supports the innovation.					

Empowerment:

N	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The university is keen to participate in staff renewal in support of flexible, innovative, and speedy response.					
2	The university provides its employees with Internet access, and sufficient library facilities, to fulfill their academic requirements.					
3	Employee empowerment leads to reach the to maximum performance.					

4	The university takes interest in the ideas and solutions proposed by the staff to deal with the problems they face.					
5	The university takes into account the motivation of the staff and their performance abilities in the business distribution process and the cognitive domains.					

Job satisfaction:

N	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The university is using a system of incentives to raise the level of performance and sense of belonging of the employees.					
2	The university rewards its employees for their participation in the investigation of knowledge that increases their level of work performance.					
3	Knowledge influences the speed and efficiency of responding to problems the employees at the university face.					
4	Use of knowledge increases the possibility of career advancement.					

5	The effect on job satisfaction is affected by the methods of knowledge sharing in the institutions of higher education is a basis for evaluating the effectiveness of such activities.					