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Degree of accreditation of knowledge management processes from the point of view of the professors of the Institute of STPSA University of SouK Ahras

Moussoubeur Nour El Mouna[1*], Benseyah Samir[2] , Layadi Issam[3]

[1;2;3]University of SoukAhras(Algeria), Laboratory of Reaserch and Economic Stydies. [1]n.moussoubeur@univ-soukahras.dz; [2] s.benseyah@univ-soukahras.dz
[3] i.layadi@univ-soukahras.dz

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Corresponding author:
Moussoubeur Nour El Mouna
e-mail: n.moussoubeur@univ-soukahras.dz

Abstract

The subject of the study aims to determine the degree of accreditation of knowledge management processes from the point of view of the professors of the Institute of Sciences and Techniques of Physical and Sports Activities, for this purpose, we used the descriptive analytical approach on a sample of (19) professors who were selected intentionally, we used the questionnaire as a tool to collect information and after collecting and processing it statistically, we conclude that there are no statistically significant differences about the degree of accreditation of professors The Institute is attributed to the variable "administrative responsibility and scientific qualification" On this basis, the study recommended the following Enhancing the applications of knowledge management processes through scientific activities, issuing journals to disseminate knowledge. The university should adopt policies to support scientific research and researchers.

1. Introduction:

Knowledge is the real backbone of institutions today and a purposeful and contemporary administrative means to adapt to the requirements of the times, as knowledge is the most important resource in creating wealth and achieving excellence and creativity in light of the intellectual data within which many intellectual concepts have risen, such as globalization, privatization, and the information revolution. And the expansion of different human societies (Hamoud, 2010, p. 54)

Knowledge Management has been recognized (KM)" as one of the critical elements for an organization's organizational success, and an enabler of competitiveness in local contexts (Behringer & Sassenberg; Pawlowski & Bick, 2015). Accordingly, the main challenge associated with knowledge management is to transform the knowledge currently present in individuals and processes - knowledge as intellectual capital - into knowledge. Easily and widely available to individuals and other services (Bhusry & Ranjan, 2011), that is, connecting people to the knowledge they need to engage in productive work (Laal, 2011)

The application and use of knowledge in the university is the goal of knowledge management, and on this basis, fundamental differences have emerged in how the concept of knowledge management, its value and importance is viewed. In advanced societies and pioneering institutions, we find that there is great interest and care in the subject of knowledge management and greater concern for how to exploit and distribute it, as defined by Salama 2019. It is a series of accumulated experiences and skills that contribute to solving problems and dealing with immediate situations. Ahmed and Al-Qawasmeh 2021 defined it as a set of processes that include acquiring, storing, applying and distributing knowledge.

The organizational environment of higher education institutions, especially universities, is considered one of the most suitable environments for applying knowledge management, and even the most appropriate for applying this concept, based on the tasks and duties assigned to them,

because these institutions are responsible for preparing, qualifying and training human cadres, whether at the level of the government sector or the public sector. Business, which requires these institutions to use modern management methods and concepts, which contribute to raising the level of performance and quality of outputs. This is due to the fact that higher education institutions are aware and informed of all developments in information life. Knowledge management is also very important for these institutions so that academics, lecturers, and students can exchange their opinions and knowledge with others.

There is a general trend and an organizational climate characterized by trust within higher education institutions, which is that any individual within these institutions does not hesitate at all or be afraid to express his opinion or publish or share knowledge with others (Al-Bilawi and Hussein, 2007)

In summary, academics are knowledge makers and disseminators, and the successful implementation of knowledge management in higher education institutions remains the key to progress in these institutions. Knowledge management is a new approach compared to other management approaches such as: total quality management, human resources management, etc.; Therefore, it can be said: Knowledge management is an administrative system that deals with collecting, processing, exchanging, using and measuring internal and external information.

He confirmed (Ramachandran et al.,2013) The function of contemporary higher education institutions revolves around more than just providing knowledge to students, but rather about managing knowledge for future use, and collaborating between teachers and students to create and produce knowledge.

1.1. Previous studies :

The researcher was able to obtain a group of previous studies related to the subject of the study and from which she benefited

Study (Al-Jamal, 2020),Titled: The reality of knowledge management, obstacles to its application, and ways to develop it at the Hebron and Jerusalem Open Universities in the Hebron Governorate.

It aimed to identify the reality of knowledge management, the obstacles to its application, and ways to develop it, as seen by academics at the Hebron and Jerusalem Open Universities in the Hebron Governorate. The study followed the descriptive analytical method.A questionnaire consisting of (66) items was used, and the size of the study sample was (62) academics. The results of the study indicated that the reality of knowledge management, the obstacles to its application, and ways to develop it were high in general. The results also indicated that the level of understanding of the concept of knowledge management from the point of view of academics at the two universities was high. The results confirmed ways to develop the application of knowledge management. The results of the study showed that there are statistically significant differences in the reality of knowledge management, the obstacles to its application, and ways of activating it due to the variables of gender, academic qualification, years of service, age, and university, and the absence of statistically significant differences due to the variable of academic rank.

Study (Al-Mutairi, 2018),Titled: The Degree of Knowledge Management Practice in Kuwaiti Higher Education Institutions

The descriptive analytical approach and the questionnaire were used as a tool for the study, and a simple random sample of (385) members of the teaching staff in Kuwaiti higher education institutions was selected. The results showed that the degree of practicing knowledge management was moderate, and the areas were arranged in descending order as follows: (storing knowledge, sharing knowledge, organizing knowledge, generating knowledge, and applying knowledge), and that there were statistically significant differences in the degree of practicing professional empowerment standards in favor of years of experience due to For the variable of the highest experience category (more than 10 years) compared

to the two categories of (5-10 years). There were no statistically significant differences depending on the variables of college, gender, and responsibility.

Study (Odeh, 2016),Titled: The role of leadership styles in enhancing the practices of knowledge management operations for members of the Palestinian security forces in the southern governorates

The study aimed to identify the role of practicing leadership styles (transformational, transactional, and transmittal) in practicing knowledge management processes for members of the Palestinian security forces in the southern governorates, where the questionnaire was developed as a main tool for collecting the necessary data based on previous studies as well as the use of the descriptive analytical approach. The study population consisted of 17,654 military employees, where the researcher selected a simple random stratified sample of 376 military employees. The study reached several results, the most important of which is that the degree of practice of knowledge management processes in the security sector was high, with a relative weight of (68.35).%), and the acquisition of knowledge came in first place with a relative weight of (70.75%), while the distribution of knowledge came in last place with a relative weight of (66.21%). There are also no statistically significant differences between the averages of respondents' opinions about knowledge management processes due to (age, rank, years of service, academic qualification), while statistically significant differences were found according to the gender variable and in favor of males.

study (Mouradi,et,al, 2012),"The relationship between organizational culture and knowledge management, an applied study on the Multimedia University in Malaysia."MMU"

The study aimed to gain an understanding of the relationship between organizational culture and knowledge management among workers in an academic environment. The researcher adopted the analytical guardian method, where the workers at the Intermediate Polytechnic University in Malaysia filled out the questionnaire for the study with a total of (322) questionnaires, which consisted of (28) items related to the variables of the

study, and one of the most important results that the study reached was the presence of significant differences. Statistics on organizational culture, separate organizational culture and knowledge management at Multimedia University are due to the age variable, and there is also a statistically significant relationship about organizational culture, separate organizational culture and knowledge management at Multimedia University due to the years of university service variable. And to the variable of academic qualification and administrative responsibility.

1.2 Comment on previous studies :

After reviewing previous studies, whether Arab or foreign, the studies were chosen that would benefit the researcher in her study, and she chose the studies that dealt with knowledge management processes and the success factors of knowledge management and its relationship with employees in many scientific and practical fields, all of which confirmed the existence of a relationship either Between at least one of the variables under investigation or all of the variables combined.

It became clear to the researcher that the current study, to her knowledge, is unique in its attempt to define the knowledge management processes represented in diagnosing knowledge, generating knowledge, storing knowledge, distributing knowledge and applying knowledge, and its relationship to the professors of the Institute of Science and Technology of Physical and Sports Activities, University of Souk Ahras, as a concept. Modern administration. On the other hand, this study differed from previous studies in terms of the aim of the study.

1.3 Hypotheses:

Are there statistically significant differences in the degree of accreditation of professors of the Institute and Sciences of Physical and Sports Activities at Mohamed Sharif University Assistant for Knowledge Management Operations in the state of Souk Ahras due to the administrative responsibility variable?

Are there statistically significant differences in the degree of accreditation of professors of the Institute and Sciences of Physical and Sports Activities at Mohamed Sharif University Assistant for Knowledge Management Operations in the state of Souk Ahras due to the academic qualification variable?

2. Study procedures:

- CurriculumThe study: This study was conducted during the year 2022, and due to the nature of the subject, the researchers relied on the descriptive and analytical method as the method that describes the phenomenon, studies it, collects accurate data and information, and is suitable for this type of study.

-Study population: The study population consists of 33 professors from the Institute of Science and Technology of Physical and Sports Activities at Souk Ahras University.

- The sample and its selection method: The researcher distributed the study tool to the institute's professors. The study sample consisted of 19 professors who were chosen intentionally.

– Identifying the variables: Independent variable: Professors, Dependent variable: Adoption of knowledge management processes

2.1 Limitations and areas of research:

Temporal domain This research was initiated at the beginning of 2022 until the beginning of the year2023.

Spatial domain This study was conducted at the Mohamed Sharif Messadia University Institute in Souk Ahras

human sphere The study sample consisted of professors of the Institute of Science and Technology of Physical and Sports Activities at the University of Souk Ahras.

2.2Methods of analysis and statistical processing:

After retrieving the questionnaire, its data that was valid for the purposes of the study and that met the answer was downloaded into the computer for the purpose of analyzing and processing it using the statistical packages program (SPSS) In order to discuss the hypotheses in light of the research objectives, we have used the following statistical methods:

- Arithmetic mean and standard deviation, hypothesized mean, alpha-Cronbach reliability coefficient, one-sample t-test, Pearson correlation coefficient, one-way analysis of variance test (One Way Anova)

- Research tools and their scientific foundations: In collecting information, the researchers relied on a group of bibliographic sources and references, and a questionnaire to measure the degree of adoption of the knowledge management processes of the Institute of Science and Technology of Physical Activities and Sports at the University of Souk Ahras, which consisted of 26 statements distributed over five (5) dimensions as It is shown in the following table:

Table No. (01): represents the dimensions of the study tool.

Dimensions	Knowledge management processes questionnaire	Number of phrases
First dimension	Diagnosis and acquisition of knowledge	06
The second dimension	Knowledge generation (creativity)	05
third dimension	Knowledge storage	05
The fourth dimension	Distribution of knowledge	05
Fifth dimension	Application of knowledge	05

The researcher adopted a five-point Likert scale to answer (very large, large, medium, small, very small), and the grades were arranged as follows: five grades, four grades, three grades, two grades, and one grade.

2.3 Psychometric conditions:

Validity of the tool: Honesty of the arbitrators: To ensure the veracity of the questionnaire, it was presented to a group of experienced and specialized arbitrators at the Institute of Science and Technology of Physical and Sports Activities at the University of Souk Ahras. They were asked to study the questionnaire and express their opinion regarding: the clarity of the paragraphs, the extent to which the paragraphs belong to the field, the linguistic formulation of the paragraphs, and comments. others they deem appropriate; The arbitrators' agreement rate was 85% for accepting or rejecting the statement, and all opinions and directions expressed by the arbitrators were taken into account.

- **Self-validity:** This means the internal validity of the test, which is the experimental scores of the test attributed to the true scores free of measurement errors. It is measured by calculating the square root of the tool's reliability coefficient. Since the questionnaire's reliability coefficient is = 0.82, the self-honesty coefficient $=\sqrt{0.82}$ So self-honesty = 0.90, and this is a very strong result.

- **Construct validity of the questionnaire:** The correlation coefficients were calculated between the dimensions and the questionnaire as a whole, and it came to 0.70, which is a strong correlation. The following table explains this:

Table No. (2) shows the correlation coefficients of the dimensions with the questionnaire as a whole

The dimension	Correlation with the questionnaire as a whole	indication
Diagnosis and acquisition k	0.66	Function at the 0.01
Knowledge generation	0.74	Function at the 0.01
Knowledge storage	0.65	Function at the 0.01
Distribution of knowledge	0.63	Function at the 0.01
Application of knowledge	0.83	Function at the 0.01
Total	0.70	Function at the 0.01

Source: Prepared by researchers based on the outputs of SPSS 22

The construct validity of the construct was calculated by extracting the Pearson correlation coefficient between the five subcomponents and the total score of the questionnaire. It is shown from Table No. (02) that the value of the correlation coefficient between the dimensions of the questionnaire and the total score of the questionnaire ranged from 0.63 to 0.70, and all correlation coefficients are significant at a significant level.0,01; This indicates the internal consistency of the questionnaire, and that the dimensions of the tool measure knowledge management processes. In the research sample, all internal consistency values (correlation coefficients between the dimensions of the questionnaire and the total score) are statistically significant.

- Scale stability:

The reliability coefficients of the Knowledge Management Processes Questionnaire were calculated for all survey sample data using the Alpha-Cronbach equation(Cronbach-Alpha); Cronbach prepared his equation known as Coefficient Alpha (∞) to estimate the internal consistency of multiple-choice tests and scales, where the reliability coefficient of the tool's overall score was calculated and the results were as represented in the following table.

Table No. (03): Reliability coefficient of the knowledge management processes questionnaire.

Dimensions	Cronbach's alpha (∞) coefficient	Number of phrases
Overall degree of KM processes	0.827	26

From the results of the reliability coefficients for the total score of the study tool, which reached 0.82, it can be said that the tool has a good degree of reliability.

In light of the results of the psychometric study, the knowledge management processes questionnaire becomesIt contains (26) phrases in its final form; The table below shows this:

Table No. (4) shows the phrases and dimensions of the knowledge management processes questionnaire in its final form

The dimension	ferries
Diagnosis and acquisition of K	1-2-3-4-5-6
Knowledge generation	7-8-9-10-11
Knowledge storage	12-13-14-15-16
Distribution of knowledge	17-18-19-20-21
Application of knowledge	22-23-24-25-26

Based on the study of the validity and reliability coefficients (0.90; 0.86), we can say that there is statistical significance as all five dimensions of the questionnaire are associated with the total score of the questionnaire. The questionnaire also has a high degree of reliability. Therefore, we can judge that the questionnaire has a good degree of validity and reliability, which indicates that it can be relied upon to measure the knowledge management processes of professors of the Department of Physical Education at the Institute of Science and Technology of Physical and Sports Activities at the University of Souk Ahras.

Presentation and analysis of hypothesis results :

To interpret the response to the knowledge management processes questionnaire, and to know the degree of professors' reliance from their point of view, the arithmetic averages for the five dimensions were calculated, as well as the total score for the dimension. The five-point Likert weighted arithmetic averages were adopted according to the following criterion:

Table No. (5) shows the criterion adopted in the study

Average	**degreeAccreditation**
From 1 to 1.8	very low
Greater than 1.8 to 2.6	low
Greater than 2.6 to 3.4	middle
Greater than 3.4 to 4.2	high
Greater than 4.2 to 5	very high

3.3 Presentation and analysis of results:

Presentation and analysis of the results of the first hypothesis:

There are statistically significant differences at the significance level of 0.05≥ α in the degree of accreditation of professors of the Institute of Technologies and Sciences of Physical and Sports Activities of the Mohamed Sharif Assistant University of Souk Ahras State due to the variable of administrative responsibility?

To answer this question, we used (t-test)In order to know the differences according to the variable of administrative responsibility, Table (06) shows the arithmetic means and standard deviations of the averages of the accreditation scores of the professors of the Institute of Technology and Sciences of Physical and Sports Activities of the University of Mohamed Sharif Musadia of the state of Souk Ahras and Guimah (t) and its

significance level according to the "administrative responsibility" variable at a degree of freedom of 23.

Table No. (06): represents the significance of the differences, showing the arithmetic means and standard deviations of the averages of the professors' accreditation scores according to the administrative responsibility variable.

Questionnaire topics	the responsibility	the number	SMA	standard deviation	value t-test	Indicative value	Significance level
Administrative responsibility	responsible	08	73,75	16,86	0.047	0.963	Not a sign
	Irresponsible	09	73,44	9,48			

Table No. (06) shows the results of the test (t) to indicate the differences between the arithmetic averages of the response of the sample members regarding the degrees of accreditation of the professors of the Institute of Technologies and Sciences of Physical and Sports Activities at the University of Mohamed Sharif Messadia of the state of Souk Ahras, according to the variable of administrative responsibility.

from the previous table that the significance values about the degree of accreditation of the professors of the Institute of Science and Technology of Physical and Sports Activities at the University of Mohamed Sharif Messadia of the state of Souk Ahras are greater than 0.05, meaning that "there are no statistically significant differences regarding the degree of accreditation of the professors of the Institute of Science and Technology of Physical and Sports Activities at the University of Souk Ahras." This is attributed to the variable "administrative responsibility".

Therefore, from the results of Table No. (06), we reject the hypothesis that there are statistically significant differences at the significance level of $0.05.\geq \alpha$ in the degree of accreditation of professors of the Institute of Techniques and Sciences of Physical and Sports Activities of the Mohamed

Sharif Assistant University of Souk Ahras State due to the variable of administrative responsibility.

Presentation and analysis of the results of the second hypothesis:

There are statistically significant differences at the significance level of 0.05≥ α in the degree of accreditation of professors of the Institute of Techniques and Sciences of Physical and Sports Activities of the Mohamed Sharif Assistant University of Souk Ahras State due to the academic qualification variable?

To answer this question, one-way analysis of variance was used (One Way Anova Table (07) shows the source of variance, the sum of squares, the degrees of freedom, and the value of "F" and the significance level of the sample members' response is due to the academic qualification variable.

Table No. (07): represents the one-way analysis of variance (One Way Anova) for the response of sample members to the academic qualification variable:

Questionnaire topics	Source of variance	Sum of squares	Degrees freedom	Mean squares	value "F"	Indicative value	Significance level
Qualification	Between groups	0.655	2	0.327	0.454	0.643	Not a sign
	Within groups	11.529	16	0.721			
	total summation	12.184	18				

Table (07) shows the results of a test that shows a one-way analysis of variance for the arithmetic means of the sample members' answers about the degree of accreditation of the professors of the Institute and Sciences of Physical and Sports Activities at the Mohamed Sharif Musadia University of Souk Ahras State due to the academic qualification variable.

It is clear from the previous table that the significance values regarding the degree of accreditation among the professors of the Institute of Sciences and Technologies of Physical and Sports Activities at the University of Souk

Ahras are greater than 0.05, meaning that there are no statistically significant differences regarding the degree of accreditation among the professors of the Institute of Sciences and Technologies of Physical and Sports Activities at the University of Souk Ahras due to academic qualification.

Therefore, from the results of Table No. (07), we reject the hypothesis that there are statistically significant differences at the significance level of $0.05.\geq \alpha$ in the degree of accreditation of professors of the Institute of Technologies and Sciences of Physical and Sports Activities of the Mohamed Sharif Musadia University of Souk Ahras State due to the academic qualification variable.

3.4 Discussion of the results:

The results of the current study showed that "there are no statistically significant differences in the degree of accreditation of professors of the Institute of Science and Technology of Physical and Sports Activities at the University of Souk Ahras due to the variable "administrative responsibility" and "there are no statistically significant differences in the degree of accreditation of professors of the Institute of Science and Technology of Physical and Sports Activities at the University of Souk Ahras." Souk Ahras is attributed to the variable "scientific qualification." Accordingly, our study agrees with the 2016 Odeh study in choosing the curriculum and study tool, and there are also no statistically significant differences between the averages of the respondents' opinions about knowledge management processes due to (age, rank, years of service, qualification). Scientific), while statistically significant differences were found depending on the gender variable and in favor of males. I also agreed with Al-Mutairi's 2018 study in choosing the descriptive analytical approach, as well as the tool, the study sample, and its results, represented in the absence of statistically significant differences depending on the college and responsibility variables..

Our research differed from the Al-Jamal 2020 study in the presence of statistically significant differences in the reality of knowledge management, the obstacles to its application, and ways of activating it due to the variables

of gender, academic qualification, years of service, age, and university, and the absence of statistically significant differences due to the academic rank variable. And also with studying Mouradi,et,al, 2012The most important findings of the study are the presence of statistically significant differences regarding organizational culture, separate organizational culture, and knowledge management at the Multimedia University due to the age variable, and also the existence of a statistically significant relationship regarding organizational culture, separate organizational culture, and knowledge management. At Multimedia University, it is attributed to the variable of years of university service, and to the variable of academic qualification and administrative responsibility.

4.4. conclusion :

In light of the results and objectives of the study, the researcher recommends that the university work to enhance knowledge management applications through scientific activities, issuing journals, and disseminating knowledge.. The university's policies must include support for scientific research and researchers, and the opinions, expertise, and experiments carried out by employees and experts must be recorded in knowledge bases as expert systems. University administrators must provide special systems for transferring and sharing knowledge among employees, and then it is necessary to support creative ideas to develop the university's competitive advantage and benefit. Of the technologies available with the provision of e-learning methods.

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