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Prediction of Job Performance Based on Knowledge Management and Psychological Empowerment in Physical Education Teachers

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ARTICLE INFO	ABSTRACT
<p>Article History: Received 8 March 2020 Received in revised form 12 June 2020 Accepted 6 September 2020 Available online 17 September 2020</p>	<p>The aim of this research was to predict job performance based on knowledge management and psychological empowerment. The research method was descriptive-correlational. The statistical population included all physical education teachers in Sarab county (106 individuals). The entire statistical population was selected as the sample using the whole count method. To collect data, job performance questionnaires by Ramazani-Nejad (2013), psychological empowerment by Spreitzer and Mishra (1995), and knowledge management by Hemati (2000) were utilized. Pearson correlation and multiple regression were used to test the hypotheses. The results indicated a significant relationship between knowledge management and psychological empowerment with job performance. Regression results showed that knowledge management and psychological empowerment predict 29.9% of job performance. It seems that enhancing teachers' awareness and knowledge, as well as cognitive empowerment, will lead to improved job performance. Therefore, in addition to teachers, educational managers should pay special attention to this issue and implement knowledge management principles more effectively.</p>
<p>Keywords: Knowledge Management, Psychological Empowerment, Job Performance</p>	

1. INTRODUCTION

One of the crucial topics in the present era is job performance or occupational performance of employees. Adequate and effective job performance is a key factor in the success of organizations. Good performance implies productivity, quality, profitability, and customer-oriented practices. Successful organizations worldwide strive to identify and manage factors influencing the performance and behavior of employees to enhance their performance (both quantitatively and qualitatively). Talents, knowledge and skills, opportunities, resources, motivation, goals and plans, positive thinking, stability and perseverance, order and discipline, will and determination, adherence to practical models, the need for success, and other factors are contributors that ensure achieving high levels of performance. Therefore, it is crucial for managers to discover the talents of their colleagues, allocate suitable roles

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and positions for greater organizational efficiency, provide training, develop the knowledge and skills of employees, and utilize the performance of employees effectively with opportunities and empowerment.

One of the significant factors contributing to job performance improvement is the increase in knowledge, awareness, and knowledge management. Knowledge management is a fundamental and influential factor in the occupational performance of employees. Knowledge is a valuable resource that empowers organizations towards innovation and competitiveness. This knowledge can lead to the enlightenment of employees when managed systematically. The knowledge management process essentially involves creating, disseminating, and utilizing knowledge within the organization. In fact, knowledge management aims to increase organizational intelligence and enhance cognitive capabilities. In knowledge-based organizations, knowledge is easily transferred and made available to employees. When employees have access to organizational knowledge, they can understand and make their environment meaningful. They can discover new and better methods in their specialties and implement them meaningfully, thus increasing productivity in the organization.

From the above explanations, the definition of knowledge management can be derived as: "The process of creating, disseminating, and utilizing knowledge to achieve organizational goals." We live in an era where knowledge is power, and knowledge assets function as powerful tools. The task of knowledge management is to manage the knowledge assets of each organization, a process that must be undertaken to achieve its goals. Throughout history and societal evolution, humans have been knowledge producers and have used knowledge to bring about changes in society. In the 21st century, knowledge-based and knowledge-creating organizations are responsible for knowledge management. In relation to job performance, in addition to knowledge management, psychological capability has also been a focus of researchers.

Psychological capability is one of the influential factors affecting the job performance of employees. Psychological capability in human resources, as a novel approach to intrinsic job motivation, means unleashing employees' internal power and providing the groundwork and opportunities for the flourishing of talents, capabilities, and competencies. Psychological capability implies that employees believe in having the necessary skills and competence to successfully perform tasks. They should feel a sense of freedom and independence in their activities, believe in their ability to influence and control job outcomes, sense meaningful and valuable job goals, and trust that they are treated fairly and justly [3].

The most important and vital asset of any organization is its human resources. The quality and capability of human resources are the most critical factors for the survival and vitality of an organization. Competent human resources create a capable organization. Economic growth relies on empowering educated employees. An empowered organization is an environment where employees collaborate in various groups to perform activities. Empowering employees is the central focus of managers in innovation, decentralization, and eliminating authoritarianism in organizations. Empowering individuals allows managers and organizations to achieve their goals more quickly and efficiently, fostering a sense of ownership and pride in their work. Without empowerment, neither managers nor organizations can succeed in the long run [4].

Many studies indicate the relationship between knowledge management and psychological capability with job performance. In this regard, the results of studies by Qasemi (2016), Asgari and Purmohammadi (2015), Habibi et al. (2014), Asadollahi (2011), Masoudeh et al. (2017), Zarin Nasiri and Rozali (2016) show a significant relationship between knowledge management and job performance [5-10]. The results of research by Maleki Sadeghi and Araban (2017), Vojoudini and Mollahosseini (2016), Sheykhin (2016), and Nourai (2016) indicate a relationship between psychological capability and job performance [11-14]. Amini (2019) points to the relationship between knowledge management and psychological empowerment [15].

In general, human factors, especially teachers, are considered dynamic elements of the school. Since today's students are the managers and leaders of tomorrow's society, the presence of teachers, including physical education teachers, is necessary to contribute to the continuous growth of physical education by possessing behavioral traits such as friendliness, conscientiousness, courage, civic virtue, etiquette, and respect. Due to insufficient knowledge of the current situation of psychological empowerment and knowledge management among physical education

teachers, as well as a lack of sufficient knowledge about their relationship with job performance, it seems that conducting research in this area is of particular importance. Studying and investigating the variables of psychological capability, knowledge management, and job performance of physical education teachers can provide valuable information regarding these variables and their relationships for officials and stakeholders in sports education in society. Therefore, this research aims to answer the question of whether knowledge management and psychological capability can predict the job performance of physical education teachers in Sarab County.

2. RESEARCH METHODOLOGY

The present study is of a descriptive-correlational type and has been conducted in the field. The research population includes all physical education teachers in Sarab County (106 individuals), all of whom were selected as the statistical sample using the entire method. In order to collect data, questionnaires were used, including Ramadaninejad's job performance questionnaire (2013) with 20 questions, Spritz and Mishra's psychological capability questionnaire (1995) consisting of five dimensions: competence, autonomy, influence, meaningfulness, and trust, totaling 15 questions, and Hemati's knowledge management questionnaire (2000) with four dimensions: knowledge creation, knowledge sharing, knowledge application, and knowledge storage, totaling 25 items. All questionnaires were measured on a five-point Likert scale. The initial questionnaires were provided to ten sports management professors, and their content validity was confirmed. The reliability of the questionnaires of job performance, psychological capability, and knowledge management was estimated to be 0.80, 0.86, and 0.98, respectively, using Cronbach's alpha coefficient. After collecting the data, descriptive statistics, including mean, standard deviation, frequency, and percentage, were used for organizing, summarizing, and describing the data. Inferential statistics, including the Kolmogorov-Smirnov test to assess the normality of data, Pearson correlation coefficient, and regression analysis, were employed to analyze the data using SPSS version 21.

3. RESEARCH FINDINGS

Descriptive results showed that 53.8% and 46.2% of the research sample are male and female, respectively. 70.7% of the sample have a bachelor's degree, and 29.3% have a master's degree. 49.1% of individuals have work experience ranging from 15 to 25 years. Other descriptive information is reported in Table 1.

Table 1. Demographic Characteristics

Variables	Frequency	Percentage
Gender		
Male	57	53.8
Female	49	46.2
Educational Level		
Elementary	39	36.8
Secondary (First and Second Level)	67	63.2

To obtain an accurate analysis and estimation of the research sample, the mean of each variable was calculated, and the results are presented in Table 2.

Table 2. Mean Scores in the Sample Group

Variables	N	Mean	Standard Deviation	Minimum	Maximum
Job Performance	106	76.64	8.335	57	96
Knowledge Management	106	82.62	20.960	29	117
Psychological Empowerment	106	60.58	6.667	41	75

Based on the results in Table 2, the mean scores of the sample in all three variables are above 60, indicating that the participants demonstrated satisfactory levels in job performance, knowledge management, and psychological empowerment.

One of the main assumptions of using multivariate statistical methods such as regression analysis is the normality of data distribution, since neglecting this assumption may lead to incorrect conclusions. Therefore, the Kolmogorov–Smirnov test was employed to examine data normality. The results are presented in Table 3.

Table 3. Test of Normality (Kolmogorov–Smirnov Test)

Variables	Mean	Standard Deviation	z	Sig.	Status
Job Performance	76.64	8.335	0.753	0.623	Normal
Knowledge Management	82.62	20.960	1.270	0.080	Normal
Psychological Empowerment	60.58	6.667	1.364	0.098	Normal

As shown in Table 3, the significance level for all variables is greater than 0.05; therefore, the assumption of normal data distribution is confirmed.

Continuing with the determination of the relationship and the execution of the Pearson correlation coefficient and multiple regression equation modeling, the linearity of the variables was examined. If linearity is high in a regression equation, it means there is a high correlation between the variables, and the validity of the model is questioned. In this study, to examine linearity between predictor variables, the values related to the two indices of Variance Inflation Factor (VIF) and Tolerance, which indicate the level of collinearity between predictor variables, were used.

Table 4. Estimation of Multicollinearity

Variables	Tolerance	Variance Inflation Factor (VIF)
Knowledge Management	0.942	1.061
Psychological Empowerment	0.942	1.061

The information in Table 4 shows that the tolerance coefficient ranges between 0 and 1. The closer the VIF index is to values above 2, the greater the degree of multicollinearity.

As presented, the VIF values are close to 1, indicating a low level of multicollinearity among the independent variables, which confirms the validity and reliability of the model.

After verifying the data distribution and model validity, the significance of model components and the relationships among variables were examined. Table 5 presents the correlations between predictor variables and job performance.

Table 5. Correlation between Variables and Subscales with Job Performance

Variables and Subscales	Correlation Coefficient (r)	Significance Level (p)
Knowledge Management	0.536**	0.001
Psychological Empowerment	0.235**	0.001

Note. $p < 0.01$ indicates a statistically significant correlation.

According to Table 5, there is a significant relationship between knowledge management and psychological empowerment with job performance, since the significance level for both relationships is below 0.01. Therefore, it can be concluded with 99% confidence that there is a positive and significant correlation between knowledge management, psychological empowerment, and the job performance of physical education teachers.

To develop a regression equation and determine the contribution of knowledge management and psychological empowerment in predicting job performance, regression analysis was performed. The summary of the regression analysis is presented in Tables 6, 7, and 8.

Table 6. Correlation Coefficient and Significance Level Between Predictor Variables and Job Performance

Variables	Job Performance	Correlation Coefficient	Sig.	Adjusted R ²
Knowledge Management and Psychological Empowerment		0.547	0.001	0.299

The adjusted coefficient of determination (Adjusted R²) in Table 6 shows that the predictor variables jointly explain 29.9% of the variance in job performance.

Table 7. Analysis of Variance (ANOVA) for Job Performance

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	2180.777	2	1090.388	21.963	0.001
Residual	5113.601	103	49.467		
Total	7294.377	105			

As shown in Table 7, the regression model is statistically significant (Sig. < 0.01), indicating that the model can appropriately predict variations in the dependent variable (job performance).

Table 8. Regression Coefficients for Predictor Variables Affecting Job Performance

Predictor Variables	Durbin–Watson	R	Adjusted R ²	Beta	t	Sig.
Constant	1.913	0.547	0.299	—	8.022	0.001
Knowledge Management				0.202	5.984	0.001
Psychological Empowerment				0.141	1.325	0.048

The results in Table 8 show that both knowledge management and psychological empowerment have positive effects on job performance. Among them, knowledge management ($\beta = 0.202$, $p < 0.01$) has a stronger predictive impact compared to psychological empowerment ($\beta = 0.141$, $p < 0.05$).

In consideration of Table 8, the simple correlation coefficient (R) between the variables of knowledge management and psychological competence with the job performance of physical education teachers is evident. The correlation coefficient is 0.547, indicating a moderate level of correlation. The adjusted R-squared value is 0.299, signifying that 29% of the variability in job performance can be explained by the variables of knowledge management and psychological competence. Therefore, these variables possess the capability to predict job performance.

The Watson Camera statistic was employed to assess the independence of the conducted observations. The range of the Watson Camera statistic is between 4 and 0, and values between 5.1 and 5.2 are considered acceptable. Considering the table, the value of the Watson Camera statistic is 1.913, indicating an acceptable value. This value signifies that there is no autocorrelation among the residuals.

Moreover, based on Table 8, the intercept and slope of the line for the knowledge management and psychological competence variables are 51.403, 0.202, and 0.141, respectively. Therefore, the regression model is as follows:

$$Y' = 0.141x' + 51.403 + 0.202Q$$

Q= Job Performance
 x' = knowledge management
 Y' = psychological ability

4. DISCUSSION AND CONCLUSION:

The results of the research indicate a significant and positive correlation between knowledge management and psychological competence with job performance ($r = 0.219$). The adjusted R-squared value of 0.299 suggests that 29% of the variations in job performance can be explained by knowledge management and psychological competence. Therefore, knowledge management and psychological competence have the potential to predict the job performance of physical education teachers. The findings of the present study align with previous research by Sadeghi (2017), Vajehaldini and Mollahosseini (2016), Qasemi (2016), Asadollahi (2011), Mosaadeh et al. (2017), Zarin Nasireh and Rozali (2016), Shejin (2016), and Nourai (2016) [5, 8-14]. In the current research, no conflicting background was found in the literature review.

Knowledge management is regarded as a systematic and committed strategy for optimizing business by selecting, refining, storing, organizing, and summarizing essential information for the improvement of employees' performance and the competitiveness of the company [16]. Knowledge serves as the primary competitive tool in many organizations, allowing them to preserve their competitive advantages. To guide knowledge towards organizational goals and achieve sustainable competitive advantages, managers must engage in knowledge management. Managers need to elevate their skills in this area, be familiar with knowledge management strategies, and establish a cultural, knowledge-centric, and interactive environment among human resources to facilitate the sharing and management of information and knowledge. In this way, existing knowledge can be transformed into a sustainable competitive advantage. Environmental changes compel organizations to continually seek the best solutions and practices for adaptation and gaining a competitive advantage. The transformation into a learning organization is a fundamental way to achieve this goal, and knowledge management plays a crucial role in this organizational shift. Physical education teachers, by acquiring knowledge, increasing their knowledge, and transferring knowledge to colleagues, can ensure the improvement of their job performance, promote knowledge among employees, and guarantee the desirable performance of the organization. Thus, knowledge management forms the foundation for desirable job performance among physical education teachers.

In addition to knowledge management, psychological competence also influences the desirable performance of employees. Psychological competence involves self-confidence and self-belief in controlling organizational activities. Individuals with psychological competence believe that external obstacles do not control their activities; instead, they can control those obstacles. This belief, coupled with self-confidence and a sense of effectiveness, enhances their performance, contributing to the overall improvement of the organization's performance. The presence of these qualities in employees leads to an improvement in their performance, fostering self-confidence, self-trust, and a sense of impact. This, in turn, contributes to the improvement of organizational performance. The results of the current research confirm that physical education teachers with high psychological competence exhibit desirable job performance.

One of the effective factors in empowering employees is providing them with information, knowledge, job-related skills, and experiences. Bawn and Lawler (1992) define empowerment as the participation of employees in four elements: information, knowledge, rewards, and power [18]. Therefore, by collecting, disseminating, and expanding knowledge and effectively managing it, employees can be empowered, leading to the enhancement of organizational performance.

The combination of knowledge management and psychological competence can result in better performance among teachers. When employees feel that their colleagues are sincere, exert influence on their performance, and share important information, knowledge, and awareness, they develop trust in themselves. In such conditions, the sense of collaboration among employees increases, and the necessary knowledge for the organizational enhancement, essential for the success of each, is shared and disseminated through knowledge management. Therefore, based on the relationship between knowledge management and psychological empowerment with job performance, it is recommended that managers and officials plan and invest appropriately to implement knowledge management and psychological empowerment principles. The role of the education department in the sports industry is undeniable, and the development of this role requires dedicated and specialized teachers. Understanding the variables of psychological competence, knowledge management, and job performance among physical education teachers can contribute to the development of sports and, specifically, student sports. As a result, considering the obtained results, the following suggestions are proposed:

1. Given the direct relationship between knowledge management and psychological empowerment with the job performance of physical education teachers, it is recommended that officials take actions to increase psychological empowerment. These actions may include adopting flexible organizational structures, embracing participatory management styles, creating a learning environment, increasing knowledge within the organization, providing necessary job-related training to employees, and employing a diverse workforce.
2. In light of the relationship between knowledge management and job performance, it is recommended that teachers be encouraged to continue their education, and regular refresher classes related to their profession should be offered to improve knowledge management.

Transparency Statement

The data supporting this study are available upon reasonable request to the corresponding author, subject to ethical and confidentiality considerations.

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Declaration of Interest

The authors declare that they have no competing interests.

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