Role of Knowledge Management Processes in Enhancing the Building of the Learning Organization: Field Study in Kut Textile Factory

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Abstract

The main purpose of the study is to demonstrate the ability of knowledge management processes in building a learning organization. To achieve this, the Kut Textile Factory in Iraq was selected as a sample for the study, and a questionnaire was adopted as the main tool for data collection. The software (SPSS) was applied for data entry and analysis. The results of the statistical analysis proved the existence of a strong positive relationship with statistical significance between the knowledge management processes and the learning organization. Among the most important conclusions reached by the study is the presence of a weakness in the technological level of the Company which constituted an obstacle to adopting the concept of the learning organization. In addition to that, one of the most prominent recommendations that the study referred to was the necessity of the Company's strategic direction by adopting knowledge management processes to achieve the learning organization.

Keywords: Knowledge Management Processes, Learning Organization, SPSS

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دور عمليات ادارة المعرفة في تعزيز بناء المنظمة المتعلمة
دراسة تطبيقية في مصنع نسيج الكوت

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الخلاصة

الغرض الرئيسي من هذه الدراسة هو إثبات قدرة عمليات إدارة المعرفة في بناء منظمة تعليمية. ولتحقيق ذلك تم اختيار مصنع الكوت للنسيج في العراق كعينة للدراسة واعتماد استبيان كأداة رئيسية لجمع البيانات. تم تطبيق البرنامج (SPSS) لإدخال البيانات وتحليلها. أثبتت نتائج التحليل الإحصائي وجود علاقة إيجابية قوية ذات دلالة إحصائية بين عمليات إدارة المعرفة والمنظمة المتعلمة. ومن أهم الاستنتاجات التي توصلت إليها الدراسة وجود ضعف في المستوى التكنولوجي للشركة شكل عقبة أمام تبني مفهوم المنظمة المتعلمة. إضافة إلى ذلك ، كان من أبرز التوصيات التي أشارت إليها الدراسة ضرورة التوجه الاستراتيجي للشركة من خلال تبني عمليات إدارة المعرفة لتحقيق المنظمة المتعلمة.

الكلمات المفتاحية : عمليات إدارة المعرفة، المنظمة المتعلمة، SPSS

انتساب الباحثين

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Introduction

The world today, is witnessing intense competition between leading companies in the business environment with the aim of acquiring knowledge due to the growing interest of contemporary organizations in the knowledge economy, but in turn, this requires the availability of a company characterized by a high level of knowledge or the so-called "learning organization" in the light of this, the study seeks to show the extent of the impact of knowledge management processes in building a learning organization. The textile industry is considered one of the most important productive sectors in all industrialized countries, especially in Iraq. The research sample is from as it is one of the basic and important factories that provide a diverse package of textile products, as they are taken care of and developed by adopting a set of modern concepts. In order to contribute directly or indirectly to improving its production levels and one of the most important of these concepts is knowledge management or what is known as knowledge management processes, as it plays a vital role in improving production methods and rationalizing production capacity through a series of processes: acquisition, transformation, application and protection of advanced technology for ideas. Equipment and machinery, which in turn contributes to developing the intellectual capabilities of the functional staff and raising the level of their skills, thus reflecting positively on the performance of the organization, which qualifies it to become a (learning organization) .which is considered one of the modern concepts that reflects a model of the ideal organization that has an integrated work environment and a regular and developed ecosystem.

2.literature review

The theoretical aspect of this study includes a set of basic points that were covered in previous studies, which include (knowledge management processes, the educated organization, the relationship between knowledge management processes and the learning organization) and as shown below:

2.1 knowledge management:

Knowledge management is one of the main topics that has attracted many researchers and scholars' attention [1]. Companies, factories, and all institutions need to develop employee knowledge through several means, including their participation in training courses and conferences for the purpose of developing their capabilities on line with the nature of their work [2]. The increasing interest of researchers and scientists has stimulated all institutions, companies, and factories to move from the process of management practices to knowledge management[3]. In addition, when adding the ability to knowledge management, it becomes applicable and complementary to its success [4]. All organizations view knowledge management as an important successful factor, because of the scientific and administrative advantages that knowledge management has, which makes it be one of the main successful factors[5]. and it can be transformed from the acquired knowledge into organizational knowledge applicable in institutions that will contribute in improving experiences and job performance [6] and [7]. The fact that knowledge was considered important and a key source of competitive advantage in the labor market therefore, it must maintain this source and work to make a great effort on the wallet knowledge [8]. There is a set

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of means by which knowledge can be protected, and such means such as patents, trademarks, and trademarks will contribute directly or indirectly in securing knowledge [9]. The concept of knowledge management is applied in firms through a set of processes which are the acquisition, transfer, application and protection of knowledge [10].On the other hand, knowledge is divided into two main categories: tacit knowledge and explicit knowledge, and tacit knowledge is considered one of the best sources of knowledge on which it is based in achieving competitive advantage due to the inability of competitors to imitate it [11]. Also, the knowledge that is embodied in the human resource is considered a valuable source to enable companies to maintain their scarce knowledge and qualify them to be educated organizations[12].

2.2 Learning Organization:

The organization is a public or private institution that contributes directly or indirectly to developing the work of individuals and raising their individual capabilities[13]. As for learning, it is a concept referred to the human function performed by the individual during his work where the authors differed in naming the concept between learning and organization [14]. The organization should seek to possess the capabilities and qualifications to possess modern and contemporary experiences, so how can an organization be designated as an educational organization? Is education considered an organizational function, or can it be called an individual job[15]. Through the definitions of the terminology mentioned in the end, we support the harmony and convergence between the two concepts between learning and organization[16]. as it is possible for the learning organization to

know the members of the organization (individuals) have a strong and close association with the concept of learning as learning contains human material and the organization can be considered a group of individuals Or human content in the form of groups that contribute directly or indirectly to the development of its content [17]. Individual learning results through the resulting individual practices, accumulated experience, individual knowledge gained, and training courses [18].that contribute to the development and capacity development of individuals working in the organization [19]. Learning has become an important organizational, collaborative and social process [38].

2.3 The relationship between knowledge management processes and the learning organization:

Both knowledge management and the learning organization is a model that expresses each of them in a specific way, a system and a subsystem[21]. They are one complement to the second, two parts that are inseparable when the organization's environment is integrated and stable or wants to become a learning organization. The learning organization can be considered one of the important characteristics that have the ability to meet the external and internal needs of the organization [22]. through individuals. An integrated knowledge system for the environment is built through what the organization provides in a context appropriate to them [23]. The culture of education supports and promotes through The educated organization ensures that individual learning has a positive return on the organization as a whole and on the environment, in particular, [24]. This environment requires a common vision

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for the organization which is one of the tasks of administrative responsibility and knowledge management contributes to creating value for the organization through it [25].

3. Research Methodology

3.1 The Problem of Study:

The research problem emerged from the main problem that plagues most of the companies operating in the Iraqi Industrial Sector, which is represented in the lack of interest in the knowledge resource and this was clearly reflected in their inability to provide products with high specifications of quality to compete with the foreign product in the local market and this, in turn, led to low levels of production and its cause It is due to a number of factors, the most important of which is the lack of adoption of knowledge management processes to meet the requirements of the learning organization.

3.2 The Important of Study :

The concept of knowledge is one of the topics that could gain the attention and thinking of contemporary organizations due to the transfer of managerial thought to the concept of the knowledge economy in recent times and its role in achieving competitive advantage.

3.3 Objectives of the study:

The study is based on three main objectives they are as follows:

1- Statement of the nature of the relationship between the knowledge management processes and the learning organization.

2- Determine the main reasons for the low level of Products Quality for the research sample. and,

3- Determining the means of success to build the learning organization.

3.4 Study hypotheses:

The main hypothesis of the research (there is a significant relationship with statistical significance between the knowledge management processes and the learning organization) from which the following sub-hypotheses emerge:

First: There is a statistically significant effect relationship between the knowledge acquisition and learning organization.

Second: There is a statistically significant effect relationship between knowledge transfer and the learning organization.

Third: There is a statistically significant effect relationship between the application of knowledge and the learning organization.

Fourth: There is a statistically significant effect relationship between knowledge protection and the learning organization.

3.5 Data collection and analysis:

The theoretical side data were collected from sources, books and previous studies. While the practical side data were collected based on the questionnaire form as a main tool in data collection and were analyzed by using the (spss) program.[26] and [27]. The questionnaire consisted of two main variables. Previous studies were adopted in formulating the questionnaire, which is the independent variable; i,e, (knowledge management processes) and it consists of (16) paragraphs previously approved by [40]. As for the dependent variable (the learning organization), it includes (12) items that were adopted by [42]. as shown in Table (1) below:

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Table (1): State the study variables

No	Main Variables	Sub-Variables	ID	Item No.
1	**Knowledge Management processes (KMP)**	knowledge Acquisition	KA	4
		knowledge Conversation	KC	4
		knowledge Application	KAP	4
		knowledge Protect	KP	4
2	**learning organization (LO)**	Continuous Learning	CL	3
		Inquiry & Dialogue	ID	3
		Team Learning	TL	3
		Embedded System	ES	3

Reference: Results of program SPSS

3.6 Research Framework:

The scientific framework of the research presents the relationship between the study variables in detail, as shown in Figure (1) below:
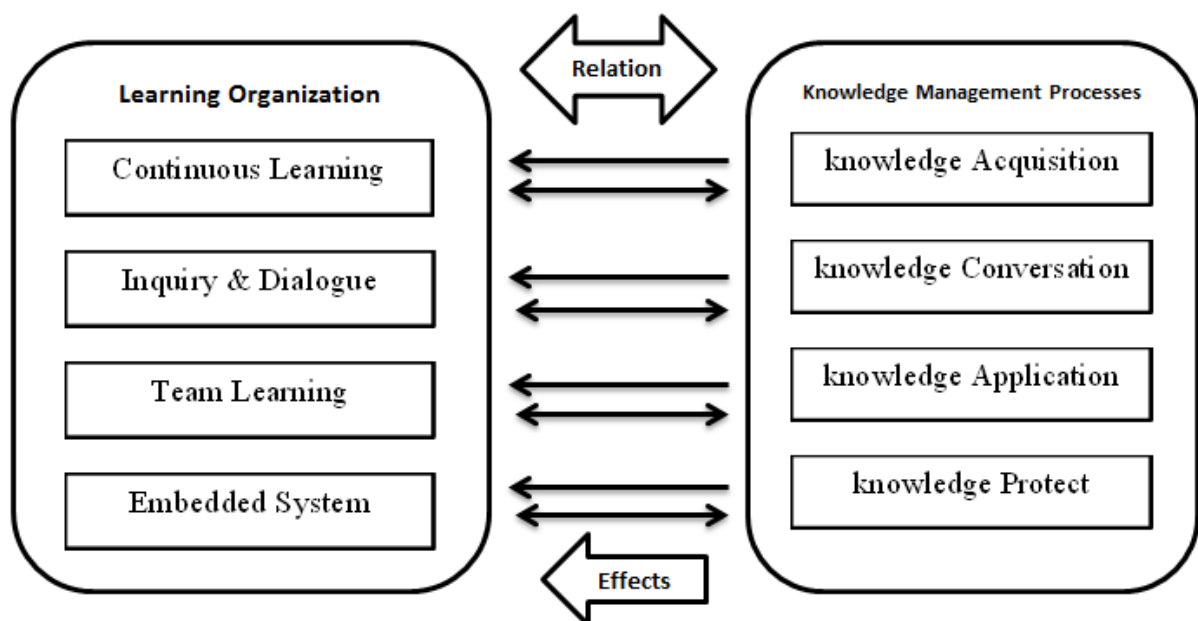
Figure (1) : State the Conceptual framework.

4. Results:

4.1Reliability

Data reliability was tested for study variables for both the knowledge management processes (i,e, independent variable) and learning organization (i,e, idependent variable), as the results show that the knowledge management processes 0.71 and the learning organization 0.75, meaning that each of them is more than 0.70. as shown in Table (2).

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Table (2): State the reliability of study variables

No	Variables	Number of items	Results
1	knowledge management	15	0.71
2	learning organization processes	12	0.75

Reference : Results of program SPSS

4.2 Correlations

There is a strong positive relationship between knowledge management processes (independent variable) and learning organization (dependent variable)by results of standard deviation and the means of the collected data. as shown in Table (3) below:

Table (3): State the Correlations of the study variables

NO		KA	KC	KAP	KP	CL	ID	TL	ES
KA	PearsonCorrelation	1	-.312**	-.392**	.713**	.051	-.109	-.357**	-.377**
	Sig. (2-tailed)		.001	.000	.000	.608	.275	.000	.000
	N	102	102	102	102	102	102	102	102
KC	PearsonCorrelation	-.312**	1	.176	-.465**	.866**	-.682**	.956**	.908**
	Sig. (2-tailed)	.001		.077	.000	.000	.000	.000	.000
	N	102	102	102	102	102	102	102	102
KAP	PearsonCorrelation	-.392**	.176	1	-.535**	.325**	.552**	-.005	.204*
	Sig. (2-tailed)	.000	.077		.000	.001	.000	.958	.040
	N	102	102	102	102	102	102	102	102
KP	PearsonCorrelation	.713**	-.465**	-.535**	1	-.235*	.025	-.471**	-.467**
	Sig. (2-tailed)	.000	.000	.000		.018	.806	.000	.000
	N	102	102	102	102	102	102	102	102
CL	PearsonCorrelation	.051	.866**	.325**	-.235*	1	-.538**	.715**	.709**
	Sig. (2-tailed)	.608	.000	.001	.018		.000	.000	.000
	N	102	102	102	102	102	102	102	102
ID	PearsonCorrelation	-.109	-.682**	.552**	.025	-.538**	1	-.736**	-.506**
	Sig. (2-tailed)	.275	.000	.000	.806	.000		.000	.000
	N	102	102	102	102	102	102	102	102
TL	PearsonCorrelation	-.357**	.956**	-.005	-.471**	.715**	-.736**	1	.929**
	Sig. (2-tailed)	.000	.000	.958	.000	.000	.000		.000
	N	102	102	102	102	102	102	102	102
ES	PearsonCorrelation	-.377**	.908**	.204*	-.467**	.709**	-.506**	.929**	1
	Sig. (2-tailed)	.000	.000	.040	.000	.000	.000	.000	
	N	102	102	102	102	102	102	102	102

Reference: Results of program SPSS

4.3: The Correlation is significant at the (0.01) level in the relationship between knowledge management processes and learning organization, as shown in Table (4) below:

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Table (4): State the Correlation is significant at the 0.01 level (2-tailed)

Correlation of Main Variables		KMP	LO
KMP	Pearson Correlation	1	.701[**]
	Sig. (2-tailed)	0	.000
	N	102	102
LO	Pearson Correlation	.701[**]	1
	Sig. (2-tailed)	.000	0
	N	102	102

Reference: Results of program SPSS

4.4: The Descriptive Statistics between knowledge management processes and learning organization, as shown in Table (5) below:

Table (5): state the Result of Descriptive Statistic

Item No.	N	Minimum	Maximum	Mean	Std. Deviation
KA1	102	3.00	5.00	4.7941	.43002
KA2	102	4.00	5.00	4.9412	.23646
KA3	102	3.00	5.00	4.8627	.37335
KA4	102	3.00	5.00	4.8431	.39162
KC1	102	4.00	5.00	4.8725	.33512
KC2	102	3.00	5.00	3.9804	.31404
KC3	102	3.00	5.00	4.8627	.37335
KC4	102	3.00	5.00	4.0980	.33031
KAP1	102	4.00	5.00	4.9314	.25407
KAP2	102	3.00	5.00	4.7353	.46515
KAP3	102	2.00	5.00	4.1471	.43137
KAP4	102	3.00	5.00	4.7451	.57482
KP1	102	3.00	5.00	4.8431	.39162
KP2	102	4.00	5.00	4.1863	.39125
KP3	102	4.00	5.00	4.8922	.31171
CL1	102	3.00	5.00	4.7941	.43002
CL2	102	4.00	5.00	4.9412	.23646
CL3	102	3.00	5.00	4.8627	.37335
ID1	102	3.00	5.00	4.8431	.39162
ID2	102	4.00	5.00	4.8725	.33512
ID3	102	3.00	5.00	3.9804	.31404

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TL1	102	3.00	5.00	4.8627	.37335
TL2	102	3.00	5.00	4.0980	.33031
TL3	102	4.00	5.00	4.9314	.25407
ES1	102	3.00	5.00	4.7353	.46515
ES2	102	2.00	5.00	4.1471	.43137
ES3	102	3.00	5.00	4.7451	.57482
Valid N (listwise)	102				

Reference: Results of program SPSS

4.5: The modifications were made related to the Entered and removal of some variables of (LO), as shown in Table (6) below:

Table (6): State the Result of Variables Entered/ Removed

Model	Variables Entered	Variables Removed	Method
1	LO[b]	0	Enter

Reference: Results of program SPSS

4.6: The test (R Square) was conducted to show the percentage of variance in (Learning Organization) that can be predicted by (Knowledge Management Processes), as shown in Table (7) below:

Table (7): State the Result of Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.701[a]	.491	.486	1.24700

Reference: Results of program SPSS

4.7: The explain standard and non-standard correlation coefficients of learning organization are shown in Table (8) below:

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Table (8):The Result of Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	**Std. Error**	**Beta**		
(Constant)	29.710	3.238	0.5	9.177	.000
LO	.619	.063	.701	9.820	.000

Reference: Results of program SPSS

4.8: The clarified of Standard Error of Kurtosis and Standard Error of Skewness for the relation among the study varibles (can reject normality if the ratio is less than -2 or greater than +2), as shown in Table (9).

Table (9): State the Result of Statistics

No	KA1	KA2	KA3	KA4	KC1	KC2	KC3	KC4	KAP1	KAP2	KAP3	KAP4	KP1	KP2	KP3
Valid	102	102	102	102	102	102	102	102	102	102	102	102	102	102	102
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Skewness	-1.851	-3.806	-2.705	-2.407	-2.268	-.461	-2.705	1.867	-3.464	-1.380	.048	-2.169	-2.407	1.636	-2.566
Std. Error of Skewness	.239	.239	.239	.239	.239	.239	.239	.239	.239	.239	.239	.239	.239	.239	.239
Kurtosis	2.460	12.737	7.032	5.248	3.205	7.567	7.032	4.625	10.196	.668	6.099	3.546	5.248	.689	4.678
Std. Error of Kurtosis	.474	.474	.474	.474	.474	.474	.474	.474	.474	.474	.474	.474	.474	.474	.474

Reference: Results of program SPSS

4.9: The show (Valid Percent and Cumulative Percent) of the answers frequency for the study's sub-variables, as shown in Table (10) below:

Table (10): State the Frequency of answers to study variables

Item No.	Valid	Frequency	Percent	Valid Percent	Cumulative Percent
KA1	Valid natural	1	1.0	1.0	1.0
	agree	19	18.6	18.6	19.6
	strongly agree	82	80.4	80.4	100.0
	Total	102	100.0	100.0	120.6
KA2	Valid agree	6	5.9	5.9	5.9
	strongly agree	96	94.1	94.1	100.0

KP2	Total	102	100.0	100.0	105.9
KA3					
	Valid natural	1	1.0	1.0	1.0
	agree Valid	12	11.8	11.8	12.7
	strongly agree	89	87.3	87.3	100.0
	Total	102	100.0	100.0	113.7
KA4					
	Valid natural	1	1.0	1.0	1.0
	agree	90	88.2	88.2	89.2
	strongly agree	11	10.8	10.8	100.0
	Total	102	100.0	100.0	190.2
KAP1					
	Agree Valid	7	6.9	6.9	6.9
	strongly agree	95	93.1	93.1	100.0
	Total	102	100.0	100.0	106.9
KAP2					
	Valid natural	1	1.0	1.0	1.0
	agree	25	24.5	24.5	25.5
	strongly agree	76	74.5	74.5	100.0
	Total	102	100.0	100.0	126.5
KAP3					
	Valid disagree	1	1.0	1.0	1.0
	agree	84	82.4	82.4	83.3
	strongly agree	17	16.7	16.7	100.0
	Total	102	100.0	100.0	184.3
KAP4	Valid natural	7	6.9	6.9	6.9
	agree	12	11.8	11.8	18.6
	strongly agree	83	81.4	81.4	100.0
	Total	102	100.0	100.0	125.5
KP1					
	Valid natural	1	1.0	1.0	1.0
	agree	14	13.7	14.7	14.13
	strongly agree	87	85.3	100.0	90.76
	Total	102	100.0	115.7	105.89
KP2					

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	Valid agree	83	81.4	81.4	81.4
	strongly agree	19	18.6	18.6	100.0
	Total	102	100.0	100.0	181.4
KP3					
	Valid agree	11	10.8	10.8	10.8
	strongly agree	91	89.2	89.2	100.0
	Total	102	100.0	100.0	110.8

Reference: Results of program SPSS

4.10: The Statistically explained of Standard Error of Kurtosis and Standard Error of Skewness for the relation between of study varibles, as shown in Table (11) below:

Table (11): State the Result of Statistics

Skewness & Kurtosis	CL1	CL2	CL3	ID1	ID2	ID3	TL1	TL2	TL3	ES1	ES2	ES3
Valid	102	102	102	102	102	102	102	102	102	102	102	102
Missing	0	0	0	0	0	0	0	0	0	0	0	0
Skewness	-1.851	-3.806	-2.705	-2.407	-2.268	-.461	-2.705	1.867	-3.464	-1.380	.048	-2.169
Std. Error of Skewness	.239	.239	.239	.239	.239	.239	.239	.239	.239	.239	.239	.239
Kurtosis	2.460	12.737	7.032	5.248	3.205	7.567	7.032	4.625	10.196	.668	6.099	3.546
Std. Error of Kurtosis	.474	.474	.474	.474	.474	.474	.474	.474	.474	.474	.474	.474

Reference: Results of program SPSS

5. Conclusions & Recommendations:

5.1 Conclusions:

Through the present study, it has been arrived at the following conclusions. They are as follows:

1- The theoretical side indicated the importance of the contribution of knowledge management processes in building and strengthening the learning organization, especially in the field of knowledge economy.

2- The results showed the company's management's interest in the concept of a learning organization, but because of the low level of technology, it negatively affected its ability to acquire and apply knowledge in the field of its business.

3- The results of the practical side showed that the knowledge management processes have a moral and statistical significant effect on the achievement of the learning organization.

4- The results showed that the availability of foreign products in the local markets had a negative impact on sales levels due to the consumer's reluctance towards the national product.

5.2 Recommendations:

1- Enhancing the company's ability to develop its administrative capabilities and staff in terms of providing training programs established inside and outside the country to acquire knowledge to keep pace with developments in the labor market.

2 - Openness to the external environment to keep pace with technological developments to

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improve production processes and attention to product design to meet customers' requirements.

3- Providing all the requirements of knowledge management operations in terms of the company's ability to acquire, apply and protect knowledge in the field of its business. And finally,

4- The necessity of the company's real orientation towards adopting the concept of a learning organization.

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