



Arab American University

Faculty of Graduate Studies

**The Role of Knowledge Management in Human Resources
Management Practices and its Relationship to Performance
Excellence**

(Research Study in Palestinian Ministries)

By

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**This thesis was submitted in partial fulfillment of the requirements for
the Master's degree in HR Management**

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Thesis Approval

The Role Of Knowledge Management In Human Resources Management Practices
And It's Relationship To Performance Excellence
(Research Study In Palestinian Ministries)

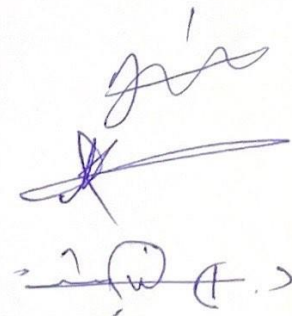
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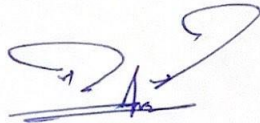
Declaration

I understand the nature of plagiarism, and I am aware of the University's policy on this.

The work provided in this thesis, unless otherwise referenced, is the researcher's own work and has not been submitted by others elsewhere for any other degree or qualification.

Student's name **Mustafa Abed Alhadi**

Signature

A handwritten signature in blue ink, consisting of a stylized 'M' and 'A' with a horizontal line underneath.

Date

30-6-2022

Dedication

To my beloved Family for their support

*I dedicate this study to those who have always encouraged me to
accomplish this mission.*

Acknowledgments

This thesis is the final requirement for the completion of the master's Program in Human Resource at the Arab American University, Ramallah, West Bank

I would like to express my deepest gratitude to my supervisor, Prof. Fathallah Ahmad Ghanem, for his valuable criticism and guidance during the completion of this research, and for his patience throughout the process.

My thanks are also due to my professors who have made possible for me to complete this Masterprogram. They have greatly enhanced my knowledge and ability to come up with this work.

Abstract

This study aims to determine the relationship between the role of knowledge management in human resource management practices and performance excellence in Palestinian ministries.

To achieve this, the researcher used a mixed-method (quantitative and qualitative approaches) employing questionnaires and interviews to obtain the necessary data from all government ministries to clarify the relationship between how KM can enhance HRM excellence performance, as there is an urgent need for the Palestinian ministries to use and benefit from KM and the technological media that enhance the HRM performance, as a result, facilitate work leading to excellence performance. Findings showed that KM is being used in the ministries' work with human resource practices, but not to its full optimization paradigm, as KM consists of four main pillars represented by acquiring, using, sharing, and storing the gained knowledge, it was noted from the interviews that sharing the knowledge with others represent the most constrain toward the performance of employees, which negatively affects their performance. Due to this, acquiring knowledge cost a lot on both money and time, through training and developing the HR to use it and share it with other coworkers. The researcher recommends that the GPC which serves as an umbrella to all ministries should encourage employees to acquire the knowledge to use it and share it with co-workers and at the same time store it in a database that can be reached and accessible by all employees.

Keywords: Knowledge Management, HRM Practices, Palestinian Ministries, GPC

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List of abbreviations

HRM Human resources management KM Knowledge Management

GPC Grand Personnel Council

Chapter One

This chapter presents the research study. First, the background and context are discussed, followed by the research question, its meaning and rationale, goals, objectives, questions, assumptions, limitations, and terminologies of the research, and finally the scope of the study, the boundaries, and the structure of the study.

1.1 Background

Knowledge is one of the essential factors for social people. Throughout our lives, we learn to perform certain jobs, tasks, and activities. We apply this knowledge and experience in a variety of social contexts and adapt it to emerging scenarios (Sydanmaanlakka 2002: 154). KM, like everything else in our lives, is a process of acquiring knowledge, applying knowledge, taking appropriate action to reuse knowledge, and adapting our current knowledge to new situations. (Sáenz and Kianto, 2017). According to this point of view, the general purpose of information management is to make information available to more people (company, community, etc.), or to share it. Organizations and companies are held together by knowledge. In this sense, KM is a tool that has been around for years, but with a different name. People have gone through a learning process from the moment social groups were first established, when they exploited the synergy generated by the shared use of each other's knowledge and experience (Robinson et al., 2005). Today, technical progress is the most essential element influencing the collection, sharing and production of knowledge. E. (Brauner and A. Becker, 2006). The advent of new and improved technologies has significantly changed social life, leading to the emergence of new connections and the constant

replenishment of the knowledge necessary to sustain life (Hislop, 2003). New business methods are emerging, new equipment and software are changing everyday life and new standards are being set. Rapid technological progress has changed the structure of the economy and the nature of economic activity. Brauner, E. and Becker, A. (2006)

The Palestinian government is the government of the Palestinian Authority or the State of Palestine. The Executive Committee of the Palestine Liberation Organization (EC) is the highest executive body of the Palestine Liberation Organization and serves as the government. And contains the Ministry of Information, Ministry of Communications and Information Technology, Ministry of National Economy, The Ministry of Public Works and Housing, The Ministry of Awqaf and Religious Affairs, The Ministry of Education, Ministry of Culture, Ministry of Local Government, Ministry of Interior Affairs, Ministry Of, Agriculture, The Ministry of Tourism and Antiquities, Ministry of Social Development, Ministry of Foreign Affairs and Expatriate Affairs, Ministry of Health, Ministry of Justice, Ministry of Labor, Ministry of Finance, Ministry of transportation, Ministry of Jerusalem Affairs, Ministry of Women's Affairs, Ministry of Entrepreneurship and Empowerment, Ministry of Education, Higher Education and Scientific Research. For this research, seven ministries were selected, located in Ramallah, Palestine. which are: GPC, Ministry of Economy, Ministry of Communications and Information Technology, Ministry of Public Works and Housing, Ministry of Transport, Ministry of Social Development and Ministry of Interior, a group of staff working in the human resources and other HR related departments in the seven ministries were selected to participate in this study

Numerous articles and studies (Becker (2006; Bollinger and Smith (2001; Figueiredo et al., 2016; Gope et al., 2018; Hislop, 2017); Figueiredo et al., 2016)

indicate that the use of knowledge in business organizations reflected in productivity and in trends. On the other hand, it implies that government institutions as large organizations serving a wide group of different segments of society, the use of KM knowledge can have a positive impact on the performance excellence of these institutions. Management is accustomed to manage human resources and achieve institutional objectives. During HR processes such as recruitment, training and development, etc., the HR department can collect a large amount of data that allows it to study, analyze, evaluate and make decisions affecting the institutions help improve their performance more quickly. Keat KK, Lin A, (2018). From this perspective, the criteria for determining success in any organization depends on the level of performance against organizational needs, and in order to achieve excellent HRM performance, KM plays a crucial role in achieving of this excellent performance.

Several studies (Gloet M, 2006; Figueiredo et al., 2016; Gope S and Passiante G, 2018; Keat KK and Lin A, 2018) have shown that HRM is part of the global modern trends having a direct impact on the Nature of doing business in terms of industrial relations techniques in different countries. Human resources management is a crucial issue for the business units of any organization. Accordingly, the study will determine the extent of integration of KM practices to enhance HRM performance excellence and clarify the applicability of HRM practices to apply aspects of KM.

1.2 Research Problem

Knowledge is one of the indispensable elements for people who are social beings. Throughout our lives, we learn to perform specific tasks, tasks, and activities. We repeatedly use this knowledge and experience in the events we encounter in social life and adapt it to new situations that arise, Sydanmaanlakka (2002: 154). KM, just like

in our daily life, is a process related to acquiring knowledge, using knowledge, taking the necessary steps to reuse knowledge, and adapting our existing knowledge to new conditions, Kianto and Sáenz (2017). From this point of view, the general objective of information management is to make information available to several people (organization, society, etc.), that is, to share it. Knowledge is an element that unites organizations and society. In this sense, KM has been a tool that has been used for many years, although it is no longer called that today. Since the formation of the first social organizations, people have gone through a learning process in which they use the synergies created by sharing the knowledge and experience of others (Robinson et al., 2005).

The most important factor affecting the acquisition, sharing and creation of information today is technological development. Bruner, E. and Becker, A. (2006). New business practices are emerging in business relationships, new hardware and software are changing everyday life, and new standards are emerging. Technological developments and rapid changes have altered the structure of the economy and the nature of economic activities Brauner, E. and Becker, A. (2006).

Through interviews conducted by the researcher with the General Staff Council and with key people in the human resources department of some ministries, the researcher was able to determine that KM is used in their work with human resource practices, but not in full optimization paradigm. , since KM consists of three main pillars, represented by the acquisition, sharing and retention of acquired knowledge, it was found from the interviews that sharing knowledge with others is the strongest constraint on the employee performance, which negatively affects their performance. Therefore, acquiring knowledge takes a lot of money and time, through training and developing HR

to use it and share it with other employees.

To achieve this, the researcher will use a mixed method (quantitative and qualitative approaches) using questionnaires and interviews along with studying the validity and reliability of the questionnaires to obtain the necessary data from all ministries to clarify how the integration of KM can improve the performance of excellence in HRM, as there is an urgent need to leverage and benefit from Palestinian ministries, KM and technological media that improve HRM performance and, therefore, facilitate work that leads to excellence.

1.3 Significance of Study

The human resource environment of Palestinian ministries has undergone unprecedented changes over the past two years as the situation has become increasingly knowledge-based. Knowledge Management Strategies (KMS) have become important in ensuring that HRM knowledge gaps in departments are properly identified and addressed. This will help HRM in Ministries address the Human Resource (HR) skills gap at all levels. KM is the process of capturing the collective expertise and intelligence of an organization and using it to create innovation through continuous organizational learning (Davenport & Prusak 1998: 5). According to Bassi (1997), KM is the process of creating, capturing, and using knowledge to improve organizational performance, such as Documenting, codifying knowledge, and disseminating it through databases and other communication channels. Ministries stressed the need to hire and retain highly skilled and qualified human resources.

Weak application of knowledge gained during training and development programs in government institutions, therefore, knowledge is not included as a key element value in employee behavior assessment that represents the root causes of these problems (Sprinkle TA, Urick MJ, 2018). On the other hand, lack of enforcement or weakness in the face of clear regulations and laws that hold accountable for the performance of lack of knowledge in government organizations. However, there is a change in the concepts of knowledge that is reflected in the use of the term "lack of knowledge and / or don't know" as proof of the innocence of offenders rather than including it as proof of condemnation of the offenders. . Schultze U, Stabell C, (2004) Failure to understand the importance of institutionalizing KM and its role in raising the level of achievement and achieving the institution's mission and goals therefore leads to all these problems., A.M.

and Mihiotis, A. (2014). However, to substantiate this, the researcher noted from the unstructured interviews conducted with key people in the ministries that some ministries are experiencing poor performance, which is due to a lack of ministry staff knowledge of the Palestinian public sector, this begins with ignoring internal regulations and general laws, going through bad plans, programs, and areas of responsibility, as well as encountering errors and complications related to problems and transactions.

The results of the study will be extremely significant for the following reasons:

The expected outcome of this research effort would help enforce KM initiatives among employees and help reposition HRM in a more strategic position, suited to navigating the era of the knowledge economy, keeping in mind that knowledge workers bear primary responsibility for their own career development. Staff considered particularly valuable to departments are trained more proactively, often involving a greater role for the GPC in particular, and departments in general, in career planning and activation. While GPC, on the other hand, should encourage its employees to develop their careers and grow unhindered, offering them flexibility and opportunities to enhance their individual learning skills to create new knowledge and share it. between different functions and departments, so for many knowledge workers., it is equally motivating to have free time to work on acquiring knowledge, participate in training programs, attend conferences, or spend time on interesting projects as a reward for increasing one's knowledge. Knowledge sharing is made possible by functional teams and individuals working to reduce potential barriers between different departments or departments. GPC should value the high level of tacit and personal knowledge that many people possess, and it should be up to HRM to effectively build good levels of

loyalty and retention rates. As performance management is considered by some to be one of the most powerful influences on WM as a whole. Therefore, preventing the exchange of knowledge in performance management.

1.4 Research Objectives

The main objective of this work is to examine the relationship between KM and HRM practices in order to improve HRM excellence performance in Palestinian ministries.

- Investigate the relationship between recruitment and selection based on KM to improve HRM performance excellence in Palestinian ministries.
- Investigate the relationship between compensation and KM-based compensation to improve HRM performance excellence in Palestinian ministries.
- Investigate the relationship between training and development based on KM to improve HRM performance excellence in Palestinian ministries.
- Investigate the relationship between KM-based performance management to improve HRM performance excellence in Palestinian ministries.
- Investigate the relationship between KM-based retention management and improving HRM performance excellence in Palestinian ministries.
- Investigate the relationship of KM-based career management to improving HRM performance excellence in Palestinian ministries.

1.5 Research Questions

This part consists of a main question and eight sub-questions. These questions have been constructed to find an answer in this research work in accordance with the research objectives.

Main question

What is the role of KM with human resource management practices and its relationship to improving human resource excellence performance in Palestinian ministries?

Secondary questions

1. What is the relationship between knowledge-based recruitment and improved human resource performance excellence in Palestinian ministries?
2. What is the relationship between compensation and knowledge-based rewards for improving the performance of excellence in human resources in Palestinian ministries?
3. What is the relationship between knowledge-based training and development with improved performance of excellence in human resources in Palestinian ministries?
4. How is knowledge-based performance management related to improving HRM performance excellence in Palestinian ministries?
5. How is knowledge-based retention management related to improving HRM performance excellence in Palestinian ministries?
6. What is the link between knowledge-based career management and improving HRM performance excellence in Palestinian ministries?

1.6 Research Hypotheses

In this section, the researcher formulated eight hypotheses as listed below:

- **Ha-1:** Knowledge-based recruitment and selection practices have a positive association with excellent HRM performance in human resource departments of Palestinian ministries.
- **Ha-2:** Compensation and knowledge-based compensation practices have a positive association with excellent HRM performance in human resource departments of Palestinian ministries.
- **Ha-3:** Knowledge-based training and development practices have a positive relationship with HRM performance excellence in human resource departments of Palestinian ministries.
- **Ha-4:** Knowledge-based performance management practices have a positive relationship with excellent HRM performance in human resource departments of Palestinian ministries.
- **Ha-5:** Knowledge-based retention management practices have a positive relationship with HRM performance excellence in human resource departments of Palestinian ministries.
- **Ha-6:** Knowledge-based career management practices have a positive relationship with HRM performance excellence in human resource departments of Palestinian ministries.

1.7 Limitations of the Study

Potential barriers that should stand in the way of the investigation include:

- Employee Awareness: Employees are unfamiliar with KM terminology.
- Management Awareness: Management is unfamiliar with combining KM with humanresource management practices.
- Difficulty in accessing data due to the scarcity of the research topic and for somePalestinian ministries, which prefer to keep the data necessary for research purposes.
- The culture of Palestinian respondents, who usually do not spend time answeringquestionnaires.

1.8 Scope of the Study

This research study focuses on the GPC and Palestinian ministries. Therefore, the researcher targeted human resource staff from the GPC and Palestinian ministries, as well as other human resource staff from Palestinian ministries. The researcher selected seven ministries (General Staff Council, Ministry of Economy, Ministry of Communications and Information Technology, Ministry of Public Works and Housing, Ministry of Transport, Ministry of Social Development, and Ministry of Interior).

1.9 Conceptual Framework

The overall objective of this study is to find the role of KM in human resource management practices and their relationship to achieve excellence in performance in Palestinian ministries. The researcher hypothesized six independent variables based on human resource management practices (knowledge-based recruitment and selection, knowledge-based compensation and compensation, knowledge-based training and development, knowledge-based performance management, knowledge-based retention management and knowledge-based career management), with excellence performance as a dependent variable.

Figure 1 shows the conceptual model according to the study variables.

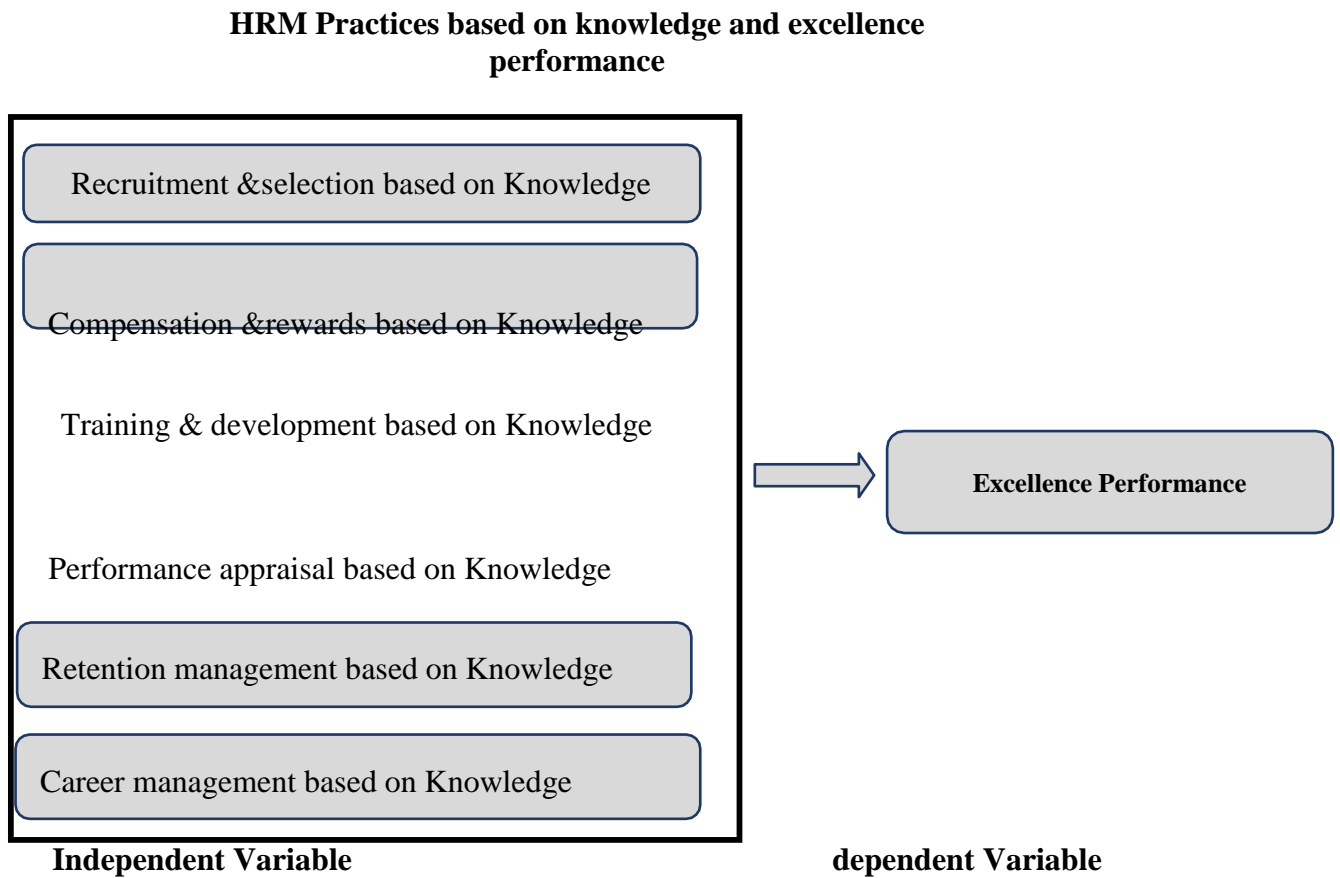


FIGURE 1.1: STUDY CONCEPTUAL MODEL.

SOURCE: OWN RESEARCHER WORK BASED ON LITERATURE

1.10 Delimitations of the Study

Geographical area: The study included responses from employees working in the following Palestinian ministries in Ramallah: General Staff Council, Ministry of Economy, Ministry of Communications and Information Technology, Ministry of Public Works and Construction, Ministry of Transport, Ministry of Social Development and Ministry of the Interior

Population and sample: Seven Palestinian ministries were included in the study population and sample. The researcher interrupted 307 questionnaires and collected 265

questionnaires from the participants; with 225 questionnaires were fully completed and 45 partially completed. The sample size is designed to provide sufficient information on reliability while achieving some degree of validity.

Knowledge: The study focused on the role of KM in human resource management practices and their relationship to performance excellence in Palestinian ministries. Therefore, this study aided the applied knowledge of Palestinian ministries in human resource management practices in selected ministries.

Approach and tool: The researcher used a method of collecting quantitative and quantitative data using questionnaires to achieve the purpose of the study. The main purpose of the questionnaire is to achieve the research objectives, to answer the study questions and finally to collect data for the results, suggestions, and discussions.

Timeframe: Questionnaires were distributed to target ministry staff in March 2022 and collected four weeks after the distribution date.

1.11 Research Structure

This study consists of the following five main sections: Introduction, Literature Review, Methodology, Data Analysis and Discussion, Conclusion and Recommendations. I started by giving an overview of the topic to emphasize the importance of the topic. The literature review section is the second part of this study; provides a detailed overview of the concepts, theories relevant to the topic, the conceptual framework, and empirical findings for previous studies. The section on research methodology discusses the design of the research tool, the population, the sample size, the structure of the data analysis, etc. The section on data analysis and discussion provides and discusses the results of research questions and hypotheses, data

interpretation, along with a discussion. The Conclusion and Recommendations section is the final section and provides an overall summary of the study with conclusions on each objective and recommendations for future research and practice.

1.12 Definition of Terms:

Knowledge management: Knowledge management is the process by which an organization collects, organizes, shares, and analyzes its knowledge in a way that is easily accessible to employees. This knowledge includes technical resources, FAQs, training materials, and interpersonal skills.

Human resources management: Human resource management (HRM) is the practice of recruiting, hiring, deploying, and managing the employees of an organization. Human resource management is often referred to simply as human resources (HR). The human resources department of a company or organization is typically responsible for creating, implementing, and monitoring policies that govern workers and the organization's relationship with its employees.

Excellence of performance

Performance excellence: Performance excellence refers to an integrated approach to organizational performance management which results in providing ever better value to customers and stakeholders, contributing to organizational sustainability, improving overall organizational effectiveness and skills, and Organizational and personal learning

Chapter Two: Review of Literature

2.1 Overview

This chapter is devoted to an overview of the literature related to the research problem of the study.

2.2 Knowledge and the Management of Knowledge

In order to understand KM, the concept of knowledge must be explored and understood, since different views of KM are shaped by different understandings of knowledge. Objectivists and those who believe in the “epistemology of practice” (Hislop D, 2002) are the two main factions that debate the nature of knowledge. (Nilsson and Ellström, 2012) refer to this category in Ryle (1963) as the “theoretical component”. or a "practical component". Declarative, propositional, or codified knowledge are terms used by objectivists to describe different types of knowledge. The classification of information in multiple forms and the provision of models to manage their interactions and transformations is a central tenet of The Objectivist Philosophy. According to [Nonaka I., 1994], the most common category is between explicit and implicit knowledge. Knowledge is another typical label that focuses on where it is. A distinction can be made between individual and organizational knowledge. Organizational knowledge can be embedded in an organization through processes and culture (Tsoukas H, Vladimirou E, 2001). Since categories and taxonomies are fundamental to dualism (Schultze U, Stabl C., 2004), this is their primary philosophical position.

Other people believe that knowledge is inherently tacit and will never be fully translated

into explicit understanding, as claimed by the "epistemology of practice" school of thought. In practical knowledge, or 'knowing how', there is a strong connection with experience, which is tacit or expressed only through action. In any case, the tacit information will remain, even if partially converted into explicit knowledge. Chances are, even if employees are willing to share their information, the truth is far more complex than they initially think. Consequently, knowledge can never be regarded as an entity independent of the knower. "Epistemology of practice" is based on a dual philosophy of structuring models, theories of practice and pragmatism. Rather than relying on formal training, organizations should encourage employees to develop their own implicit knowledge and make it available to their colleagues (Theriou NG, Chatzoglou P., 2014).

A variety of KM approaches derive from different views on the nature of what "knowledge" is. The essential premise of two differently labeled paradigms is reflected in the numerous existing definitions and classifications of KM based on the description of the nature of knowledge. A paradigm based on IT / Hard / Calculative / Mechanical / Scientific towards a Soft can be represented as a continuum moving from an IT based model to a Soft. The ontological and epistemological hypotheses on the nature of KM are the basis of the nodes and proximity orientations of each paradigm (Hosseingholizadeh R., 2014). This leads to two different ways of thinking about KM. KM can be approached in two ways: mechanistic, systematic, and technological (Syed J, Murray PA, Hislop D, 2018; Hosseingholizadeh R., 2014), aiming to improve integration and generation of knowledge. It is focused on human resources, with the aim of increasing contact with employees and fostering a corporate culture that encourages knowledge sharing and creative activities such as brainstorming.

The IT perspective understands KM as a process of rationally storing information and making knowledge available. In this context, the main objective of KM is codification. The encrypted information would reduce the risk of loss of knowledge and maximize the sharing, protection, and exploitation of that information. As a result, IT has been criticized for treating knowledge as information, removing it from the person who knows it. However, there are other considerations to consider, even if this is considered "feasible". There is a symptom called "interpretative flexibility" that occurs when an employee provides or interprets data. The human resources perspective, on the other hand, emphasizes that IT solutions are only information providers. A lack of understanding, vulnerability, and a lack of trust and commitment in staff are some of the negative perceptions about them. Interaction, networking, and the creation of a culture of sharing and knowledge creation are at the heart of the human resources approach (Haesli A, Boxall P., 2005). If you are a knowledge-intensive company, you need to cultivate a culture where learning is encouraged, and new ideas are stimulated.

KM approaches focus on optimizing an organization's architecture and operations. The development of a KM strategy is highly dependent on the attitude and perspective used by the person developing the plan. A KM strategy is shaped by the management philosophy and the attitude of decision makers towards the concept of knowledge and the KM perspective. It is critical for organizations to align their organizational, human resource and KM strategies (Figueiredo E, et al 2016). To put KM into practice, we need to know how organizations view KM.

Most academics and practitioners seem to believe that KM can be described as an informal process, supported, for example, by leadership styles and organizational practices (Schultze U, Stabell C., 2004). The purpose of the procedure is to maximize

the use of organizational knowledge. Based on an examination of 32 KM models, Hosseingholizadeh (2014) discovered nine important components (basic knowledge activities) that can be viewed as a KM process. Definition of objectives and identification of knowledge, creation, acquisition, evaluation, organization, conservation, conservation and updating, sharing, application and finally evaluation of the effectiveness of KM they are all included in this process. He stressed the importance of a process-based approach to knowledge work. Hansen et al. (Hansen MT, Nohria N, Tierney T., 1999)

Hansen et al. (1999) proposed two key strategies: codification and personalization, respectively, based on the IT and HR perspective. Each focus on a different KM activity and the interrelationships and management of that activity.

With a heavy IT dependency, the goal of codification is to capture and store knowledge to make it more accessible and usable in the future. Fast, reliable, and high-quality solutions that are mature services at reasonable prices are the key to its competitiveness (Hansen MT, Nohria N, Tierney T., 1999). When we talk about personalization, we mean the tactical knowledge developed by employees based on their insight, intuition, and personal ability to solve complex challenges. Most often, this information is disseminated through personal interactions. Some approaches that can be used to encourage tacit knowledge sharing include dialogue and communities of practice. There is a close connection between individualized instruction and the freer approach to learning known as exploratory learning (also known as open inquiry). Flexible investments in learning and developing new skills are emphasized. Unique and personalized high-margin services can be provided with competitive advantage through personalization (Hansen MT, Nohria N, Tierney T., 1999)

According to Hansen et al. (1999), competitive strategy, business models, information technology (IT) and human resources (HR) are addressed differently by the two strategies. (Edvardsson IR., 2008) This story emphasizes the need to find a good fit between HRM practices and an organization's approach to KM. When Hansen et al. (1999) claimed that organizations use a combination of both techniques, they concluded that one strategy is used more widely while the other is relegated to a more favorable position. They argued that without a clear focus, the KM strategy would be doomed to fail and out of sync with the company's overall goals. For example, the coding approach and low-cost strategy both focus on consistency, efficiency, and cost-saving measures. The term "exploitation strategy" refers to the combination of KM and general strategy. Likewise, differentiation and personalization strategies focus on developing new skills and working methods. A method like this is known as the exploratory method (Edvardsson IR., 2008). Any approach can be successful if the appropriate strategy is chosen for the organizational environment. Some critics of Hansen et al. (1999) believe that personalization or codification should be the focus of research (Millar CC, Chen S, Waller L., 2017; Hansen et al., 1999). For example, it has been proposed by Edwards et al. (2003), many practitioners feel that the use of both tactics should be considered equally important. A sociotechnical approach proposed by Pan and Scarbrough (1999) lends credence to these latter observations and suggests a multilevel WM model. The model considers the infrastructure, information structure and information culture.

Knowledge ideas, KM visions and KM tactics can be linked in a logical order as the goal of KM is to convert tacit and personal knowledge into explicit and organizational knowledge if a particular person supports the objectivist approach. Next, the IT approach is implemented, finally using the coding strategy. On the contrary,

decision makers who adhere to the concept of "epistemology of practice" think that knowledge is inherent in human beings and exists in a form that cannot be perceived. In this case, decision makers are more likely to adopt a KM strategy that focuses on human resources and is supported by a personalization strategy. As mentioned earlier, these approaches are not mutually exclusive, nor entirely independent of each other. Ultimately, the combination method proposed by Edwards et al (2003) is a viable option. With this method, there is less discussion of the concept of knowledge.

2.3 HRM and Knowledge Management

Every In the literature on strategic management and strategic HRM, knowledge as an asset and KM as a process have received considerable attention as a strategy for gaining economic competitive advantage (Ananthram S, et al., 2013). The strategic orientation of the management and the HRM processes are decisive for the success of KM (organization, employees, and knowledge). As part of KM implementation, HRM should be studied (Figueiredo E, et al, 2013). Long-term competitive advantage can be achieved by integrating HR practices that support a company's strategy. (Arunprasad P. Guiding, 2016). Human and organizational capital are the most identified resources in the resource literature because they are difficult for competitors to understand and copy (Arunprasad P., 2016). (Bontis N, Serenko A., 2007; Pillania RK., 2009)

As a set of policies, procedures, and systems, HRM is defined here as a set of practices and policies that seek to influence the behavior, attitudes, and performance of members of the organization, with the aim of promoting a culture of learning. Returning to the previous example, Gope et al. (2018) discovered HRM methods that improve individual learning, employee motivation and retention, and improve organizational performance. Traditional HRM approaches are also evolving to serve

talent management goals, such as: B. Identifying, developing, and retaining talented employees. According to Bontis and Serenko (Bontis N., Serenko A., 2007), training and development as well as job satisfaction affect employees' talents. According to Arunprasad (2016), there is a strong and positive correlation between strategic HRM practices and learning outcomes. In software companies, for example, things like hiring and performance appraisal have a substantial impact on the dynamics of learning. Companies pursuing excellent HR management practices, as mentioned by Theriou and Chatzoglou (2014)

(Theriou NG, Chatzoglou P., 2014), benefit from the design of HR practices that promote KM and organizational learning, which in turn leads to the development of organizational skills. In addition to directly influencing organizational capacity, excellent human resource management practices are also linked to organizational learning ability and KM processes. Consequently, HRM plays a crucial role in both KM and learning initiatives (Figueiredo E, et al, 2013). When it comes to human resource management (HRM), it's important to remember that knowledge is people's most valuable asset.

Studies from another point of view are available on the type and quality of HRM-WM links. It is generally accepted that HRM is not KM. Since KM involves the management of intellectual property rights and the production and transfer of knowledge by individuals, organizations, and groups (Teece 2000, Svetlik and Stavrou-Costea, 2007), it is more complex than HRM. According to (vetlik and Stavrou-Costea, 2007), HRM and KM are closely linked in building teams, promoting cross-functional collaboration, and establishing channels for sharing information within an organization. According to the authors, we can see a lot of overlap between the KM cycle and HRM

processes when we look at them side by side.

When it comes to implementing an efficient KM strategy, the literature has long supported the claim that employees are the company's most important asset. Knowledge is created, shared, and implemented through the efforts of employees. The success of an organization is increasingly correlated with the ability to find and retain the best performing or talented employees that can meet its current and future expectations. This is what Nilsson and Ellström, (2012) have pointed out. It is therefore important to note that a company's Human Resources function is primarily responsible for developing, selecting, and hiring the right people, educating them, developing their performance, and rewarding them to support the company's goals and achieve them (Edvardsson IR., 2008). In reality, the human capital advantage of a company is achieved by having more qualified staff than its rivals. Shaw et al., (2013) argue that when human resource management efforts are aimed at expanding the knowledge and skills of the workforce and integrating human capital, human capital can provide sustainable benefits (Shaw et al., 2013).

It is therefore essential to effectively manage knowledge through human resource management practices such as recruitment / selection / education / training / performance management and incentive systems (Santoro G, Usai A., 2018) to improve the flow of knowledge (i.e., acquisition / transfer / integration). in society) (Figueiredo E, et al, 2016). According to Zhou et al (2016), internal communications, training and performance evaluations all play a vital role in helping organizations establish absorption capacity and improve knowledge transfer during acquisitions. To encourage and sustain ongoing collaborative behavior, knowledge sharing methods must be embedded in strategic business goals, people practices, and organizational culture (O'Neill BS, Adya

M., 2007).

Knowledge-based HRM, including HR practices aimed specifically at improving knowledge processes within an organization (Kianto A, Senz J, Aramburu N., 2017), has recently been highlighted by several researchers with the need to reposition its functions. focus on strategic knowledge capability. (Hussinki H., et al., 2017) So how do you manage knowledge workers? How to estimate and measure the risk of losing valuable information? In terms of human resources management (HRM), Hussinki H. et al. (2017) divided HR practices into several categories, including heterogeneous work groups and brainstorming, commitment-based HR practices (e.g., employee empowerment and career development), and HR practices knowledge-based (e.g., recruitment, professional development, and employee retention).

There is a favorable correlation between HRM and the concepts of performance and innovation (Hansen MT, et al., 1999; Kase R, Zupan N., 2007; Smith H., 2004), so it makes sense that HRM integrates with the KM. being and organizational initiatives. Additionally, HR policies should be reviewed for adequacy to encourage employees to bring their own specific expertise to the service of the organization. For Gourlay (2001), the desire of employees to get involved in KM activities is likely to be determined by HRM rules and processes. Furthermore, Kase and Zupan (2007) found that HRM effectiveness should be linked to human capital development, including learning, innovation, and creativity. Building social capital and knowledge networks should be central to this agenda. The use of human resources is beneficial because it is based on the conservation and development of human capital and organizational processes. This technology for the transmission of tacit knowledge is therefore assigned a key role in the management of social networks. According to Hosseingholizadeh and colleagues, HR

policies play an important role in promoting knowledge work within companies, especially as it has empirically demonstrated the influence of motivation, competence and opportunities offered to knowledge workers. The primary goal of human resource management should be to increase the ability and motivation of employees to participate in KM activities on an individual basis.

According to previous research, the HR department is suitable for addressing KM initiatives because the department's tasks do not overlap with KM initiatives (Olomolaiye A, Egbu C., 2006). High performing HR departments are more likely to be selected for implementing KM projects, i. that is, if the HR department performs well, there is more trust in the company, and it is more likely to be selected as the best candidate (Oltra V., 2005). It is also important to remember that HRM procedures are not only carried out by HR; Senior, middle and line managers are also heavily involved. While HR departments are expected to lead the World Cup effort, great results should not be expected from them alone (Haesli A, Boxall P., 2005)."

Strategic and functional HRM must be in tune with organizations and their KM initiatives. Decentralized, exploratory and double-loop learning is supported by the personalization approach, as are organic organizational tactics. Rather than using a standardization strategy such as coding, this approach relies on using a variety of different methods to help students learn in different contexts (Edvardsson IR., 2008; Laursen K, Mahnke V., 2001). When a company adopts a new HR strategy, the procedures are adjusted accordingly. Nobody knows for sure how a combined approach handles different KM approaches and organizational strategies when it comes to turning one's goals into human resource management realities. While each strategy has its own HR practices, the chapter focuses on personalization and coding.

It is best to look at human resource management practices as a whole (Laursen K, Mahnke V., 2001) to get an idea of their potential impact. Human resource management techniques should be aligned with human resources, KM, and organizational strategy, but other organizational elements can also influence the development of HR management practices, according to Horwitz et al (2006). Organizational characteristics, ownership structure and cross-cultural variations, among other things, all play a role in a company's success. There is further evidence to suggest that the competitiveness of human capital has an impact on the selection of HR management practices, which in turn has an impact on KM. In general, many human resource management practices influence KM (Smith H., 2004; Yahya S, Goh WK., 2002). There are several methods of human resource management that have been explored in the recent literature, but this article focuses on only six of the more in-depth ones. Recruiting and Selection, Compensation, Training and Development, Performance Management, Retention Management, and Career Management are the top six HR activities listed. Although they are treated separately, Table 1 shows how each practice fits into the others in each KM strategy. Kianto et al. (2017) state that in this study, traditional HR management approaches were merged with KM (Kianto et al., 2017). The following sections describe these techniques in detail.

2.3.1 Knowledge and Recruitment and Selection

Human resources (HR) professionals face a never-ending stream of new and ever-changing demands when it comes to finding and developing the most qualified employees. This approach is traditionally based on a technologically sound perspective guided by labor economics (Nilsson S, Ellström PE., 2012). Traditional recruitment and

selection procedures, on the other hand, seem to hinder the exchange of knowledge between groups or departments in functionally organized organizations. Edvardsson IR., (2008) In today's knowledge economy, it has become more difficult to compare a person's skills with the requirements of a specific job (Nilsson S, Ellström PE., 2012). Human capital is acquired through the recruitment and selection process. If recruiting is conducted with a focus on KM, rather than simply "filling vacancies", they should try to fill in the knowledge gaps and give an organization a more flexible approach, as the purpose of the organization in the recruitment process is attracting people, acquiring, and producing knowledge.

An important aspect in the dynamics of learning and creativity at both individual and group level was found by Arunprasad P., (2016).

Knowledge workers must possess a number of key skills and abilities, all of which fall within the realm of "personalization", such as "commitment to growth", "creativity", "personalization" and "collaboration" (Kianto A, et al. (2017); Brelade S, Harman C., (2001)). Smith (2004) added lateral and imaginative thinking, demonstrated skills and abilities, resilience, the ability to be a team member, and a willingness to share acquired information to this list. This is further supported by Robertson and Hammersley, (2000), who cited high specialization, knowledge of various fields, as well as commercial awareness and innovative capacity as strong qualities for basing a hiring decision. Narasimha (2000) also stressed the importance of demonstrating a wide range of knowledge. According to Taylor (2006), even new recruits must exhibit altruistic behavior. Arunprasad (2016) found that new recruits are tested on their learning ability, their decision-making approach, their motivation to share tacit knowledge, and their willingness to accept additional responsibilities. In addition to the skills and knowledge

listed above, the hiring decision may also consider the amount of experience gained in the company and the breadth and depth of specialist knowledge demonstrated by candidates. It is important to note that knowledge-based recruitment ultimately consists of focusing on individuals who have the required knowledge, learning and networking skills (Kianto A, Senz J, Aramburu N., 2017).

Most new hires in the process of recruiting and selecting a coding strategy focus on filling entry-level roles. New recruits, according to Hansen et al. (1999), require only a basic knowledge of database retrieval to be used at the junior level. This means that the selection process considers the skills and abilities of candidates to successfully use encrypted information, follow established procedures and be productive within a short amount of time after joining the company. However, when it comes to the few experts that organizations rely on to design products and services, formulate work processes and procedures, and ensure customer satisfaction, the selection processes focus on their proven track record and in-depth knowledge that can be leveraged immediately after joining the company. When it comes to acquiring new skills and fostering creativity among hospitality industry leaders, a successful selection process is a must (Nieves J, Quintana A., 2018). This is not the case with low-skilled workers, who will not have a substantial impact on human capital once they are hired. The development of technical solutions, especially in the field of electronic recruitment and psychometric testing, is promoted for companies that embrace the coding strategy (Hansen MT et al, 1999; Gloet M, Berrell M., 2003). Consequently, it can be argued that the recruitment and selection process is more rigorous for organizations using a personalization strategy rather than a coding strategy, based on studying the required KSAs.

When it comes to hiring new employees, there is still a big dispute over "cultural

adaptation". The need for a good meeting between new hires and the company's knowledge culture is well documented by the studies. Furthermore, they emphasize a cultural adaptation between the adoption of acceptable personalities and integration into the corporate culture (Edvardsson IR, 2008). (Brelade S, Harman C., 2001). Others stressed the need to select people who can adapt to multiple cultures rather than existing ones. The reason for this is that a company's organizational culture can evolve over time rather than remain fixed and static. Currie and Kerrin (2003) also underlined the importance for new recruits to have a solid base of general business knowledge. This is because employees with a solid foundation of general business knowledge are better able to "bridge" the cultural gap that exists between different parts of the organization. Kase and Zupan (2007) highlighted the importance of recruitment and selection to find individuals who fit organizational culture and support knowledge networks to represent a different point of view. As a result, new hires may not be able to integrate their new skills into the organization's knowledge base unless they find a "cultural fit" with the organization (Brelade S, Harman C., 2001). We can assume, based on the available research, that companies using the codification approach to KM would benefit more from hiring employees who embody cultural diversity and adaptability, while companies using the personalization approach to KM would benefit more from hiring people that embody cultural diversity, diversity, and flexibility. Therefore, every company's hiring process considers the fit between the person and the culture of the company. The cultural specifics of the socialization of members of the organization have a significant impact on the exchange of knowledge between members of all age groups.

According to Haesli and Boxall (2005), organizations that follow the KM codification strategy have higher employee turnover than those that follow the

personalization strategy. Therefore, a key part of HRM's responsibilities revolves around recruiting and onboarding new employees to replace those lost to high turnover rates to keep the business running smoothly. A company's work environment also limits an employee's ability to utilize all of their talents. The reason is that these companies have few opportunities to use these skills, as they usually rely on IT and up-to-date information and solutions. Overall HR expenditures are higher in these organizations due to the cost of training new employees and managing lower productivity levels during the onboarding period for new employees. Gope et al. (2018) found that the vast majority of organizations rely heavily on employment services. However, the internal recruitment process is also used for promotions and job changes.

2.3.2 Knowledge and Compensation and Rewards Management

Payroll management can be an excellent technique for encouraging employees to learn and produce new knowledge by rewarding those who do all of these things. Innovation, risk-taking and teamwork should all be rewarded in the reward structure. It has also been argued that relative pay should consider collaboration and flexibility rather than just functional or individual measures (Despres C, Hiltrop JM., 1995; Godbout AJ., 2000) to ensure that all employees are fairly rewarded. Rewards should be designed based on employee perceptions, not managers' perceptions, and should be motivated and communicated appropriately, say Despres and Hiltrop (1995).

There is much debate as to whether KM's efforts should be enhanced by individual or collective incentives. Network cohesion is encouraged by group incentives, argue Kase and Zupan. However, they also recognize the value of including all levels of incentive in an employee's total pay. According to Laursen and Mahnke (2001), the

successful performance of an individual employee in a personal assignment is emphasized by individual incentives. However, they also stress the importance of accurately measuring the process of providing individual incentives to avoid the perception that it is difficult and unfair. According to Siemsen et al. Compensation was assessed on the strength of the bonds between colleagues within a given team. Outcome, Help and Knowledge Links are all sub-categories of these evaluation categories. The result emphasizes group coordination while the other two groups, collaboration, and collaboration, prioritize group cohesion and collaboration. Individual incentives have been found to work best when employees are "limited to results", but group incentives work best when employees depend on mutual support (or "limited on help") within the group to achieve 'objective. Individual and collective incentives are important and complementary when employees are tied to their knowledge. Incentives for employees to use the knowledge they have acquired are key, while incentives for those who have the knowledge to share it are also key. According to Siemsen et al (2007), Taylor's (2006) findings that group incentives promote greater cooperation among employees are supported by Siemsen et al. (2007). According to a study by Quigley et al. (2007), knowledge sharing from a supplier perspective is most effective when encouraged by organizational norms.

Therefore, employees believe that collective incentives are a preferable form of compensation when multiple jobs are involved. This is the case when standards are missing, and the release process is complicated. In other words, they create an atmosphere of secrecy, which can be a possible drawback of individual incentives. Individual incentives are often used by companies to reward employees who have achieved their own short-term goals. Group incentives are used to encourage long-term

goals and the discovery of new knowledge. According to the study, when tacit knowledge sharing and interaction are needed, group rewards are preferable to individual rewards. In this way, group incentives appear to benefit organizations employing coping tactics the most, but individual incentives are not entirely excluded, but rather play a minor role. Employees would be encouraged to pursue their own interests rather than those of groups if individual incentives were the primary motivating factor in this form of organization. Personal incentives are more pronounced in companies with a codification-based strategy. Employee engagement is less critical to achieving organizational goals, and the effort individuals put in to obtain specific information is seen as more important.

Another problem associated with pay management is whether KM-based work should be rewarded with intrinsic or extrinsic benefits. The characteristics of knowledge workers seem to coincide in this case with those of research on personalization strategy. According to Smith, non-financial incentives are more important to knowledge workers than monetary incentives. When it comes to promoting absorption capacity and knowledge transfer in mergers and acquisitions, (extrinsic) performance-related remuneration has negligible influence. Further research has shown that compensation systems in the knowledge economy should focus on social and intrinsic requirements rather than extrinsic ones (which should be considered secondary).

Extrinsic motivators are important, Hosseingholizadeh et al. (2016) found that intrinsic motivations have a much greater impact on intellectual work than extrinsic motivations. It has been found that intrinsic rewards tend to support an organization's personalization-based approach, while formal extrinsic benefits tend to support an organization's codification-based strategy (Lee DJ, Ahn JH., 2005). However, Vicere

(2000) argues that knowledge workers should receive a fair wage in exchange for a share in the company's profits.

Other research shows that employees are expected to maintain good behavior in order to receive rewards and recognition from their employer. When it comes to motivating employees to share their knowledge with colleagues, companies are harnessing the power of rewards and rewards. Several academics have suggested (Olomolaiye A, Egbu C. 2006; Lee DJ, Ahn JH., 2005) that compensation plans should strike a balance between intrinsic and extrinsic rewards to meet the needs of all employees. If you want employees to share, create and apply information, you can reward them with tangible / financial incentives such as one-time bonuses and rewards or intangible / non-financial incentives such as a sense of status and recognition (Kianto A, et al. 2017).

Research shows that rewarding employees for sharing and creating new knowledge is common practice in most organizations. In other studies (Gope S, Elia G, Passiante G., 2018), it has been shown to stimulate and support employee performance through improved learning and engagement. The use of short-term and long-term incentives is also discussed in this area. Many people believe that combining the two methods is the best option for companies because short-term incentives encourage individual and collective contributions, while long-term incentives help retain employees by rewarding them for long-term performance. business term (Brelade S, Harman C., 2001). Olomolaiye and Egbu (2006) pointed out that long-term incentives are crucial when it comes to bringing key people into the business. In codification-based organizations, short-term incentives may predominate, while in personalization- and combination-based organizations, both types of reward seem essential.

2.3.3 Knowledge and the Training and Development

Through training and development, employees of an organization acquire and develop the skills necessary to improve both their performance and that of their employer. Studies show that this method is an excellent HRM tool for implementing KM objectives, activities, and results. The main focus of KM research related to HRM is training as a means of knowledge transfer (MohsinM, Syed J., 2018). Building training units that assess and analyze training needs, deliver, and evaluate training, and lead to learning organizations are all aspects of knowledge transfer (Svetlik I, Stavrou-Costea E., 2007). It is important to use training in a way that allows employees to improve their learning abilities while establishing a consistent language and vision for the company. Self-efficacy would be developed in such a way that employees feel more confident and more likely to share their knowledge with others, resulting in increased learning of new knowledge and dissemination of individual expertise throughout the organization. In the hospitality industry, education and training have a positive impact on human capital and innovation (Nieves J, Quintana A., 2018). According to the authors, human capital is increased through employee development rather than recruitment. Similarly, in Malaysian private institutions, Keat and Lin (2018) found that talent development acts as a mediator between KM and overall organizational performance. According to their conclusions, retention management is not a mediating element between KM and organizational performance, which is why they emphasized the need for staff development.

Let's first look at the topics included in the training of each KM strategy. Personalization allows for a wider range of training topics than coding, including topics that help employees improve their technical and interpersonal skills. Additionally,

Yahya and Goh (2002) believe that employees should be trained in the application of creativity, problem-solving skills, and quality effort as part of their overall education. A key element of an organization's KM strategy (identification of current and future skills) is to expand the breadth and depth of existing knowledge of its employees through training (Narasimha S., 2000). It has also been reported that knowledge-based training and development (KBD) involves constantly broadening and deepening existing employee skills, tailoring training to the needs of the entire organization, and track progress over time. It is essential for them to keep abreast of the latest developments in their respective sectors and professions and to participate in activities that enable them to enhance their professional growth (Edvardsson IR., 2008). Smith (2004) also stated that creating a wide range of information helps establish a strong overall capacity in individuals, while increasing the depth of information develops those with specialized knowledge. Rather than focusing solely on creating traditional exploitative knowledge, training could be presented as a technique for increasing the exploratory knowledge of Smith (2004) employees.

Skilled workers need a wide variety of training options, including classroom instruction, hands-on workplace experience, and leadership training, which can help them learn faster (Gope S, Elia G, Passiante G., 2018). When it comes to coding strategy, most of the training is spent teaching people how to perform their current tasks more effectively. Most courses focus on procedures and how to best use technology in the workplace.

KM can be considered formal or informal depending on how the training and development process is organized. According to Brelade and Harman (2001), formal training helps people who already have the skills to use information effectively, generate

new knowledge and collaborate with others. Training employees is crucial so that they understand the concept of knowledge and your company's approach to it. This can be achieved by implementing education and training programs for company employees. In addition to using technology correctly, staff must be trained to locate, extract, use and share knowledge. When it comes to providing constructive feedback to employees, managers need to be familiar with the art of promoting innovation (Vicere AA., 2000). According to O'Neill and Adya (2007), effective communication methods alone are not enough to turn people into engaged knowledge workers.

To help both the company and their own careers, managers must teach their employees to share their knowledge in a way that benefits everyone. This requires effective accompanying techniques, processes, and technologies for knowledge sharing (O'Neill and Adya, 2007). Developing interpersonal skills such as networking, teamwork, and clear communication is another aspect of face-to-face training. According to Olomolaiye and Egbu (2006), informal training and development, such as mentoring and on-the-job training, are key to promoting knowledge exchange. Employees can greatly benefit from informal training by participating in different teams and developing their teamwork and information sharing skills. According to Alonderiene et al., An informal learning environment accounts for 70 to 90% of workplace learning. (2006). Authors Kase and Zupan (2007) also stressed the importance of rotating staff between different working groups so that they can be exposed to a variety of working styles and techniques. Furthermore, Filius et al [44] stated that employees who participate in creative projects learn more effectively. Additional factors that contribute to good informal education, according to Smith (2004), include partnership working, peer support, and strong student-mentor relationships. For

Cai et al. (2014), the impact of informal networks on employee performance was significant. Manu et al. (2017) found that communities of practice are effective as learning environments that benefit both individuals and organizations. Developing professional skills, a deeper sense of identity, and a sense of continuity even during disruption and change are all benefits that can be gained from participating in a community. Communities of practice could help guide strategy, create new lines of business, solve problems quickly, and share best practices from an organizational perspective. Sprinkle and Urick (2018) argued that organizations that enable purposeful socialization to respond to new tastes and trends in development programs while adopting multiple approaches, including informal/individual initiatives (such as on-the-job training, mentoring programs) and encompassing several types of volunteer activities will lead to better learning outcomes. Research on informal training generally focuses on the importance of creating interaction, tacit sharing of knowledge, creativity, and innovation in the context of a personalization-based approach. Despite the importance of formal training, this type of strategy tends to make it secondary. The majority of training in companies with a coding-based approach is formal and focuses on teaching normal business and computer skills to new hires and employees. There are two types of training: internal and external. Internships are a great way to build effective teams and encourage excellent teamwork, according to Laursen and Mahnke (2001). In Nonaka's socialization-externalization-combination-internalization (SECI) model, internal training increases the internalization phase while external training helps the externalization phase (i.e., converting tacit knowledge into explicit knowledge) (converting explicit knowledge into knowledge tacit). Both are necessary for the creation and dissemination of knowledge. Employees can take advantage of external

training to improve their skills and become familiar with advanced technologies.

Training, on the other hand, is generally not company specific. Internal seminars and on- the-job training are considered to be more effective for cultivating company-specific skills. They also mentioned that internal training helps build cohesive groups, while external training helps form networks inside and outside the organization. It is common for companies to hire students and train them in groups to be performers, with an emphasis on knowledge acquisition, manipulation and storage, and technology (Hansen MT et al. 1999; Gloet M, Berrell M., 2003).

Companies specializing in product customization hire young graduates as innovators, which means that they use their analytical and creative skills to solve complex business challenges and disseminate information (Edvardsson IR, 2008). Internal training is considered sufficient in organizations that rely on codification because employees are taught to perform specific activities that can only be performed using current company processes. Personalization-based businesses tend to prioritize knowledge generation and innovation; As such, they generally require both external and internal involvement. Therefore, the combination of internal and external training is considered beneficial. Changing the subject, Robertson, and Hammersley (2000) argue that it should be the employees who specify their own training and development needs, since they know their strengths and weaknesses better than anyone.

Therefore, employees should be trusted to make their own decisions and take responsibility for integrating training activities into their workday without affecting their workload or performance. Filius et al. (2000) noted that companies prefer unstructured training as a counterpart to this theory. However, many experts suggest that this independence should be limited, and that the direction of training should be spread from

the top of the organizational structure to the employees. In addition, formal training has advantages, including the potential to generate a common understanding of a workforce by lowering the "barriers" to developing a work culture. In light of these considerations, it is possible to hypothesize that structured training is more suitable for companies with a coding-oriented strategy. Unstructured training can be used as an important learning tool in companies with a strategy based on personalization, while structured training can also be used as a secondary learning tool.

2.3.4 Knowledge and Performance Management

Knowledge sharing within the organization appears to be more stimulated by performance management than any other approach to human resources (Currie G, Kerrin M., 2003). Performance management can inhibit or help KM efforts within and among organizational agents, depending on the criteria used to measure what is being evaluated. According to Hannula and colleagues (2003), this technique can be used to measure multiple skills because it often provides a powerful signal for measuring KM activities in a company. Going further, Olomolaiye and Egbu (2006) (Olomolaiye A, Egbu C., 2006) argued that performance evaluation should be measured in terms of information exchange, not just inputs and procedures. For this reason, Olomolaiye and Egbu (2006) and Yahya and Goh (2002) stressed the need to identify the gap in getting to know and influencing employee behavior towards KM. The results of this evaluation should serve as input in the WM process. As noted by Arunprasad (2016), performance appraisal along with other HRM practices have a significant impact on organizational dynamics. According to some previous studies, performance appraisal contributes to learning at both the individual and team level. However, the use of such programs can prevent the exchange of ideas between employees. Currie and Kerrin (2003) found that different

departments in an organization have different performance management systems that reflect their own goals rather than those of the organization as a whole. This appears to have resulted in an increase in internal information sharing, but a decrease in knowledge sharing between departments.

According to Edvardsson (2008), who has repeatedly pointed out, employee performance agreements can lead to conflicts between functions. Instead of focusing primarily on short-term goals for department performance, the focus should be on long-term organizational goals like learning. According to O'Neill and Adya (2007), managers should be involved in promoting a culture of information sharing among their employees as this can be highly motivating for single and in-the-moment employees. Therefore, managers should offer both orientation coaching and mentoring, and additionally include the exchange of information in the performance appraisal. According to Olomolaiye and Egbu (2006), performance appraisal should also focus on intrinsic needs, teamwork, and collaboration. According to Brelade (2001), evaluation should also include an employee's ability to acquire new skills and information, as well as how they have taken on new tasks and functions, contributed to a team, and participated in the development of other employees. Similarly, Narasimha (2000) viewed the performance appraisal process as a measure of an employee's level of innovation and how well they worked to improve their expertise. The exchange of tacit information can be difficult to measure, as pointed out by Smith (2004). Kiato et al. (2017), however, stressed that performance evaluation should be used for development and feedback, rather than just as an evaluation tool. Feedback allows you to discover areas for improvement. Evaluation results include a focus on rewarding employees who make a significant contribution to KM's achievements and activities. To foster a culture

of activity and risk-taking, reasonable failures must be tolerated (Yahya S, Goh WK, 2002). Underachievers were tolerated by Robertson and Hammersley [48] in their case study of a knowledge-intensive company because the knowledge creation process was erratic, unpredictable and at risk of failure.

It has been suggested that performance reviews help identify and retain holders of essential knowledge, allowing companies to focus on keeping them. As a result of this training, all of these goals can be achieved, but only if managers are given accurate instructions on how to improve their ability to receive and respond to constructive criticism. Performance management, according to some, also has a great influence on KM. A summary of the discussions that have taken place in the literature on this topic is as follows: how and what is measured in the evaluation process, who should be awarded and the procedure for dealing with underperformers. In a coding approach, performance management revolves around evaluating and improving activities that rely on an employee's ability to acquire and implement basic business and IT knowledge. The job requirements are so simple; therefore, underperformers can easily be replaced.

The codification strategy, on the other hand, places greater emphasis on systems and technology initiatives. Technology, application of technology and volume of data are all critical to performance in this paradigm (Edvardsson IR., 2008). An alternative approach emphasizes the breadth and depth of an employee's talents and skills within an organization using a strategy based on personalization. They are tolerated because their work is more difficult, immaterial, and riskier than that of their superiors. A crucial aspect of the paradigm shift towards personalization is the increased emphasis on people and their implicit forms of knowledge, as well as on data quality (Edvardsson IR., 2008).

2.3.5 Knowledge and Retention Management

Academics agree that organizations need to recognize the importance of tacit and personal knowledge, and that HRM has a responsibility to create high levels of employee loyalty and retention (Olomolaiye A, Egbu C., 2006). According to Papa et al. (2017), employee retention increases the impact of knowledge acquisition and innovation performance. Retaining employees builds their loyalty and trust, which promotes specialization and knowledge building, while creating an environment conducive to new ideas and solutions. Additionally, employee retention improves the organization's knowledge base and knowledge retention.

When employees learn new things, their knowledge retention will improve. Loyalty of knowledge workers to organizations appears to be more difficult due to labor market conditions, where the skills and knowledge of knowledge workers are often scarce, offering favorable mobility opportunities for knowledge workers. (Hislop D, Bosua R, Helms R., 2005) Knowledge workers have a lot of unspoken information, and this can be a problem. Horwitz et al (2003) demonstrated that conservation management is a useful strategy for preserving organizational information. They went on to say that a company's cultural fiber, competitive advantage and intellectual capital are all best protected when employee turnover is low. Another point made by Kase and Zupan (2007) is that there are people in certain networks who play an important role in World Cup activities. Emphasis should be placed on their retention, as well as on training and development. This may require a shift in HR strategy to a learning-focused strategy. Researchers have found that knowledge workers tend to have a high level of autonomy, a strong drive for achievement, a better sense of self-determination, and a stronger identity and connection with their work than with their employer. As a result, they are more

likely to resist the authoritarian application of opinions, norms, and institutions. Young (2006) raised the issue of an aging workforce as one of the many challenges conservation management faces today.

Due to the growing rivalry for younger workers and the challenges that have arisen from the transfer of knowledge from one generation to the next, as well as the lack of age diversity in an organization, this particular problem has been exacerbated. Several suggestions have been made to keep retirees' skills up to date, including coding, offering part-time or flexible work, implementing succession planning, early identification of potential future leaders, and helping through mentoring programs. Another problem is that knowledge workers have a higher turnover. The relocation costs of knowledge workers are 2.5 times higher than those of other workers due to their higher turnover (Horwitz FM, et al, 2003).

In general, a younger generation tends to be less loyal to their employer. According to Smith (2004), retention management should focus on retaining information, not people. A number of companies have formal knowledge retention strategies in place to capture the current level of knowledge of experienced employees who are about to leave the company. A variety of methods are used to maintain employee knowledge, ranging from simple exit interviews and information-gathering workshops to more systematic and planned procedures. With the information obtained through these methods, it is possible to implement a variety of useful business practices. Despite this, many scholars continue to question the effectiveness of formal approaches to capturing implicit information, due to a lack of success in converting it into explicit knowledge. Some knowledge workers attribute a company's high retention rate to a positive work environment (Robertson M, GOM H., 2000). They say organizations

should allow their employees to manage their own time and tasks and give them the freedom to choose which projects they are willing to work on, based on their own assessment of their own ability to contribute to a project., to be selected. Employees can be motivated to stay by using an incentive structure that encourages information sharing and recognizes their contributions (Horwitz FM, et al., 2003). According to experts, happiness at work is the result of a reasonable income, a good working atmosphere and a positive work-life balance. For the same reason, according to Gope et al. (2018), many organizations offer their employees excellent opportunities for professional training and advancement, as well as competitive salaries, to entice and retain staff. If a company manages to retain its workforce, it will benefit from the wealth of information it has accumulated over time. Additionally, the dynamic organizational culture and dynamic culture focused on individual empowerment, mutual engagement and flexible benefits motivate employees to stay in the same organization. Knowledge workers need different incentives to keep them motivated. Fair pay structures, profit sharing or stock-based incentives, and a wide range of employee benefits are just a few examples of the benefits that employees might expect.

Free time to work on projects, attend conferences, or spend time on topics that interest knowledge workers can be just as motivating as cash rewards (Edvardsson IR. 2008). According to Haesli and Boxall (2005), companies that adopt a personalization strategy place a high value on employee retention as a means of maintaining the overall level of competence. To retain employees, it is necessary to understand their needs and meet expectations; design an effective compensation system; offer demanding work and autonomy; and relate payments to a person's performance and capabilities. However, it is important for companies to keep in mind that retaining people is not the "end point" and

that hiring new staff is an effective way to expand an organization's knowledge base. Alvesson (2000) was able to distinguish between two different types of devotion. When people belong to an organization because of that organization's culture, rules, and practices, they develop a lifelong institutional loyalty. Fidelity to communication is the second type of fidelity. It develops through a sense of belonging to a group and developing strong interpersonal bonds and a shared interest. Both are significant, but loyalty to communication appears to be a stronger retention factor for the knowledge worker group. Employee retention is based on resolving personal aspirations and lifestyle problems, as discussed by Brelade and Harman (2001), as well as creating a psychological contract with employees. They went on to say that rather than compensation concerns, knowledge workers are more likely to leave a company due to the leadership and management styles displayed there. Employee retention is less of a concern for companies using a coding-based approach.

However, the exception is for companies that retain key experts who contribute to their explicit knowledge base. The emphasis on personal and tacit knowledge is more important for companies that use personalization as an employee retention strategy. Code-based companies are more concerned with retaining knowledge, while personalization-based companies are more concerned with retaining their employees.

2.3.6 Knowledge and Career Management

Personal and organizational responsibility for employee professional development is career management responsibility, which aims to increase an employee's knowledge base and enable them to climb the organizational ladder. Careers and their management have undergone a substantial change due to the shift from the nature of work to

knowledge work, leading to a major shift in the form of careers and their management within organizations. Knowledge sharing can be enabled by functional teams and individuals acting to reduce potential barriers between different divisions or departments, many scientists say. However, such changes are risky in nature as some employees may leave their company due to this situation (Currie G, Kerrin M., 2003). An employee's decision to leave voluntarily in this case is based on his desire to remain in her area of expertise.

Fear of losing your position, lack of knowledge of the benefits, and lack of confidence are all possible contributing factors. As a result, the idea has been put forward that such moves should be made early in one's career to set a "standard". This way, it can help new hires instantly build a network within the company, which they can then use as they advance in their careers. According to Hansen et al. (1999), different KM strategies require different approaches to managing one's professional life. It is "on or off" for those companies that have chosen the modified method. According to some academics, knowledge workers are responsible for their own professional development (Baruch Y, 2006). When the value of an employee to the company is recognized, the organization takes an active role in developing the employee's career and supporting career transitions, which is now referred to as "talent management" (Hirsh W., 2006). According to Gope et al. (2018), companies offer employees the flexibility and opportunities to strengthen their unique learning skills to create new knowledge and share it across functions and divisions. This is in line with previous research on knowledge acquisition and sharing. Following this trend, several companies have built two hierarchies: a management hierarchy and an expert-oriented hierarchy. As knowledge workers are increasingly inclined to remain in their domain of expertise,

coupled with an increase in organizational de-layering, there is a dearth of managerial skills needed to fill executive positions in the workplace.

As a result, companies are turning to the outside world to find candidates for positions at the top of the corporate food chain. Due to the shortage of employees and the decrease in employee retention, which puts a strain on the company's budget. This is in contrast to a company built on coding, where progress is limited by dependence on routine tasks (Hansen MT et al. 1999). Low- skilled personnel have fewer career opportunities within the organization's hierarchy. It's always a challenge to get people excited about their future when they work in a place like this. Most experts believe that career changes should always focus on the responsibilities and functions of the KM, which should be modified to cover the knowledge gaps in the organization, rather than other aspects of the job.

2.4 Knowledge and HRM Practices

The importance of KM procedures in strategic management and strategic human resource management has increased as a means of improving performance and gaining an economic competitive advantage (Ananthram et al., 2013). KM is defined as "IT infrastructure, administrative processes and tools designed to facilitate the exchange of information and knowledge inside and outside the organization. KM is defined by (Dalkir, 2013) as" implement a comprehensive framework to support the growth of information in organizations. " Individual, group and organizational learning that results in actionable knowledge that can be applied to improve performance.

The key components of KM have been identified by Alavi and Leidner (Alavi and Leidner, 1999) (ie, information, technology, and culture). To begin with, managers see

KM as more than a system for storing and retrieving information; it is also a tool for keeping track of who stores and transfers information. Managers link KM to accessible technologies on the technological side (MirHamid et al., 2016). The Internet and intranet, data, and tools such as decision-making tools, search engines and multimedia resources are all based on this technology (Alavi & Leidner, 1999). KM is a cultural practice that includes organizational learning, communication, and intellectual property conservation (Santoro G, Usai A., 2018). Teamwork and knowledge sharing are part of a cultural capacity (Wild & Kenneth, 2008). If the culture of an organization does not support and encourage the sharing and dissemination of knowledge, KM will face several problems (Tiwari and Saxena, 2012). The previous discussion (Bontis & Serenko, 2007) clearly shows how human resource management methods, such as coaching, loyalty, experience, skills, and reward systems, can help organizations achieve their goals while improving productivity and employee performance. According to Noe et al. (2000), HRM is defined as the policies, practices and procedures that influence the behavior, attitude, and performance of employees in a company or organization.

According to the authors, personnel procedures have a significant impact on a company's performance. Human resource planning, selection and recruitment, training and development and compensation are just a few examples of these procedures. For effective strategic human resource management, a balance of priorities must be maintained and integrated with the company's overall business strategy (Kaye, 1999). With strategic HRM, employees are seen by their managers as proactive, capable of development and worthy of trust and partnership. Motivating others is an important part of this model. Numerous studies have examined whether there is a relationship between an employee's performance and the organization's human resource practices. Shahzad and

colleagues (2008) found that there is a positive relationship between job performance and HR practices, while Smith and Schurink (2005) found that the growing awareness of the value of knowledge embedded in the experiences, skills, and abilities that employees bring into the workplace emerges as a major challenge for the betterment of organizations. Although (Arunprasad, 2016) noted that strategic HR practices are significantly and positively correlated with learning outcomes, their findings have shown that traditional roles of HR practices are evolving to support the achievement of talent management objectives such as talent identification, talent engagement and talent development.

For example, in software companies, factors such as staffing levels and performance evaluation have a significant impact on learning dynamics. As a result (Theriou and Chatzoglou, 2014) companies pursuing HR best practices perform better by establishing HR practices that promote KM and organizational learning in exchange for building organizational skills. There is some evidence that good human resource management practices relate not only to an organization's ability to function, but also to its ability to learn and manage its knowledge. Indeed, HRM plays a vital role in promoting both KM and learning (Figueiredo et al., 2016). In other words, if HRM is about effective people management and knowledge is the most important resource that people possess, then HRM and KM are inextricably linked (Svetlik et al., 2007). Teece (2000) asserts that KM is more involved than HRM because it includes the management of intellectual property rights and the development and transfer of individual and organizational know-how.

A great deal of research has supported the hypothesis that employees are a company's most important asset, especially when it comes to developing an effective

KM process. (Nilsson, 2012& Edvardsson, 2008)

To ensure that human capital meets the criteria of sustainable benefit, (Shaw et al., 2013) argue that investment in human resources should focus on expanding the skills of the workforce and integrating them. Consequently, human resource management (HRM) activities are critical to ensuring that the flow of information in an organization is managed properly, including the acquisition and transfer of knowledge, as well as its integration into the business (Figueiredo et al., 2016). According to (Zhou et al., 2018), the use of human resource management practices such as internal communication, training and performance appraisals can aid in the development of absorption capacity and knowledge transfer during merger processes. and acquisition. To encourage and sustain ongoing collaborative behaviors, knowledge sharing techniques must be integrated into strategic business goals, personnel procedures, and corporate culture. However, knowledge based HRM, including HRM methods intended to increase knowledge processes within an organization, has recently been highlighted by several scholars (Kianto et al., 2017) with the need to reposition its functions, focusing on the strategic capacity of knowledge. Furthermore, (Kase and Zupan, 2007) stated that the effectiveness of HRM should be related to the development of human capital, including knowledge, skills, and abilities. Building social capital and knowledge networks should be the main focus of this program. But to improve HRM, it is necessary to look at how KM can affect HRM performance in general, as well as how management's strategic alignment standards (people, company, knowledge) (Figueiredo et al., 2016).

When implemented correctly, KM can help promote creative leadership, build human and social capital, and help manage organizational change, while also mediating

the relationship between transformational leadership and team-based innovation (Paulsen and Ayoko, 2013). (Sawhney et al., 2005). KM can also act as a bridge between human resource practices and higher levels of innovation, according to this study (Oltra, 2005; Lopez-Cabrales et al., 2009; Millar CC, Chen S, Waller L, 2017). Attention to knowledge, learning and collaboration is an important part of KM (Quist, J. & Tukker, A., 2013). Corporate sustainability practices and procedures can also be improved through KM (Melville, N., 2010). Knowledge and information must be collected, shared, and disseminated in a systematic way for the innovation process and project management to be successful.

The support of information systems and KM (Botha et al., 2014; Uddin M, 2017) drives IT innovation. Research shows that a knowledge-based organizational culture can significantly improve an organization's technical performance (Sanz-Valle et al., 2011). KM can help by fostering strong communication channels up, down and across the organization.

2.5 Acquiring, Storing and Sharing Knowledge

Acquiring, storing, and sharing knowledge is essential for any KMS. Identifying where company information is stored is the first step. This method is known as the knowledge map (Asrar-ul-Haq and Anwar) (2016). Acquiring workflows and decision-making processes to identify key knowledge workers in the organization is a common part of the process. Knowledge workers are those who create, use, and disseminate new information. Professionals such as scientists, engineers, writers, educators, and designers are usually included (Shannak, 2009).

Knowledge workers are regularly employed by professional organizations. On the other hand, there is a wealth of knowledge to be acquired elsewhere in the company. Experienced managers, for example, often possess a wealth of knowledge, even if they don't fit the traditional definition of a knowledge worker. Tseng is the name of the person (2008). For this reason, it is important to gather knowledge once it has been found by specific individuals or organizations. Knowledge capture involves collecting all relevant documents and organizing them in a logical way. On the other hand, the vast majority of human knowledge is not recorded in official documents. This may therefore require more proactive tactics, such as B. interviewing certain people or groups in order to record knowledge. Edosio is the name of Edosio (2014; Tseng et al.,2012).

When it comes to keeping track of information, knowledge stores are often used. Specialized software solutions are available to organize this data (Shannak, 2009) efficiently and effectively. However, in the face of a rapidly growing, changing, and complex market, knowledge has emerged as the most important strategy for companies (Dayan and Evans, 2006). Whether the learning process is active or passive, the result is knowledge. To achieve this, organizational goals require seeking information, disseminating knowledge, and building relationships (Argote and Ingram, 2000). Consequently, knowledge retrieval is about an organization's learning process, data collection and analysis, as well as storage, distribution, and use related to organization influence. There are many different ways organizations try to balance their ability to meet the demands of the competitive environment and the resources at their disposal. Therefore, they collect data both inside and outside the organization. I will, and I'm sure of it. While internal data reveals a company's strengths and weaknesses, it also reveals relevant information and risks (Ritson, 2011).

Organizations must evaluate their ability to adapt to an uncertain future based on their current assets and strengths.

It can be argued that this is a good thing for the company as it provides them with information about their educational environment and also allows them to know how fast external data climates are changing. To stay on track and solve challenges, organizations are constantly trying to fill knowledge gaps by learning and using their skills. Knowledge can be born in a pleasant environment, as demonstrated by Omotayo (2015) and Tzortzaki and Mihiotis (2014).

Chapter Three: Research Methodology

3.1 Overview

This chapter discusses study design, population, sample size, data collection, questionnaire design and content, tool validity, pilot study, and methods of data processing and analysis.

3.2 Research Strategy

The research strategy included a master plan outlining what data to collect and how to analyze the results. The research design chosen influences the type and quality of the data collected (Ghauri and Grønhaug, 2010). A quantitative research approach was used to answer research questions and test hypotheses about the role of knowledge management in human resource management practices and its relationship to excellence in Palestinian ministries for both purposes.

3.3 Research Timeframe

The research began in October 2021. The research desk was completed at the end of February 2022. The validity test, management of the questionnaire for the pilot study and data collection were completed in early March 2022. Data analysis, discussion, conclusions, and recommendations were completed at the end of May 2022.

3.4 Design of the Study

This research was conducted with a mixed approach (qualitative and quantitative). Datacollection techniques and analysis procedures were used in this

research design. According to Creed et al. (2004), in the mixed method approach, quantitative and qualitative data collection techniques and analysis procedures are used simultaneously or sequentially, but not combined. This means that with this approach the quantitative data of the study are analyzed quantitatively, while the qualitative data are analyzed qualitatively (Saunders, Lewis & Thornhill, 2009, p.153). The mixed-method research approach was chosen for this research because it allows the researcher to better answer the research questions and better estimate the size. The research results and their conclusions are trustworthy (Johnson, Onwuebuozie & Turner, 2007; Saunders, Lewis & Thornhill, 2009, p.154). This means that the results of a primarily quantitative study can be better understood when embedded in a qualitative narrative relationship (Rusli & Hasbee, 2011, p. 134).

Since this study was conducted using the mixed methods approach, qualitative and quantitative methods are explained in this chapter. For the quantitative method, the researcher administered the questionnaire to randomly selected participants. In the quantitative method, inferential statistics are used to analyze and determine the relationship between the independent variable and the dependent variable. Through qualitative methodology, it can help the researcher gain a deeper and better understanding of how things happen and those variables in research (Rusli & Hasbee, 2011, p.127)

3.5 Research Location

The investigation was conducted in seven ministries, Ramallah, Palestine. The ministries are GPC, Ministry of Economy, Ministry of Communications and Information Technology, Ministry of Public Works and Construction, Ministry of Transport, Ministry of Social Development and Ministry of the Interior, a group of

employees working in HR and other HR related departments in the seven ministries were selected to participate in this survey as those selected areas were seen with the fewest obstacles and demarcations.

3.6 Research Population, Sample and Sampling Procedure

The population and the sample were very important in this study because they provided important information or information that the researcher used to draw conclusions. A population can be described as a complete set of people that researchers use in conducting their research (Yount, 2006).

In this study, the population consisted of all employees who worked in HR and other employees related and interested in HR. In the GPC and seven ministries. For the quantitative method, samples were taken from the population using a stratified sampling technique. Simple random sampling was applied to each stratum of the stratified sample as a probability sample that allows the researcher to randomly select the sample from the sampling frame. According to Rusli and Hasbee (2011, p. 161), a simple random sample is best used when the researcher has an accurate and easily accessible sampling frame that represents the entire population, since each respondent in a group of Employees have an equal chance of being selected at each stage of the sampling procedure from the strata shown in this study. Keeping in mind that using a simple random sample allows the researcher to select the sample without bias. The sample selected can be representative of the entire population. Moreover, this type of sampling is easy to understand and apply even in research teams. A suitable formula was proposed by Herbert Arkin (1974) in order to obtain an exact number of random samples from the given strata using the simple random method. It is used to calculate and obtain the minimum sample size.

In this case, and since the population of this study is represented by the total number of HR employees and other HR-related employees, which consists of (567), according to Herbert, the best sample size for the population should be (550 to 600) be between 226 and 234. Therefore, the sample size is limited to 234 employees. However, to get a desired and correct sample size, the researcher administered the questionnaire to 250 employees to get good and reliable results.

Thus, the formula to find the sample size is,

$$n = P (1-P) / (E/Z)^2 + [P (1-P)/N]$$

n = required sample size.

Z = Confidence coefficient, used to determine the precision interval, represents the number of standard errors along the horizontal axis about the media under the normal distribution (1.96)

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

E = the degree of accuracy expressed as a proportion (.05).

The following table represent the sample according to target GPC and Ministries:

GPC & Ministries	Emp.	Stratified sample	Departments	No in each Stratum	Sample in each stratum	Retrieved Questionnaires
GPC	204	84	Administrative	150	62	68
			Finance	50	20	
			Others	4	2	
Ministry of Economy	51	21	Administrative	28	12	21
			Finance	12	5	
			Others	11	5	

Ministry of Comm. & IT	54	22	Administrative	27	11	36
			Finance	13	5	
			Others	14	6	
Ministry of Pub. Works & Housing	73	30	Administrative	43	18	20
			Finance	17	7	
			Others	13	5	
Ministry of Transport	62	26	Administrative	37	15	26
			Finance	13	5	
			Others	12	5	
Ministry of Social Development	64	26	Administrative	36	15	21
			Finance	14	6	
			Others	14	6	
Ministry of Interior	59	24	Administrative	32	13	33
			Finance	13	5	
			Others	14	6	
Total	567	234		567	234	225

3.7 Instruments of the Study

The tools used in this study were based on both the quantitative and qualitative research approaches.

1. A questionnaire based on the objectives of the study
2. Unstructured interviews: a series of less formal questions

3.7.1 Questionnaire Design

The original draft of the questionnaire should be revised based on the results of the pilot project. The structure of the questionnaire was adapted and refined by the supervisor and the experts. The variety of questions aimed at achieving the research objectives covered the main research areas and allowed the researcher to collect all the necessary data to support the research findings, discussion, conclusions, and recommendations. The questionnaire was divided into three sections: Section A, Section B and Section C.

Section A: Demographic Information

Part A mainly contained the demographic characteristics: basic information about the participants. This section includes six items: gender, age, qualification, experience, position, and job.

Section B: What is the relationship between knowledge management and human resource management practices par excellence in Palestinian ministries?

This section consists of seven subsections. In this section, the researcher used the five-point Likert scale to obtain the participants' preferences or degree of agreement with a series of statements in the questionnaire. In addition, it allowed participants to choose from a wider range of responses. The neutral option can be considered an easy option when a respondent is unsure about the statement that was created in the set of questionnaires.

- The first subsection included seven statements measuring recruitment and selection based on knowledge.
- The second subsection consisted of five statements measuring compensation and

rewards based on knowledge.

- The third sub-section consisted of six statements evaluating education and knowledge-based development.
- The fourth section consisted of seven statements that measured knowledge-based performance management
- The fifth paragraph was composed of six tables in which the management of loyalty was measured on the basis of knowledge.
- The sixth paragraph consisted of seven statements that measured career management on the basis of knowledge.
- The seventh paragraph was made up of thirteen statements that measured the excellence of performance in human resource management.

Section C - Open application (optional)

The use of open-ended questions was intended to encourage participants to provide comprehensive, development-oriented answers. Two examples of open questions in this study were the following,

1. What are the main challenges you face at work?
2. What are the possible solutions to get rid of these obstacles?

Table 3.1: Sample of Likert Scale used in the questionnaire

Score	Responses
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

TABLE 3.1: LIKERT SCALE

This type of questionnaire has the following advantages:

1. It is easy to compare survey results or outcomes among employees from different ministries because the questions are structured.
2. Respondents are not influenced by the researcher.
3. The data collected can be easily analyzed using the Statistical Package for the Social Sciences (SPSS).
4. Respondents have more time to answer the questionnaire.

3.7.2 Pilot Study

A pilot study can be defined as a small experiment designed to gather information before a larger study and to test the logistics to develop the quality and efficiency of the latter (Altman et al., 2006; Woken, 2002).

With quantitative data, the purpose of conducting a pilot study is to ensure that the expectations of the researcher regarding the information obtained from the questionnaire are met (Aaker & Day, 1995, cited in Rusli & Hasbee, 2011, p.141). In addition, testing the questionnaire also helps the researcher to determine the reliability of the measurement scale used in the study before conducting the actual study and to assess the validity of the data or assessments.

According to Foster and Cone (2006), score validity is the extent to which scores on one measure are related to scores on other measures.

In this study, a pilot test was carried out after approval of the questionnaire by the manager and the evaluators. The questionnaire for this study was checked for the language and pronunciations used, their relevance and appropriateness. In other words, statements should be made in polite and soft language (Ghauri et al., 1995, quoted in Rusli & Hasbee, 2011, p. 137). Furthermore, the questionnaire had two versions: Arabic and English. Translations are believed to eliminate errors and prejudices (Rusli & Hasbee, 2011, p.141). To conduct the pilot study, the researcher administered a questionnaire to 30 participants. This means that 30 employees were involved in determining the reliability of the research questionnaire. The reliability and validity of the questionnaire were analyzed using Cronbach's alpha technique and version 21 of the Social Science Statistics Package (SPSS). According to Yu (1979) and Santos (1999), Cronbach's alpha is a measure of the squared correlation between perceptual scores and actual scores. Cronbach's alpha is also a measure of internal consistency, and a confidence level alpha of 0.70 or greater is known to be acceptable in most social science research settings (Santos, 1999). The aim was to ensure that the elements of the questionnaires were consistent and to measure the variables of the survey (Sekaran, 2000). Based on Cronbach's Alpha values, as shown in the following table 3.1, it can be said that all subsections of the questionnaire exceeded the value of 0.7.

This indicates that these subsections met the reliability standard and that all statements incorporated into these subsections were reliable. Furthermore, it can be said that the researcher demonstrated that the questionnaire was reliable, valid, and ready for administration to the population.

TABLE 3.2: CRONBACH'S ALPHA VALUE

Sections	Cronbach's Alpha Coefficient Values
Recruitment and selection based on Knowledge	.850
Compensation and rewards based on Knowledge	.879
Training and development based on Knowledge	.922
Performance management based on Knowledge	.936
Retention management based on Knowledge	.940
Career management based on Knowledge	.940
Excellence of performance in HRM	.938
All items	.981

3.7.3 Data Analysis Technique

To test the research hypotheses, the researcher used inferential statistics. The researcher also used Spearman's correlation test to see if there was a significant association between two variables (Coakes & Steed, 2007, p.58). To determine whether the research hypotheses tested with this technique were significant or not, the researcher was primarily interested in the level of significance presented in the output of the Correlation column. If the value "Mr." was significantly equal to $p = 0.00$ or less than 0.05 ($p < 0.05$), the researcher could conclude that the alternative research hypotheses were rejected or not. Therefore, the Spearman correlation coefficient was used to identify the strength of the relationship between the variables. Using the Spearman correlation

to analyze the data, the strength of the relationship was established by examining the value of "r", as shown in the Spearman correlation table. Usually, the sign of the correlation coefficient indicates the strength of the relationship or the degree of association between two variables. However, if no relationship exists, the correlation coefficient displays a value of zero. Table 3.3: Adapted from Muchinsky (1993), this table shows the strength of the relationship between independent and dependent variables.

TABLE 3.3: SPEARMAN CORRELATION VALUE

Value of "r" between variables	Strength of relationship
0.00-0.20	Very low or no relationship
0.21-0.40	Low relationship
0.41-0.60	Moderate relationship
0.61-0.80	High relationship
0.81-1.00	Very high relationship

(Source: Muchinsky, 1993)

3.8 Demographic Characteristics of Participants

The questionnaire of the study was administered to 307 employees' working in HR department and other department that related to HR in seven ministries in Palestine. The researcher was able to collect 270 copies questionnaire, 225 were fully completed,

Items	Valid	Missing
Gender	225	0
Age	225	0
Qualification	225	0
Experience	225	0
Job Position	225	0
Workplace	225	0

All the demographic variables were valid with no missing values.

Table 3.1 shows the demographic characteristics of participants.

Demographic Data	Frequency	Percent
Gender		
Male	96	42.7%
Female	129	57.3%
Total	225	100.0%
Age		
Less than 31 yrs	58	25.8%
31yr – less than 50yrs	153	68.0%
More than 50 yrs	14	6.2%
Total	225	100.0%
Qualification		
Bachelor	175	77.8%
Master's degree	41	18.2%

Others	9	4.0%
Total	225	100.0%
Experience		
Less than 5 yrs	57	25.3%
5yrs-15yrs	103	45.8%
More than 15yrs	65	28.9%
Total	225	100.0%
Job Position		
Section Head	150	66.7%
Department Manager	63	28.0%
General Director	12	5.3%
Total	225	100.0%
Workplace		
GPC	68	30.2%
Ministry of Economy	21	9.3%
Ministry of Communications and IT	36	16.0%
Ministry of Public Works and Housing	20	8.9%
Ministry of Transport 240	26	11.6%
Ministry of Social Development	21	9.3%
Ministry of Interior	33	14.7%
Total	225	100.0%

Table 3.1 presents the demographic characteristics of the participants and contains six variables. The first variable is gender. Female employees represented 57.3% of participants. About 68% of the participants were between 31 and 50 years old. This

table also shows that 77.8% of the participants had a college degree, while nearly half of the participants (45.8%) had 5 to 15 years of experience, although nearly (67%) of the participants were section heads., while the General Staff Council had the highest participation with (30.2%).

The researcher attributes that the reason for the high percentage of women compared to men may be due to the expansion of the research community, as members of the research sample were divided into seven ministries, including the GPC, where women matter more than men, as this attribution can be supported by the staff council's higher response rate of respondents compared to other ministries, where women are more engaged than men in completing questionnaires.

3.9 Non-Parametric Test

Nonparametric methods are commonly used to study populations that require ranking. The use of nonparametric methods can be essential when the data is on an ordinal scale, or the data has a ranking but no clear numerical clarification. Nonparametric methods make fewer assumptions; their applicability is much wider than the corresponding parametric methods. (Hoeffding, 1948). They can be particularly useful in situations where the application in question is not well known. Nonparametric methods are also more efficient because they depend on fewer assumptions. Another reason for using nonparametric methods is simplicity, although the researcher analyzed the data, they were not normally distributed, The Shapiro-Wilk test is a statistical test used to check if a continuous variable follows a normal distribution. The null hypothesis (H₀) states that the variable is normally distributed, and the alternative hypothesis (H₁) states that the variable is NOT normally distributed. So, after running this test:

If $p \leq 0.05$: then the null hypothesis can be rejected (i.e., the variable is NOT normally distributed).

If $p > 0.05$: then the null hypothesis cannot be rejected (i.e., the variable MAY BE normally distributed), another test (skewness and kurtosis) used to check the if the data are normally distributed or not, all these test shows in **Appendix E**, so the researcher use the nonparametric testsince the data are not normally distributed.

3.9.1 sign Test

This test was used to determine if the support of an utterance differs significantly from a hypothetical value of 3 (mean of the Likert scale). If the P (Sig.) value were less than or equal to the significance level $\alpha = 0.05$, then the support of the utterance would differ significantly by a hypothetical value of 3. The sign of the test value indicates whether the media are significantly greater or less than a hypothetical value of 3. However, if the p-value (Sig.) were greater than the significance level $\alpha = 0.05$, then the utterance media would agree differ slightly by a hypothetical value of 3, in this study the level of significance was less than 0.05, which means that all statements deviate significantly from a hypothetical value of 3. (Dixon et al., 1946)

3.9.2 Mann–Whitney Test

This test was used to examine whether there was a statistically significant difference between two media among participants (Mann & Whitney, 1947; Wilcoxon, 1945) in terms of recruitment and selection based on knowledge, pay and reward knowledge-based, knowledge- based education and development, knowledge-based performance management, knowledge-based retention management, knowledge-based career management and performance excellence of HR personnel working in different

ministries, which could become a variable attributed to gender.

3.9.3 Kruskal–Wallis Test

According to (Kruskal & Wallis, 1952) This test was used to find out if there was a statistically significant difference between multiple media among participants in terms of knowledge-based recruitment and selection, and knowledge-based pay and reward. knowledge, training, and development. on knowledge, knowledge-based performance management, knowledge-based retention management, knowledge-based career management and performance excellence of HR employees working in different departments that can be attributed to variables of age, qualification, experience, position, and place of work.

TABLE 3.2: RECRUITMENT AND SELECTION BASED ON KNOWLEDGE ACCORDING TO DEMOGRAPHIC DATA:

Recruitment and selection based on knowledge	Median	S.D
Gender		
Male	3.57	.73
Female	3.57	.73
Age		
Less than 31yrs	3.85	.70
31yr – less than 50yrs	3.42	.73
More than 50 yrs	3.50	.60
Qualification		
Bachelor	3.57	.72
Master’s degree	3.57	.75

Others	3.14	.79
Experience		
Less than 5 yrs	3.57	.80
5yrs-15yrs	3.71	.68
More than 15yrs	3.42	.73
Job Position		
Section Head	3.57	.74
Department Manager	3.71	.72
General Director	3.57	.75
Workplace		
GPC	3.71	.75
Ministry of Economy	3.42	.71
Ministry of Communications and IT	4.00	.69
Ministry of Public Works and Housing	3.28	.56
Ministry of Transport	3.35	.83
Ministry of Social Development	3.85	.65
Ministry of Interior	3.42	.57

Table 3.2 shows (Recruitment and Selection based on knowledge) by gender, age, qualification, experience, position, and job. The 'average value' column was used to determine which category has a high degree of agreement on Recruitment and Selection.

The researcher noted that male employees of the GPC and various ministries recorded the highest averages ($M = 3.58$) compared to their colleagues, indicating that they had stricter criteria for applying knowledge-based recruitment. We can, however, recognize that employees under the age of 31 believe that there is a significant impact of

knowledge-based recruiting and selection.

In terms of qualification, the researcher found that employees with a master's degree recognize the influence of knowledge based on recruitment and selection more than other employees. In terms of experience, the survey found that employees with less than 15 years of experience recognize the value of knowledge-based recruiting, regarding job considerations, the manager believes that knowledge-based recruitment and selection has an impact and employees working on the General Staff Council find that knowledge-based recruitment and selection has a greater impact than other ministries.

The researcher sees why male members of the study group achieved a higher average ($M = 3.58$, $SD = 0.73$) than their female counterparts in terms of employment criteria and knowledge-based selection at due to their presence in higher positions of job grades, requiring them to adhere to scientific and cognitive norms and the tasks of their application without the participation of others, and this reinforces the logical result that participants with master's degrees achieved the same high percentage compared to graduates. This may be why the researcher explains the higher percentage of General Staff Council respondents who support the functional role of the General Staff Council as a HR specialist for employment and knowledge-based selection more than other ministries.

**TABLE 3.3: COMPENSATION AND REWARDS BASED ON KNOWLEDGE
ACCORDING TO DEMOGRAPHIC DATA:**

Compensation and rewards based on knowledge	Median	S.D
Gender		
Male	3.40	.91
Female	3.40	.89
Age		
Less than 31yrs	3.80	.67
31yr – less than 50yrs	3.20	.94
More than 50 yrs	3.00	.75
Qualification		
Bachelor	3.40	.89
Master's degree	3.40	.91
Others	3.00	.92
Experience		
Less than 5 yrs	3.80	.75
5yrs-15yrs	3.40	.89
More than 15yrs	3.00	.96
Job Position		
Section Head	3.40	.90
Department Manager	3.40	.89
General Director	3.10	.86
Workplace		

GPC	3.40	.97
Ministry of Economy	3.40	.87
Ministry of Communications and IT	4.00	.52
Ministry of Public Works and Housing	2.80	.83
Ministry of Transport	3.00	.94
Ministry of Social Development	3.40	.66
Ministry of Interior	3.00	.82

Table 3.3 illustrates the level of consistency in the impact of HRM practices (knowledge-based compensation and rewards) by gender, age, skills, experience, position, and workplace. The "Media Value" column was used to determine which category had a high level of implementation of HR practices, particularly with respect to compensation and knowledge-based rewards).

The researcher found that all staff in GPC and several departments, regardless of gender, had a **neutral opinion** on the relevance and impact of knowledge-based pay and rewards. Additionally, employees under 31 believe that knowledge-based compensation and rewards have a major impact. Regarding qualifications, the researcher observed that all staff in the GPC and various ministries, despite qualifications, had a **neutral opinion** on the need for and impact of knowledge-based pay and rewards. Furthermore, the researcher indicated that employees with less than 5 years of experience recognize the influence of reward and reward on the basis of knowledge. The study also found that all employees, regardless of their location, had a neutral perspective on the effects of rewards and knowledge-based rewards. In contrast, employees of the Ministry of Communications and ICT and the General Staff Council agreed that knowledge-based

awards and prizes have a greater influence than employees of other ministries.

The researcher's conclusion on the reason for the respondents' agreement in their neutral opinion on the importance and impact of knowledge-based pay and bonuses, on the low level of respondents' satisfaction with the amount and type of compensation and bonuses they are relatively low in government agencies. This could explain the slight discrepancy shown by GPC and Ministry of Communications respondents who attributed a higher percentage of the importance and impact of knowledge-based awards and prizes, due to the functional environment that is based on knowledge technology in the management.

TABLE 3.4: TRAINING AND DEVELOPMENT BASED ON KNOWLEDGE ACCORDING TO DEMOGRAPHIC DATA:

Training and development based on knowledge	Median	S.D
Gender		
Male	3.83	.78
Female	3.83	.79
Age		
Less than 31yrs	4.00	.74
31yr – less than 50yrs	3.83	.79
More than 50 yrs	3.83	.87
Qualification		
Bachelor	3.83	.77
Master's degree	4.00	.79
Others	3.00	.90

Experience		
Less than 5 yrs	3.83	.77
5yrs-15yrs	4.00	.76
More than 15yrs	3.66	.84
Job Position		
Section Head	3.91	.81
Department Manager	3.83	.74
General Director	3.83	.83
Workplace		
GPC	3.91	.83
Ministry of Economy	3.50	.89
Ministry of Communications and IT	4.00	.55
Ministry of Public Works and Housing	3.50	.77
Ministry of Transport	3.58	.83
Ministry of Social Development	3.66	.71
Ministry of Interior	3.66	.75

Table 3.4 shows the degree of agreement on the impact of knowledge-based training and development (HRM) practices based on gender, age, qualification, experience, position, and workplace. The 'media value' column was used to determine which category had a high degree of agreement on the impact of knowledge-based training and development.

The researcher noted that male employees of the GPC and other ministries had higher averages ($M = 3.68$), indicating that they were more in agreement with the effect

and need for knowledge-based training and development than their own. colleagues. However, we can find that employees under the age of 31 experience that knowledge-based training and development have a great influence, as far as qualification is concerned, the researcher found that employees with a bachelor's and master's degrees have the impact of knowledge-based training and development more than others recognize employees. In terms of experience, the researcher revealed that employees with less than 15 years of experience recognize the influence of knowledge-based training and development, both managers and principals certainly agree on the impact of knowledge-based training and development. Employee knowledge However, the General Staff Council and the Ministry of Communications and ICT believe that knowledge-based training and development have a greater influence than other ministries.

The researcher attributes the reason for the agreement of the research group of executives and department heads to the need for knowledge-based training and development, to the positive trends towards the importance of continuing education that employees receive, improving their skills and abilities., which is reflected in the respondents' ability to realize their ambitions and enlist the support of top management to meet the guidelines and visions of Palestinian ministries

TABLE 3.5: PERFORMANCE MANAGEMENT BASED ON KNOWLEDGE ACCORDING TO DEMOGRAPHIC DATA:

Performance management based on knowledge	Median	S.D
Gender		
Male	3.71	.82

Female	3.57	.96
Age		
Less than 31yrs	4.00	.76
31yr – less than 50yrs	3.42	.94
More than 50 yrs	3.42	.79
Qualification		
Bachelor	3.71	.89
Master's degree	3.57	.99
Others	3.00	.76
Experience		
Less than 5 yrs	3.85	.83
5yrs-15yrs	3.71	.84
More than 15yrs	3.28	.99
Job Position		
Section Head	3.71	.88
Department Manager	3.42	.98
General Director	3.35	.79
Workplace		
GPC	3.71	.99
Ministry of Economy	3.14	.89
Ministry of Communications and IT	4.00	.56
Ministry of Public Works and Housing	3.00	.87
Ministry of Transport	3.28	.95

Ministry of Social Development	3.71	.76
Ministry of Interior	3.14	.74

Table 3.5 shows the degree of agreement on the impact of knowledge-based performance management (HRM) practices based on gender, age, qualification, experience, position. And in the workplace, the 'media value' column was used to determine which category really had a high degree of agreement on the impact of (knowledge-based performance management).

The survey found that male employees in GPC and various ministries had a higher media rating ($M = 3.51$), indicating that they are more in agreement with the value and importance of performance management based on acquaintance with respect to their colleagues. However, we can find that employees under the age of 31 believe that knowledge-based performance management has a substantial impact regardless of qualification, the researcher noted that all employees experience the impact of knowledge-based performance management more of other employees. In terms of experience, research shows that employees with less than 5 years of experience recognize the influence of knowledge-based performance management. Based on the job position, the main body believes that knowledge-based performance management has more influence than other employees. In addition, staff from the General Staff Council, the Ministry of Communications and Information Technology and the Ministry of Social Development believe that knowledge-based performance management has a greater impact than staff from other ministries.

The researcher claims that the male research sample's high degree of

compatibility with the value and importance of knowledge-based performance management more than their female peers is due to two reasons, the first is short stature of the sample of male respondents compared to women, and second, men hold leadership positions that require them to adhere to knowledge-based management standards.

TABLE 3.6: RETENTION MANAGEMENT BASED ON KNOWLEDGE

ACCORDING TO DEMOGRAPHIC DATA:

Retention management based on knowledge	Median	S.D
Gender		
Male	3.50	.79
Female	3.50	.90
Age		
Less than 31yrs	4.00	.70
31yr – less than 50yrs	3.33	.88
More than 50 yrs	3.41	.88
Qualification		
Bachelor	3.50	.84
Master's degree	3.83	.91
Others	3.00	.87
Experience		
Less than 5 yrs	3.50	.83
5yrs-15yrs	3.66	.82
More than 15yrs	3.50	.92

Job Position		
Section Head	3.50	.87
Department Manager	3.50	.82
General Director	3.33	.85
Workplace		
GPC	3.66	.92
Ministry of Economy	3.50	.99
Ministry of Communications and IT	4.00	.53
Ministry of Public Works and Housing	3.00	.80
Ministry of Transport	3.16	.80
Ministry of Social Development	3.66	.66
Ministry of Interior	3.16	.80

Table 3.6 illustrates the degree of agreement with (Knowledge Based Retention Management) Depending on gender, age, qualification, experience, position, and workplace. The 'media value' column determines which category has a high degree of agreement on the impact of (Knowledge Based Retention Management).

The survey found that male employees in GPC and various ministries had a higher media rating ($M = 3.48$), indicating that they believe more in the effect and relevance of the impact and significance of managing knowledge-based retention of their colleagues. we can show that employees under the age of 31 have a strong influence on knowledge-based conservation management, as far as qualification is concerned, the researcher found that employees with a master's degree recognize the impact of knowledge-based conservation management. In terms of qualification, the

survey found that employees with a master's degree understand the importance of knowledge-based retention management. In terms of experience, the researcher found that employees with less than 15 years of experience recognize the influence of knowledge-based retention management. Regarding the position, managers believe that knowledge-based retention management has more influence than other employees. However, employees of the General Staff Council, the Ministry of Communications and ICT and the Ministry of Social Development believe that knowledge-based conservation management has a greater impact than employees of other ministries.

The researcher's conclusion on the reason for the high compatibility shown by employees with master's degrees, and those with higher positions and years of experience with the importance of the impact of knowledge-based retention management more than other counterparts because of the important role they take, which is based on the high level of awareness of the impact of knowledge-based conservation management in promoting the status and role of human capital and the importance of the best investment for it.

Table 3.6 illustrates the degree of agreement with (Knowledge Based Retention Management) Depending on gender, age, qualification, experience, position, and workplace. The 'media value' column determines which category has a high degree of agreement on the impact of (Knowledge Based Retention Management).

The survey found that male employees in GPC and various ministries had a higher media rating ($M = 3.48$), indicating that they believe more in the effect and relevance of the impact and significance of managing knowledge-based retention of their colleagues. we can show that employees under the age of 31 have a strong influence on knowledge-based conservation management, as far as qualification is

concerned, the researcher found that employees with a master's degree recognize the impact of knowledge-based conservation management. In terms of qualification, the survey found that employees with a master's degree understand the importance of knowledge-based retention management. In terms of experience, the researcher found that employees with less than 15 years of experience recognize the influence of knowledge-based retention management. Regarding the position, managers believe that knowledge-based retention management has more influence than other employees. However, employees of the General Staff Council, the Ministry of Communications and ICT and the Ministry of Social Development believe that knowledge-based conservation management has a greater impact than employees of other ministries.

The researcher's conclusion on the reason for the high compatibility shown by employees with master's degrees, and those with higher positions and years of experience with the importance of the impact of knowledge-based retention management more than other counterparts because of the important role they take, which is based on the high level of awareness of the impact of knowledge-based conservation management in promoting the status and role of human capital and the importance of the best investment for it.

TABLE 3.7: CAREER MANAGEMENT BASED ON KNOWLEDGE ACCORDING TO DEMOGRAPHIC DATA:

Career management based on knowledge	Median	S.D
Gender		
Male	3.42	.81
Female	3.57	.81

Age		
Less than 31yrs	3.71	.70
31yr – less than 50yrs	3.42	.83
More than 50 yrs	3.21	.80
Qualification		
Bachelor	3.57	.82
Master's degree	3.42	.80
Others	3.00	.71
Experience		
Less than 5 yrs	3.57	.80
5yrs-15yrs	3.57	.75
More than 15yrs	3.42	.89
Job Position		
Section Head	3.57	.82
Department Manager	3.42	.80
General Director	3.57	.80
Workplace		
GPC	3.64	.91
Ministry of Economy	3.57	.88
Ministry of Communications and IT	4.00	.53
Ministry of Public Works and Housing	3.35	.79
Ministry of Transport	3.00	.74
Ministry of Social Development	3.71	.58
Ministry of Interior	3.14	.71

Table 3.7 shows the degree of agreement on (Knowledge-based Career Management) by gender, age, qualification, experience, position, and workplace. Using the 'media value' column, it was determined which category has a high degree of agreement on the impact of (knowledge- based career management).

The survey found that all employees, regardless of gender, had high averages ($M = 3.425$, $M = 3.46$), indicating that they agree with the impact and validity of knowledge-based career management. However, we can see that employees under the age of 31 feel that knowledge-based career management has a substantial impact, Regarding qualification, research shows that employees with a master's degree recognize the benefit of knowledge-based career management. In terms of experience, the researcher noted that employees with less than 5 years of experience define the influence of Career Management on the basis of knowledge. In terms of position, the CEO believes that knowledge-based career management has a greater impact than other employees; however, employees in the ministries of communications and ICT, social development and the General Staff Council realize that knowledge-based career management has a greater impact than other ministries.

The researcher believes that the high degree of compatibility of different employees in their agreement with the effect and validity of knowledge-based career management is due to the high awareness of the importance of positively reflecting the results on the working environment and to the concept of integration with roles.

TABLE 3.8: EXCELLENCE OF PERFORMANCE IN HUMAN RESOURCES MANAGEMENT ACCORDING TO DEMOGRAPHIC DATA:

Excellence of performance in HRM	Median	S.D
Gender		
Male	3.38	.83
Female	3.07	.89
Age		
Less than 31yrs	3.42	.73
31yr – less than 50yrs	3.30	.91
More than 50 yrs	3.03	.73
Qualification		
Bachelor	3.15	.88
Master's degree	3.38	.85
Others	3.00	.76
Experience		
Less than 5 yrs	3.23	.82
5yrs-15yrs	3.38	.82
More than 15yrs	3.07	.96
Job Position		
Section Head	3.27	.85
Department Manager	3.30	.93
General Director	3.34	.76

Workplace		
GPC	3.38	.99
Ministry of Economy	3.38	.76
Ministry of Communications and IT	4.00	.57
Ministry of Public Works and Housing	3.00	.75
Ministry of Transport	3.00	.78
Ministry of Social Development	3.61	.67
Ministry of Interior	3.00	.76

Table 3.8 shows the degree of agreement of (Excellent performance in human resource management) by gender, age, qualification, experience, position, and workplace. The "average value" column was used to determine which category had a high level of excellence in human resource management performance.

The survey showed that all employees, regardless of gender, had a neutral opinion on excellent human resource management performance. Note, however, that employees under the age of 31 view HR management as high quality. While in terms of qualification, the researcher found that all employees, regardless of education, experience, position, or job, had a neutral opinion on excellent human resource management performance. The researcher writes as the motivation of the neutral opinion of the vast majority of employees, regardless of their education, experience, job title or place of work, on excellence in human resource management execution that excellenceneeds in the first place of incentives, as well as the importance of training and development and the importance of knowledge-based professional departments, which indicate the low satisfactionof respondents in this sector.

3.10 Validity of the Study Questionnaire

The statistical validity of the questionnaire indicates the extent to which an instrument measures what it claims to measure (Poilt, 1985). Validity has a number of different aspects and assessment approaches. Two statistical tests were used to check the validity of the questionnaire. The first test was the criterion-referenced validity test. This test measures the correlation coefficient between each statement of a panel and the panel as a whole. The researcher uses this type of validity because he needs to measure the concrete result he is supposed to measure. The second test was the structural validity test (Spearman test).

This was used to test the validity of the structure of the questionnaire by testing the validity of each field and the validity of the questionnaire as a whole. The correlation coefficient between a field and all the fields of the questionnaire which had the same level was measured. (Obilor, E.I., & Amadi, E. C. (2018)).

3.10.1. Criterion- Related Validity

The internal consistency of the questionnaire was measured from a Scout sample, which consisted of 30 copies of the questionnaires. He measured the correlation coefficients between each statement in a domain and the entire domains. The tables in **Appendix D** illustrate the correlation coefficient for each statement in each domain and the total domains. Values of p(Sig.) were found to be less than 0.05, so correlation coefficients in this range were significant at $\alpha=0.05$. Therefore, each domain's statement or element was consistent and valid to measure what it was defined for.

3.10.2. Structure Validity of the study Questionnaire

Structural validity was the second statistical test used to test the validity of the questionnaire structure. The validity of each domain and the validity of the questionnaire as a whole were tested.

It measured the correlation coefficient between a domain and all the domains of the questionnaire that had the same level on the Likert scale. Table (4.8) shows the correlation coefficient for each domain and the entire questionnaire. P (Sig.) Values were found to be less than 0.05. Therefore, the correlation coefficients of all domains were significant at $\alpha = 0.05$. As a result, the domains were good for measuring what they were set up to measure.

TABLE 3.9: CORRELATION COEFFICIENT OF EACH DOMAIN AND THEWHOLE QUESTIONNAIRE

Item	Correlation Coefficient (Spearman)	P-Value
Recruitment and selection based on Knowledge	0.864**	.000
Compensation and rewards based on Knowledge	0.877**	.000
Training and development based on Knowledge	0.813**	.000
Performance management based on Knowledge	0.915**	.000
Retention management based on Knowledge	0.886**	.000
Career management based on Knowledge	0.886**	.000
Excellence of performance in HRM	0.849**	.000

3.11 Reliability Analysis

Reliability aims to verify the quality of the measurement. This is the "consistency" or "repeatability" of the analysis. The main objective is the precision of the measurements of the dependent variable. In a correlation study, the dependent and independent variables must be examined. Reducing sources of measurement error is key to increasing data reliability. The reliability of an instrument is the degree of consistency measuring the attribute it is supposed to measure (Poilt, 1985). The lower the error produced by the tool on repeated measurements of an attribute, the higher its reliability.

Reliability can be equated with the consistency, stability or reliability of a measurement tool. The test is carried out twice on the same sample of people, then the results obtained are compared by calculating a reliability coefficient (Poilt, 1985).

This method was used to measure the reliability of the questionnaire between each domain and the media of all the domains of the questionnaire. The normal range of the alpha value of the Cronbach coefficient is 0.0 to + 1.0 (Richard and Anita, 2008), and higher values reflect a higher degree of internal consistency. The Cronbach alpha coefficient was calculated for each domain of the questionnaire.

Table (3.10) shows the Cronbach Alpha values for each domain of the questionnaire and for the entire questionnaire. For domains, Cronbach's Alpha values ranged from 0.898 to 0.972. This range is considered high; the result ensured the reliability of each domain of the questionnaire. Cronbach's alpha was 0.985 for the entire questionnaire. This indicates excellent reliability of the entire questionnaire.

TABLE 3.10: CRONBACH'S ALPHA VALUE

Sections	Cronbach's Alpha
Coefficient Values	
Recruitment and selection based on Knowledge	0.898
Compensation and rewards based on Knowledge	0.917
Training and development based on Knowledge	0.936
Performance management based on Knowledge	0.955
Retention management based on Knowledge	0.946
Career management based on Knowledge	0.941
Excellence of performance in HRM	0.972
All items	0.985

Chapter Four: Data Analysis and Discussion

4.1 Overview

This chapter (the findings) will present the data analysis, discuss the findings, and relate the findings to previous studies to develop discussions and arguments.

4.2. Analysis of Research Questions:

The research questions aimed to examine the role of KM in human resource management practices and its relationship to excellence in Palestinian ministries.

Descriptive statistics, i. H The media (M), the standard deviations (SD) and finally the degree of agreement (DOA) were established and presented in the research questions. As shown in the table below, the researcher used the range of the Likert scale to describe agreement with each item on the questionnaire.

TABLE 4. 2: SCORING RANGE OF LIKERT SCALE

Range	Description of Range
1.00-1.80	Strongly Disagree
1.81-2.60	Disagree
2.61-3.40	Niether/Nor Agree
3.41-4.20	Agree
4.21-5.00	Strongly Agree

(Al-Khadash, 2015)

Q1: What is the relationship of recruitment and selection based on knowledge towards enhancing HRM excellence performance in the Palestinian Ministries?

To answer this question, the researcher developed seven statements to assess the impact of knowledge-based recruitment and selection practices on improving performance in excellence. These declarations were submitted to the opinion of the participants. The results of the analysis are shown in Table 4.3.

The researcher found that the overall media of the effects of knowledge-based recruitment and selection practices was to improve peak performance ($M = 3.86$, $S.D = 0.92$). This indicates that employees agree on the impact of knowledge-based hiring and selection practices to improve peak performance. He also found that most participants agreed with all statements. This means that most employees agree that (the recruitment and selection process helps improve human capital; recruitment aims to fill needs arising from knowledge gaps; the strategy of relying on technology solutions helps streamline the hiring process; organizations adopting the strategy of personalization in the recruitment process attracts people with a high level of knowledge; relying on internal recruitment for promotions is the basis for capitalizing on the expertise of employee's knowledge). *The researcher found that most Palestinian ministries have a medium interest in the reality of the knowledge-based recruitment and selection process, with the exception of the GPC, which has a strong interest in using knowledge and technological solutions, as well as to apply the exploitation and processes of recruitment and selection of legalization strategies, and this performance gap suggests that the Palestinian ministries do not pay enough attention to it.*

TABLE 4. 3: DESCRIPTIVE STATISTICS OF RECRUITMENT AND SELECTION BASED ON KNOWLEDGE ON EXCELLENCE OF PERFORMANCE

NO	Statement	Median	SD	DOA
1	New and ever-changing recruitment application in the world of work create challenges for HR.	4.00	.99	Agree
2	The recruitment and selection process provides input to enhance human capital	4.00	.85	Agree
3	recruitment aims to fill needs arising from knowledge gaps	4.00	.93	Agree
4	The strategy of relying on technology solutions helps in rationalizing the hiring process.	4.00	.89	Agree
5	Organizations that use the personalization strategy in the recruitment process obtain individuals with high knowledge competency	4.00	.90	Agree
6	Relying on internal recruitment for promotions is the basis for benefiting from the employee's knowledge expertise	4.00	.90	Agree
7	The Ministry offers career opportunities to attract employees with knowledgeable expertise	3.00	.99	Neutral
	Overall Average	3.86	.92	Agree

Q2: What is the relationship of compensation and rewards based on knowledge towards enhancing HRM excellence performance in the Palestinian Ministries?

To answer this question, the researcher developed five statements to assess the impact of knowledge-based compensation and reward practices to improve peak performance. These declarations were submitted to the opinion of the participants. The results of the analysis are shown in Table 4.4. The researcher found that the overall media of the effects of knowledge-based compensation and reward practices was to improve peak performance ($M = 3.40$, $S.D = 0.98$). *This indicates that employees neither agree nor disagree with the influence of knowledge-based compensation and reward practices to improve peak performance.* He also found that most participants agreed with all statements. This means that most employees give a neutral opinion on most statements (compensation is a powerful tool to motivate employees to acquire knowledge; rewards are designed according to employees' cognitive skills; individual incentives encourage employee to share acquired knowledge; performance-based rewards and compensation support receptivity to knowledge transfer). *The survey revealed that the Palestinian ministries do not pay attention to this issue of motivation and reward as a fundamental stimulus for the acquisition and development of knowledge and how remuneration and reward reflect excellent performance.*

TABLE 4. 4: DESCRIPTIVE STATISTICS OF COMPENSATION AND REWARDS BASED ON KNOWLEDGE ON EXCELLENCE OF PERFORMANCE

NO	Statement	Median	SD	DOA
<i>1</i>	Compensation serves as an effective tool to motivate employees to acquire knowledge	3.00	.99	Neutral
<i>2</i>	Rewards are designed based on the cognitive competency of employees	3.00	.98	Neutral
<i>3</i>	Individual incentives encourage the employee to share the knowledge gained	.00	.96	Neutral
<i>4</i>	Performance-based compensation supports the absorptive capacity for knowledge transfer.	4.00	.99	Neutral
<i>5</i>	Primary motivators affect the enhancement of cognitive work gain	4.00	.99	Agree
	Overall Average	3.40	.98	Neutral

Q3: What the relationship of training and development based on knowledge towards enhancing HRM excellence performance in the Palestinian Ministries?

To answer this question, the researcher developed six statements assessing the impact of knowledge-based training and development practices to improve peak performance. These declarations were submitted to the opinion of the participants. The results of the analysis are shown in Table 4.5. The researcher found that the overall media of the effects of knowledge-based training and development processes was to improve peak performance (M = 4.00, S.D = 0.90). This means that employees agree on the importance of knowledge-based training and development practices to improve peak performance. He also found that most participants agreed with all statements. This means that most staff members agreed that (training and development improves the acquisition of new knowledge; training and development improves the dissemination of individual knowledge within the ministry; human resource development improves the capacity retain talent within the department; focus on the most important training topics; focus on acquiring procedural knowledge to enable employees to use it effectively; structured training helps break down "barriers" to the development of culture of knowledge in the workplace). *The researcher clarifies that education strives to obtain knowledge in ministries that effectively support continuous growth and development, as evidenced by the improvement of education. The level of performance required to achieve excellence in the interests of Palestinian ministries. The Palestinian National School of Governance It operates under the supervision of the General Staff Council for the training and development of all ministries. Additionally, employees of these ministries are sent overseas for training, which is reflected in their performance and excellence.*

TABLE 4. 5 DESCRIPTIVE STATISTICS OF TRAINING AND DEVELOPMENT BASED ON KNOWLEDGE ON EXCELLENCE OF PERFORMANCE

NO	Statement	Median	SD	DOA
	Training and development enhance the acquisition of new knowledge	4.00	.89	Agree
	Training and development enhance the dissemination of individual knowledge within the ministry.	4.00	.94	Agree
	Staff development enhances the ability to retain talent within the ministry	4.00	.93	Agree
	The training includes the leadership skills needed to develop knowledge-based performance.	4.00	.87	Agree
	Key training topics focus on acquiring procedural knowledge to enable employees to use it effectively.	4.00	.86	Agree
	Structured training helps reduce “barriers” in developing a culture of knowledge at work.	4.00	.93	Agree
	Overall Average	4.00	.90	Agree

Q4: What the relationship of performance management based on knowledge towards enhancing HRM excellence performance in the Palestinian Ministries?

To answer this question, the researcher developed seven statements to assess the impact of knowledge-based performance management practices for improving excellence performance. Such statements are subject to the opinion of the participants. The results of the analysis are shown in **Table 4.6**.

The researcher found that the overall media of the impact of knowledge-based performance management practices to improve excellence performance was ($M = 4.00$, $SD = 0.98$). *This shows that employees agree on the value of knowledge-based performance management practices for improving performance excellence.* He also found that most of the participants agreed with all of the statements. This means that most employees agree that (performance evaluation promotes the development of employee behavior towards KM. Performance evaluation emphasizes the gap between knowledge and practice, performance evaluation focuses on goals. long-term organization performance evaluation improves employee acquisition of new skills and knowledge Performance evaluation focuses on development to identify gaps between performance and goals The concept of performance management is about measurement and the understanding expected from knowledge-based tasks. *The researcher noted that Palestinian ministries are very interested in using performance management as a practice to improve the required tasks by developing employee behavior towards KM and bridging the gap between knowledge and practice, as well as between performance and goals. Specifically, providing employees with feedback on how to improve the gaps to close the gap and improve the gaps.*

TABLE 4. 6: DESCRIPTIVE STATISTICS PERFORMANCE MANAGEMENT BASED ON KNOWLEDGE ON EXCELLENCE OF PERFORMANCE

NO	Statement	Median	SD	DOA
1	Enhances the use of performance management asa transaction in measuring the various competencies in KM activities within the ministry	4.00	.99	Agree
2	Performance evaluation promotes the development of employee behavior towards KM.	4.00	.99	Agree
3	Performance evaluation highlights the gap between knowledge and practice.	4.00	.98	Agree
4	Performance evaluation focuses on long-term organizational objectives for the performance of different departments.	4.00	.96	Agree
5	Performance evaluation enhances the acquisition of new (skills and knowledge) by the employee	4.00	.95	Agree
6	Performance evaluation focuses on development to identify gaps between performance and goals	4.00	.99	Agree
7	The concept of performance management is about measuring and understanding expected knowledge-based tasks	4.00	.98	Agree
	Overall Average	4.00	.98	Agree

Q5: What is the relationship of retention management based on knowledge towards enhancing HRM excellence performance in the Palestinian Ministries?

To answer this question, the researcher developed six statements to assess the impact of knowledge-based conservation management practices to improve excellence performance. Such statements are subject to the opinion of the participants. The results of the analysis are shown in **Table 4. 7**. The researcher found that the overall media of the impact of knowledge-based conservation management practices to improve excellence performance was ($M = 3.67$, $SD = 0.96$). *This shows that employees agree on the usefulness of knowledge-based retention management practices to improve peak performance.* He also found that most participants agreed with most statements. This means that most employees agree that (retaining skilled workers increases the chances of their retention; retention mechanisms improve staff to increase knowledge storage capacity; high retention rates help protect cultural fabric; competitive environment increases retention of ministry-funded intellectual). Additionally, participants neither agreed nor disagreed that a culture of empowerment encourages continuous work to continue the work in progress. *The researcher concluded that despite the fact that there are no incentives as shown in the previous Table 4.14, the researcher finds that the Palestinian ministries are largely responsible for improving employee retention, which helps employees to improve job security and experience excellent performance.*

**TABLE 4. 7: DESCRIPTIVE STATISTICS OF RETENTION MANAGEMENT
BASED ON KNOWLEDGE ON EXCELLENCE OF PERFORMANCE**

NO	Statement	Median	SD	DOA
1	Enhanced levels of implicit knowledge of the chances of retaining employees	4.00	.99	Agree
2	The commitment of knowledge-qualified workers increases the chances of their retention	3.00	.99	Agree
3	Retention mechanisms enhance staff to increase knowledge storage capacity	4.00	.94	Agree
4	High retention rates help protect the cultural fabric.	4.00	.92	Agree
5	The competitive environment promotes the retention of the intellectual capital of the Ministry.	4.00	.94	Agree
6	The empowering culture encourages work in progress to continue work accomplished.	3.00	.97	Neutral
Overall Average		3.67	.96	Agree

Q6: What is the relationship of career management based on knowledge towards enhancing HRM excellence performance in the Palestinian Ministries?

To answer this question, the researcher developed seven statements to assess the impact of knowledge-based career management practices for improving excellence performance. Such statements are subject to the opinion of the participants. The results of the analysis are shown in **Table 4.8**.

The researcher found that the overall average of the impact of knowledge-based career management practices to improve excellence performance was ($M = 3.43$, $SD = 0.94$).

This means that employees have agreed on the impact of knowledge-based career management practices to improve excellence performance. He also found that most of the participants agreed with statements no. 1, no. 2, no. 3, and n. 4. This means that most employees agree that (improve the professional advancement of employees by increasing their knowledge base; the professionalism of knowledge work enhances the process of profound transformation in managing occupations within ministry; the employee consciously chooses prefers to remain within his or her area of expertise; the ministry adopts a professional approach while preserving human capital); They also give a neutral judgment with statements no. 5, no. 6, and n. 7. This means that employees disagree or disagree (the employee's cognitive value is proactively developed by the Ministry, the Ministry encourages its employees to independently select for barrier-free professional development, and professional adjustments aim to incorporate functions of KM to fill knowledge gaps within the ministry). *The researcher concluded that despite the lack of incentives as shown in the table, Palestinian ministries are interested in retaining employees to increase employee career management leading to excellence in performance.*

TABLE 4. 8: DESCRIPTIVE STATISTICS OF CAREER MANAGEMENT BASED ON KNOWLEDGE ON EXCELLENCE OF PERFORMANCE

	NO	Statement	SD	Median	DOA
1		Enhanced professional progress of employees by increasing their knowledge base	4.00	.91	Agree
2		The professionalism of knowledge work enhances the process of significant transformation in the management of professions within the ministry.	4.00	.91	Agree
3		The employee's conscious choice is due to the preference to stay within his or her area of expertise.	4.00	.95	Agree
4		The ministry adopts a professional approach that preserves its human capital.	3.00	.98	Agree
5		The employee of cognitive value is developed proactively by the ministry.	3.00	.99	Neutral
6		The Ministry encourages its employees to self-selection for career development without hindrances.	3.00	.95	Neutral
7		Professional modifications focus on including KM functions to fill knowledge gaps within the ministry.	3.00	.90	Neutral
		Overall average	3.43	.94	Agree

Q7: What is the relationship of KM with HRM practices towards enhancing HRM excellence performance in the Palestinian Ministries?

To answer this question, the researcher developed thirteen statements to evaluate performance of excellence in HRM. Such statements are subject to the opinion of the participants. The results of the analysis are shown in Table 4. 9. The researcher found that the overall media of the impact of knowledge-based career management practices to improve excellence performance was ($M = 3.07$, $SD = 0.97$). *This means that employees neither agreed nor disagreed with the performance of excellence in HRM.* He also found that most participants agreed with statement #1 (i.e., most staff agreed that the department uses standards and baselines scientists to assess the professional performance of staff). Respondents were neutral on most statements. This means that employees neither agree nor disagree. to improve performance The department takes corrective action to increase the professional competence the efficiency of employee performance, the department establishes goals that give the employee the opportunity to know the criteria of opportunities for excellence of the performance, the department sets goals that give the employee the opportunity to meet the opportunity criteria The department seeks to measure the extent of the employee's work-life balance with the responsibilities assigned to them assigned. The ministry is working to measure the production volume of the illustrious worker. The ministry would like to measure the extent to which the distinguished employee is able to improve his or her work environment. The ministry measures the senior employee's level of professional membership in the ministry. The Ministry encourages the improvement of the professional relationship between the employee and the professional manager. The ministry is committed to providing fair professional incentives to those who deserve

them to create a clean and competitive environment that creates employees. *The researcher suggests that staff excellence is related to the degree of involvement of Palestinian ministries in work motivation and justice.*

TABLE 4. 9: DESCRIPTIVE STATISTICS OF EXCELLENCE PERFORMANCE IN HRM

NO	Statement	Median	SD	DOA
1	The Ministry adopts scientific standards and foundations in evaluating the professional performance of employees	4.00	.99	Agree
2	The Ministry is committed to taking the necessary measures to implement the recommendations of the performance evaluation committees.	3.00	.97	Neutral
3	The Ministry provides all (potential and resources) necessary to improve the ability to excel.	3.00	.99	Neutral
4	The Ministry is taking corrective measures to raise the level of professional performance efficiency of employees.	3.00	.97	Neutral
5	The Ministry sets objectives that give the employee the ability to know the criteria for performance excellence opportunities.	3.00	.98	Neutral
6	The Ministry works to improve the non-existent professional skills that the employee needs to acquire in professional work.	3.00	.99	Neutral
7	The ministry is keen to measure the extent of professional compatibility between the employee and the tasks assigned to him.	3.00	.99	Neutral

8	The ministry is working to measure the volume of production carried out by the distinguished employee of total production.	3.00	.96	Neutral
9	The ministry is keen to measure how the distinguished employee deals with each of the co-workers.	3.00	.97	Neutral
10	The Ministry is keen to measure the ability of the distinguished employee to improve his working environment.	3.00	.94	Neutral
11	The ministry measures the level of professional affiliation of the distinguished employee towards his ministry.	3.00	.94	Neutral
12	The ministry is keen to give professional incentives in a fair way to those who deserve them to create a clean competitive environment that builds employees.	3.00	.95	Neutral
13	The ministry encourages the improvement of the professional relationship between the employee and the professional management	3.00	.92	Neutral
Overall Average		3.07	.97	Neutral

4.3 Testing of Research Hypotheses

Hypotheses were formulated to study the relationships between variables; six hypotheses were tested using Spearman correlation coefficient. Spearman correlation coefficient was used to measure the strength and direction of the relationship (linear correlation) between two quantitative variables, where the value ($r = 1$) indicates a perfect positive correlation and the value ($r = -1$) indicates a perfect negative means of correlation. correlation. Each hypothesis was tested individually.

Ha1: Knowledge-based recruitment and selection practices have a positive relationship with HRM's outstanding performance in the human resources departments of Palestinian ministries.

TABLE 4.10: RELATIONSHIP BETWEEN RECRUITMENT AND SELECTION BASED ON KNOWLEDGE AND EXCELLENCE PERFORMANCE

Variable

Recruitment and selection based on knowledge Excellence performance **S r = .691**p = .000**

The result of Spearman correlation between knowledge-based recruitment and selection practices and excellence performance showed that the test was **significant**, with the correlation value being $r=0.691$ and the significance value being $p=0.000$ or $p<0.05$. Therefore, the first hypothesis (Ha1) was accepted assuming that there was a significant relationship between knowledge-based recruitment and selection practices and excellent performance.

The closer (r) is to +1, the stronger the positive correlation, while the closer (r) is to -1, the stronger the negative correlation. Based on this, the researcher found that the relationship between knowledge-based recruitment and selection practices and excellent performance was **(high) positive**, since $r = 0.691$. This result means that when one variable increases in value, the second variable also increases in value. In other words, using a knowledge-based hiring practice would lead to better excellence performance.

This can be attributed to the agreement with the result of (Nilsson & Ellstr, 2012). Because they have found that HR professionals face an endless stream of new and evolving demands in their quest to find and nurture the most qualified employees. This

approach has traditionally been based on a technologically rational perspective driven by the labor economy. Simultaneously with Edvardsson IR., (2008) argued that traditional recruitment and selection processes appear to hinder the exchange of knowledge between groups or departments in functionally organized organizations. Since knowledge workers must possess a number of key skills and abilities, all of which fall under customization, such as: B. "commitment to growth", "creativity", "adaptability" and "collaboration" Kiato, et al. (2017).

Ha2: Compensation and rewards practices based on knowledge has a positive relationship on the excellence performance of HRM in HR departments of the Palestinian ministries

TABLE 4.11: RELATIONSHIP BETWEEN COMPENSATION AND REWARDS BASED ON KNOWLEDGE AND EXCELLENCE PERFORMANCE Variables

Compensation and rewards based on knowledge	Excellence performance	$r = .702^{**} p = .000$
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The result of Spearman correlation between knowledge-based and performance-based reward and reward practices of excellence showed that the test was **significant**, with the correlation value $r = 0.702$ and the significant value $p = 0.000$ or $p < 0.05$. Therefore, the second hypothesis (Ha2) was accepted assuming that there was a significant relationship between reward and reward practices based on knowledge and performance of excellence.

The closer (r) is to +1, the stronger the positive correlation, while the closer (r) is to -1, the stronger the negative correlation. Based on this, the researcher found that the relationship between reward and reward practices based on knowledge and excellence performance was **(high) positive** because $r = 0.702$. This result means that as one variable increases in value, the second variable also increases in value. In other words, using knowledge-based compensation and reward practices would lead to better excellence performance.

This finding did not agree with (Laursen and Mahnke, 2001) that employees recognize the value of including all levels of pay in an employee's total pay, as a single employee's successful performance in a personal assignment is emphasized. From individual rewards, far from receiving a reward. physical return, in particular to public authorities. (Quigley et al., 2007) concluded, however, that knowledge sharing from the supplier's perspective is most effective if encouraged by organizational norms.

Ha3: Training and development practices based on knowledge has a positive relationship on the excellence performance of HRM in HR departments of the Palestinian ministries

TABLE 4.12: RELATIONSHIP BETWEEN TRAINING AND DEVELOPMENT PRACTICES BASED ON KNOWLEDGE AND EXCELLENCE PERFORMANCE

Variables	
Training and Development based on knowledge Excellence performance	$r = .632^{**} p = .000$

Spearman results the correlation between knowledge-based training and development and excellence performance showed that the test was **significant**, with the correlation value $r = 0.632$ and the significant value $p = 0.000$ or $p < 0.05$. Therefore, the third hypothesis (Ha3) was accepted on the assumption that there was a significant relationship between knowledge-based training and development and excellent performance.

The closer (r) is to +1, the stronger the positive correlation, while the closer (r) is to -1, the stronger the negative correlation. Based on this, the researcher found that the relationship between knowledge-based training and development and excellence performance was **high positive** because $r = 0.632$. This result means that as one variable increases in value, the second variable also increases in value. In other words, the increase in knowledge-based training and development would lead to an increase in excellence performance.

According to (Mohsin & Syed, 2018), through training and development, an organization's workforce can acquire and develop the skills needed to improve both their own personal and employer's performance. On the other hand, the result is in line with (Svetlik & Stavrou-Costea, 2007) that knowledge-based training and development is an excellent human resource management tool for realizing KM goals, activities, and results. As the main focus of KM research related to human resources is on training as a media of knowledge transfer. And building training units that assess and analyze training needs, deliver, and evaluate training, and lead to learning organizations are all aspects of knowledge transfer.

Ha4: Performance management practices based on knowledge has a positive

relationship on the excellence performance of HRM in HR departments of the Palestinian ministries

TABLE 4.13: RELATIONSHIP BETWEEN PERFORMANCE MANAGEMENT PRACTICES BASED ON KNOWLEDGE AND EXCELLENCE PERFORMANCE

Variables

Performance management practices based on knowledge	r = .784**p = .000
Excellence performance	

Spearman results the correlation between knowledge-based performance management and excellence performance showed that the test was **significant**, with the correlation value $r = 0.784$ and the significant value $p = 0.000$ or $p < 0.05$. Therefore, the fourth hypothesis (Ha4) was accepted on the assumption that there was a significant relationship between knowledge-based performance management and performance of excellence.

The closer (r) is to +1, the stronger the positive correlation, while the closer (r) is to -1, the stronger the negative correlation. Based on this, the researcher found that the relationship between knowledge-based performance management and the performance of excellence was **high positive** because $r = 0.784$. This result means that as one variable increases in value, the second variable also increases in value. In other words, improving knowledge-based performance management would lead to an increase in performance excellence.

This result could be supported by (Currie & Kerrin, 2003) that performance

management can inhibit or support KM efforts within and between organizational agents, depending on the criteria used to measure what is being evaluated. According to (Hannula et al, 2003), this technique can be used to measure several skills as it tends to be a strong signal to measure KM activities in an organization. While (Olomolaiye and Egbu 2006; Olomolaiye 2006) noted that performance appraisal should be measured in terms of information exchange, not just in terms of inputs and procedures.

Ha5: Retention management practices based on knowledge has a positive relationship on the excellence performance of HRM in HR departments of the Palestinian ministries

TABLE 4.14 RELATIONSHIP BETWEEN RETENTION MANAGEMENT PRACTICES BASED ON KNOWLEDGE AND EXCELLENCE PERFORMANCE

Variables	
Retention management practices based on knowledge Excellence performance	r = .725**p = .000

The result of Spearman correlation between knowledge-based conservation management and performance excellence showed that the test was **significant**, with the correlation value $r = 0.725$ and the significant value $p = 0.000$ or $p < 0.05$. Therefore, the fifth hypothesis (Ha5) was accepted, assuming that there was a significant relationship between knowledge-based conservation management and excellent performance.

The closer (r) is to +1, the stronger the positive correlation, while the closer (r)

is to -1, the stronger the negative correlation. Based on this, the researcher concluded that the relationship between Knowledge Based Conservation Management and Excellence Performance was **high positive** because $r = 0.725$. This result means that as one variable increases in value, the second variable also increases in value. In other words, improving knowledge-based retention management would lead to an increase in excellence performance.

The result of this assumption can be obtained from Papa et al. (2017) that employee retention increases the impact of knowledge acquisition and innovation performance. Employee retention increases employee loyalty and trust, which in turn encourages specialization and knowledge building while creating an environment conducive to new ideas and problem-solving approaches. Given the findings of Horwitz et al. (2003) found that a company's cultural fiber, competitive advantage and intellectual capital are better protected when employee turnover is low.

Ha6: Career management practices based on knowledge has a positive relationship on the excellence performance of HRM in HR departments of the Palestinian ministries

TABLE 4.15 RELATIONSHIP BETWEEN CAREER MANAGEMENT PRACTICES BASED ON KNOWLEDGE AND EXCELLENCE PERFORMANCE

Variables	
Career management practices based on knowledge	$r = .788^{**} p = .000$
Excellence performance	

The result of Spearman correlation between knowledge-based career management and excellence performance showed that the test was **significant**, the correlation value being $r=0.788$ and the significance value being $p=0.000$ or $p<0.05$. Thus, the sixth hypothesis (Ha6) was accepted, assuming that there is a significant association between knowledge-based career management and excellent performance. The closer (r) is to +1, the stronger the positive correlation, while the closer (r) is to -1, the stronger the negative correlation. Based on this, the researcher found that the relationship between knowledge-based career management and performance excellence was **high positive**, since $r = 0.788$.

This result means that when one variable increases in value, the second variable also increases in value. In other words, improving knowledge-based career management would lead to an increase in performance excellence. In this regard, Baruch (2006) points out that when an employee's value to the organization is recognized, the organization takes an active role in developing the employee's career and supporting career transitions, what is now called "talent management". On the other hand, Hirsh (2006); Gope et al. (2018) found that organizations provide their employees with the flexibility and opportunities to build their unique learning abilities to create new knowledge and share it across different functions and departments. This is consistent with previous research on knowledge acquisition and sharing.

TABLE 4.16 SUMMARY OF HYPOTHESES TESTING

Research Hypothesis	Measures	Significance
Recruitment and selection practices based on knowledge has a positive impact on the excellence performance	Spearman Correlation($r = 0.691$)	$p < 0.05$ (Accepted, where $p = 0.000$)
Compensation and rewards practices based on knowledge has a positive impact on the excellence performance	Spearman Correlation($r = 0.702$) $p < 0.0$	(Accepted, where $p = 0.000$)
Training and development practices based on knowledge has a positive impact on the excellence performance	Spearman Correlation ($r = 0.632$)	$p < 0.05$ (Accepted, where $p = 0.000$)
Performance management practices based on knowledge has a positive impact on the excellence performance.	Spearman Correlation ($r = 0.784$)	$p < 0.05$ (Accepted, where $p = 0.000$)
Retention management practices based on knowledge has a positive impact on the excellence performance	Spearman Correlation ($r = 0.725$)	$p < 0.05$ (Accepted, where $p = 0.000$)
Career management practices based on knowledge has a positive impact on the excellence performance	Spearman Correlation($r = 0.788$)	$p < 0.05$ (Accepted, where $p = 0.000$)

4.8 Hypothesis Related to Participants' Profiles (Analysis of responses)

Ha7: There are statistically significant differences at $\alpha \leq 0.05$ in the responses of the research sample according to the demographic profile (Gender, Age, Educational level, Experience, Workplace and Job title).

This hypothesis predicted differences in participants' opinions on the use of HRM practices (knowledge-based recruitment and selection, knowledge-based compensation and reward, knowledge-based training and development, knowledge-based performance management). knowledge, knowledge-based retention management and knowledge-based career management) and performance excellence according to the demographic variable. Mann-Whitney test and Kruskal-Wallis test are nonparametric methods used to determine whether two or more samples come from the same distribution or to test whether medians differ between comparison groups, assuming that the shapes of the underlying distributions are the same.

Ha7.1: There are statistically significant differences at $\alpha \leq 0.05$ in the responses of the research sample due to gender.

TABLE 4.17: KRUSKAL WALLIS TEST GROUPING BY GENDER

Constructs	Sig
Recruitment and selection based on knowledge	0.504
Compensation and rewards based on knowledge	0.509
Training and development based on knowledge	0.426
Performance management based on knowledge	0.526
Retention management based on knowledge	0.569
Career management based on knowledge	0.944
Performance excellence	0.077

Table 4.17 shows that the p-value (Sig.) in all areas (knowledge-based recruitment and selection, knowledge-based compensation and reward, knowledge-based training and development, performance management) is above the threshold of significance $\alpha = 0.05$ knowledge, knowledge-based retention management, knowledge-based career management and performance excellence). This means that there were no significant differences between participants in the areas of this study based on gender. The researcher concludes that gender had no effect on the domains of this study. *This is due to the gender of the employee; it makes no difference that someone works in any department as they are all subject to the same government-controlled regulations and procedures.*

Ha7.2: There are statistically significant differences at $\alpha \leq 0.05$ in the responses of the research sample due to Age.

TABLE 4.18: KRUSKAL WALLIS TEST GROUPING BY AGE

Constructs	Sig
Recruitment and selection based on knowledge	0.010
Compensation and rewards based on knowledge	0.000
Training and development based on knowledge	0.532
Performance management based on knowledge	0.024
Retention management based on knowledge	0.008
Career management based on knowledge	0.027
Performance excellence	0.070

Table 4.18 shows that the p-value (Sig.) was below the significance level $\alpha = 0.05$ for most domains (**knowledge-based recruitment and selection, knowledge-**

based compensation, and reward, knowledge-based, retention management based). knowledge, knowledge-based career management, and performance excellence), there were also significant differences between participants in domains based on age. The researcher concluded that age had an impact on these areas. For knowledge-based education and training, the p-value (Sig.) was greater than the significance level $\alpha = 0.05$. No significant differences were found between participants in this area due to age. *The researcher concludes that age has no impact on knowledge-based education and training, as the majority of workers have the option of continuing their studies in a national school or even abroad. As with other practices, younger age groups are driven to succeed and grow for the future, unlike older age groups, who lack ambition and are more concerned about retirement than the future.*

Ha7.3: There are statistically significant differences at $\alpha \leq 0.05$ in the responses of the research sample due to educational level.

TABLE 4.19: KRUSKAL WALLIS TEST GROUPING BY QUALIFICATION

Constructs	Sig
Recruitment and selection based on knowledge	0.221
Compensation and rewards based on knowledge	0.445
Training and development based on knowledge	0.071
Performance management based on knowledge	0.416
Retention management based on knowledge	0.256
Career management based on knowledge	0.583
Performance excellence	0.907

Table 4.19 shows that the p-value (Mr.) was greater than the significance level $\alpha = 0.05$ across all domains (recruitment and selection based on knowledge, reward and reward based on knowledge, training and development based on knowledge-based performance management, knowledge-based retention management, knowledge-based career management and performance excellence). this means that no significant difference was found between participants across all domains in this study due to qualification. The researcher concludes that the qualification had no effect on the domains in this study. *Regardless of their level of education, everyone wants the best for the ministry they belong to, and their goal is to prove the institution's success.*

Ha7.4: There are statistically significant differences at $\alpha \leq 0.05$ in the responses of the research sample due to experience.

TABLE 4.20: KRUSKAL WALLIS TEST GROUPING BY EXPERIENCE

Constructs	Sig
Recruitment and selection based on knowledge	0.410
Compensation and rewards based on knowledge	0.004
Training and development based on knowledge	0.254
Performance management based on knowledge	0.106
Retention management based on knowledge	0.336
Career management based on knowledge	0.335
Performance excellence	0.071

Table 4.20 shows that the p-value (Sig.) Was less than the significance level $\alpha = 0.05$ for the domain: **Knowledge-based compensation and rewards**, there was also a

significant difference between the domain participants due to the experience. The researcher concluded that the experience had an effect on this domain. Compared to the other domains, the p-value (Sig.) Was greater than the significance level $\alpha = 0.05$. No significant differences were found between participants in the other domain due to experience. The researcher concludes that the experience had no effect on the other domains.

Ha7.5: There are statistically significant differences at $\alpha \leq 0.05$ in the responses of the research sample due to job position.

TABLE 4.21: KRUSKAL WALLIS TEST GROUPING BY JOB POSITION

Constructs	Sig
Recruitment and selection based on knowledge	0.978
Compensation and rewards based on knowledge	0.258
Training and development based on knowledge	0.665
Performance management based on knowledge	0.576
Retention management based on knowledge	0.819
Career management based on knowledge	0.975
Performance excellence	0.850

Table 4.21 shows that the p-value (Sig.) was greater than the significance level $\alpha = 0.05$ across all domains (recruitment and selection based on knowledge, reward and reward based on knowledge, training and development based on knowledge-based performance management, knowledge-based retention management, knowledge-based career management and performance excellence). This means that no significant difference

was found between participants in any of the domains in this study due to function. The researcher concludes that the function had no effect on the domains in this study. *Most of the survey points, senior managers and employees indicated that there should be differences, but the results did not show them. This is due to the psychological structure of Palestinian employees within the ministry, who value their attitude and prioritize the ministries' goals over their own interests.*

Ha7.6: There are statistically significant differences at $\alpha \leq 0.05$ in the responses of the research sample due to workplace.

TABLE 4.22: KRUSKAL WALLIS TEST GROUPING BY WORKPLACE

Constructs	Sig
Recruitment and selection based on knowledge	0.001
Compensation and rewards based on knowledge	0.000
Training and development based on knowledge	0.032
Performance management based on knowledge	0.001
Retention management based on knowledge	0.000
Career management based on knowledge	0.000
Performance excellence	0.000

Table 4.22 shows that the value of p (Sig.) was below the significance level $\alpha = 0.05$ for all domains: **Recruitment and selection based on knowledge, Compensation and rewards based on knowledge, Training and development based on knowledge, Performance management based on knowledge, Retention management based on knowledge, Career management based on knowledge, and Performance**

excellence) there were also significant differences between participants in job-based domains. The researcher concluded that the workplace has an impact on these areas.

Due to reliance on knowledge technology on other ministries such as the General Staff Council and the Ministry of Communications.

H8: The HRM practices (Recruitment and selection, Compensation and rewards, Training and development, Performance management, Retention management and Career management) based on knowledge will positively explain the variation in excellence performance

4.4 Open-Ended Questions (Analysis of Responses)

The researcher noted that the challenges in applying knowledge-based management practices in human resource management from the perspective of the participants were:

- Unequal opportunity in everything that serves the interests of work.
- Lack of sufficient competence of certain people responsible for finalizing decisions at higher administrative levels.
- Lack of employee privileges.
- Lack of employee authority.
- Lack of experience and knowledge.
- Weak logistical resources.
- Social challenge represented in the development of institutions.
- Nepotism and favoritism.
- lack of clarity on procedures.

The researcher found that suggestions for improving the quality of knowledge about HRmanagement based on the participant's point of view:

- Activate the role of administrative supervision and implementation of the law.
- Selection of the right qualified people for the right mission
- Share knowledge between senior executives
- Use of modern logistics

- organize numerous workshops
- Hold a regular meeting
- Selection of the appropriate specialists for the position concerned.
- Empower employees through training.

Chapter Five: Conclusion and Recommendations

5.1 Overview

This chapter is devoted to the summary, conclusions, and recommendations of the study in accordance with the objectives of the study. The chapter then concludes with an overview, debate, and assessment of the extent to which research objectives have been achieved, as well as a discussion of the need for further research on this topic.

5.2 Conclusions of the Study Research Objectives

To achieve the objectives of the study, eight main objectives were identified through the analysis of the data. These objectives are related to the research questions asked in order to increase knowledge and familiarity with this field. Eight primary goals were determined through data analysis to achieve the study goals. These objectives are related to the research questions that have been asked to increase knowledge and familiarity with this topic.

5.2.1 Results Relating to the First Objective

The first objective was to study the relationship between knowledge-based recruitment and the improvement of human resources excellence performance in Palestinian ministries. Most Palestinian ministries have a moderate interest in the reality of the knowledge-based recruitment and selection process, with the exception of the Office of General Staff, which has a strong interest in using knowledge and technology solutions and in applying of use and legalization strategies in recruiting and selection processes and that the performance gap implies that Palestinian ministries do not pay enough attention.

5.2.2 Results Relating to the Second Objective

The second goal was to investigate the relationship between reward and reward-based knowledge and improve HRM performance excellence in Palestinian ministries. Palestinian ministries are often ignored by motivation and incentives as essential facilitators of knowledge development and acquisition, as well as their influence on performance excellence. stimulating employees of all kinds.

5.2.3 Results Relating to the Third Objective

The third objective was to investigate the relationship between knowledge-based training and development and to improve the excellence performance of human resources in Palestinian ministries. The various Palestinian ministries have a significant interest in knowledge-based training and development processes, which is reflected in the improvement of the level of performance, to achieve excellence in the interests of the Palestinian ministry.

5.2.4 Results Relating to the Fourth Objective

The fourth objective was to investigate the relationship between knowledge-based performance management and the improvement of human resource excellence performance in Palestinian ministries. Within Palestinian ministries there is a strong ambition to implement performance management as a practice by increasing employee behavior and bridging the knowledge gap between knowledge and practice, but also between performance and goals, to develop a consistent integration with the general objectives of the Palestinian ministries.

5.2.5 Results Relating to the Fifth Objective

The fifth objective was to study the relationship between knowledge-based conservation management and the improvement of human resource excellence performance in Palestinian ministries. More attention needs to be paid to the exchange of knowledge within the different levels of government, as well as to the sharing of experiences and skills between the upper and lower levels of government, to bring together concepts and ideas that enable them to tackle different work problems and address them in most effectively develop solutions. This leads to job safety and excellent performance.

5.2.6 Results Relating to the Sixth Objective

The sixth objective was to examine the relationship between knowledge-based career management and improving HRM performance excellence in Palestinian ministries. The Palestinian ministries are paying close attention to the dimension of knowledge-based professional management aimed at improving employees' career progression and improving work professionalism, which helps employees make professional management decisions.

5.2.7 Results Relating to the Seventh Objective

The seventh goal was to investigate the relationship between KM and human resource management practices to improve human resource excellence performance in Palestinian ministries. Palestinian ministries have a moderate interest in the knowledge-based performance excellence dimension, and Palestinian ministries should pay particular attention to this dimension, which is primarily based on measuring

employee satisfaction and the natural relationship with rewards management. There appears to be a direct relationship between reward management and knowledge-based professional management and their role in improving performance

5.2.8 Results Relating to the Eighth Objective

The eighth goal was to determine the KM strategies used by the human resources departments of the Palestinian ministries. The effectiveness of the knowledge working procedures in Palestinian ministries has been moderate and interest in the development and transfer of knowledge should be a priority in order to jointly realize the strategic objectives of the organizations.

5.3. Recommendations

Based on the results and conclusions, the following recommendations can be obtained:

- It is recommended to improve the selection and recruitment processes to attract qualified employees through skills, perspectives, technological knowledge, and distribution strategies.
- It is suggested that departments activate compensation services and assess the techniques used in the implementation of incentive and reward systems for their importance in promoting staff motivation at all levels and their impact on quality services provided to the public.
- It is recommended that departments manage training related to scanning technology, which contributes to excellent future labor administration.
- It is suggested that the department focus on knowledge sharing and disseminate it to all departments to increase performance in excellence.

5.4. Recommendations for further studies

The researcher suggests that more research should be conducted in the following areas:

- Study on the measurement of knowledge and administrative creativity in ministries
- Conducted a study on the barriers that limit the practice of KM in Palestinian ministries.
- Involve senior management in the decision-making process to support the knowledgeprocess.

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Appendixes

Appendix A: Questionnaire Revision

List of Academic and Professional Referees:

Serial	Referee	Place of Work
1	Dr. Akram Hamdan	Arab American University
2	Dr. Yousef Abo Fara	Al-Quds Open University
3	Dr. Huseen Hamaiel	Al Quds Open University
4	Dr. Abdelateef Alodeh	Istiqlal University
5	Dr. Ahmad Herzallah	Quds University
6.	Dr. Khalid Khaseeb	Al-Ahliyya Amman University
.7	Dr. Mohammod Shaheen	Al Quds Open University

Appendix B: Questionnaire-Arabic

استبانة لرسالة علمية

حضرة الدكتور المحترم.

تحية طيبة وبعد،

يقوم الباحث بدراسة لاستكمال متطلبات الحصول على درجة الماجستير في إدارة الموارد البشرية بعنوان: " دمج إدارة المعرفة في ممارسات إدارة الموارد البشرية وعلاقتها بتميز الاداء في الوزارات الفلسطينية"، بهدف تحديد درجة تأثير هذه الممارسات على تعزيز تميز الأداء في إدارة الموارد البشرية.

ولما كنتم من أهل العلم والدراية والاهتمام في هذا المجال، فإنني أتوجه إليكم لإبداء آرائكم وملاحظاتكم القيمة في تحكيم أداة الدراسة الحالية، من حيث مناسبتها لقياس ما وضعت لقياسه، ووضوح الفقرات وسلامة صياغتها اللغوية، وإضافة أي تعديل مقترح ترونه مناسباً، من أجل إخراجها بالصورة المناسبة لتحقيق أهداف الدراسة.

شاكرين ومُقدِّرين حُسن تعاونكم
مع الاحترام

الباحث: مصطفى عبد الهادي
اشراف : أ.د فتح الله غانم

القسم الأول: البيانات الديموغرافية: برجاء وضع إشارة (X) في المكان المناسب.

1	الجنس	<input type="checkbox"/> ذكر	<input type="checkbox"/> انثى
2	الفئة العمرية	<input type="checkbox"/> 30 عام فأقل	<input type="checkbox"/> 31 الى 50
3	المؤهل العلمي	بكالوريوس <input type="checkbox"/>	ماجستير <input type="checkbox"/>
4	سنوات الخبرة	سنوات <input type="checkbox"/> 15 أقل من	سنة 15 من 5 الى <input type="checkbox"/>
5	المنصب الوظيفي	رئيس قسم <input type="checkbox"/>	مدير دائرة <input type="checkbox"/>
6	مكان العمل	ديوان الموظفين <input type="checkbox"/>	الوزارة/ حدد: <input type="checkbox"/>

القسم الثاني: الرجاء وضع إشارة (X) في المكان الذي تراه مناسباً أمام كل فقرة.

م	البيان	درجة الموافقة				
		كبيرة جداً	كبيرة	متوسطة	قليلة	قليلة جداً
التوظيف والاختيار على أساس المعرفة						
1	تخلق طلبات التوظيف الجديدة والمتغيرة باستمرار في عالم العمل تحديات لدى الموارد البشرية.					
2	توفر عملية التوظيف والاختيار مدخلات لتعزيز رأس المال البشري.					
3	يهدف التوظيف إلى سد الاحتياجات الناجمة عن الفجوات المعرفية.					
4	تساعد استراتيجية الاعتماد على الحلول التكنولوجية في تقنين عملية التوظيف.					
5	تحصل المؤسسات التي تستخدم استراتيجية التخصيص في عملية التوظيف على أفراد ذوي كفاءة معرفية عالية					
6	يعد الاعتماد على التوظيف الداخلي للترقيات أساساً للاستفادة من خبرات الموظف المعرفية.					
7	تقدم الوزارة فرصاً وظيفية لجذب الموظفين ذوي الخبرات المعرفية.					
المكافآت القائمة على المعرفة						
1	تعمل إدارة التعويضات كأداة فعالة لتحفيز الموظفين على اكتساب المعرفة .					
2	تصمم المكافآت بناءً على الكفاءة المعرفية للموظفين .					
3	تشجع الحوافز الفردية الموظف على مشاركة المعرفة المكتسبة،					
4	يؤثر التعويض القائم على حسن الأداء في دعم القدرة الاستيعابية لنقل المعرفة .					
5	تؤثر المحفزات الأساسية على تعزيز كسب العمل المعرفي.					
التدريب والتطوير القائم على المعرفة						
1	يعزز التدريب والتطوير من اكتساب معارف جديدة					
2	يعزز التدريب والتطوير من نشر المعرفة الفردية داخل الوزارة.					
3	يعزز تطوير الموظفين القدرة على الاحتفاظ بالمواهب داخل الوزارة					
4	يشتمل التدريب المهارات القيادية اللازمة في تطوير الاداء المبني على المعرفة.					
5	تركز موضوعات التدريب الرئيسية على اكتساب المعرفة الإجرائية لتمكين الموظفين من استخدامها بشكل فعال.					
6	يساعد التدريب المنظم على تقليل "الحوارج" في تطوير ثقافة المعرفة في العمل.					
تقييم الأداء القائم على المعرفة						
1	يعزز استخدام ادارة الاداء كممارسة في قياس الكفاءات المختلفة لتقييم					

					أنشطة إدارة المعرفة داخل الوزارة	
					يعزز تقييم الاداء على تطوير سلوك الموظفين تجاه ادارة المعرفة.	2
					يساهم تقييم الاداء في تسليط الضوء على الفجوة بين المعرفة والممارسة.	3
					يركز تقييم الاداء على الاهداف التنظيمية طويلة المدى لاداء الإدارات المختلفة.	4
					يعزز تقييم الاداء اكتساب (مهارات ومعارف) جديدة من قبل الموظف	5
					يركز تقييم الاداء على التطوير لتحديد الفجوات بين الاداء والاهداف	6
					ينمحو مفهوم إدارة الأداء حول قياس وتحسين المهام المتوقعة المبنية على المعرفة	7

الاحتفاظ بالعاملين على أساس المعرفة

					تعزز المستويات العالية من المعرفة الضمنية من فرص الاحتفاظ بالعاملين	1
					يساهم التزام العاملين المؤهلين معرفيا من زيادة فرص الاحتفاظ بهم	2
					تعزز آليات الاحتفاظ بالعاملين من زيادة القدرة على تخزين المعرفة	3
					تساعد معدلات الاحتفاظ المرتفعة في حماية النسيج الثقافي.	4
					تعزز البيئة التنافسية الاحتفاظ برأس المال الفكري للوزارة.	5
					تشجع الثقافة التنظيمية القائمة على التمكين العاملين على مواصلة العمل بالوزارة.	6

الإدارة المهنية القائمة على المعرفة

					يعزز التقدم المهني للموظفين من خلال زيادة قاعدة معارفهم	1
					تعزز مهنية العمل المعرفي من عملية التحول الكبير في ادارة المهن داخل الوزارة.	2
					يعود الاختيار الواعي للموظف في تفضيله البقاء ضمن مجال خبرته.	3
					تتبنى الوزارة نهجا مهنيا يحافظ على رأس مالها البشري.	4
					يتم تطوير الموظف ذو القيمة المعرفية بشكل استباقي من قبل الوزارة.	5
					تعمل الوزارة على تشجيع موظفيها على الاختيار الذاتي للتطوير الوظيفي دون عوائق.	6
					تركز التعديلات المهنية على تضمين وظائف إدارة المعرفة لملء الفجوات المعرفية داخل الوزارة.	7

تميز الاداء في إدارة الموارد البشرية

					تعتمد الوزارة المعايير والأسس العلمية في تقييم الأداء المهني للموظفين	1
					تلتزم الوزارة باتخاذ الإجراءات اللازمة لتطبيق توصيات لجان تقييم الأداء	2
					توفر الوزارة كل (الأمكانيات والموارد) اللازمة لتحسين القدرة على التميز .	3
					تقوم الوزارة بإجراءات تصحيحية دورية لرفع مستوى كفاءة الأداء المهني للموظفين	4
					تضع الوزارة اهدافا مهنية تمنح الموظف القدرة على معرفة معايير فرص التميز بالأداء .	5
					تعمل الوزارة على تحسين المهارات المهنية غير الموجودة التي يحتاج الموظف لاكتسابها في العمل المهني	6
					تحرص الوزارة على قياس مدى التوافق المهني بين الموظف والمهام	7

				الموكلة اليه داخل المؤسسة	
				تعمل الوزارة على قياس حجم الإنتاج الذي قام به الموظف المتميز من الإنتاج الكلي.	8
				تحرص الوزارة على قياس كيفية تعامل الموظف المتميز مع كل من زملاء العمل .	9
				تحرص الوزارة على قياس مدى قدرة الموظف المتميز بالارتقاء ببيئة العمل خاصته.	10
				تقوم الوزارة بقياس مستوى الانتماء المهني للموظف المتميز تجاه وزارته	11
				تحرص الوزارة على تقديم الحوافز المهنية بطريقة عادلة لمن يستحقها لخلق بيئة تنافسية نظيفة بين الموظفين	12
				تشجع الوزارة على تحسين العلاقة المهنية بين الموظف والإدارة المهنية	13

رابعًا: هذا الجزء اختياري، يمكنكم الإجابة عنه بناء على رغبتكم:

س1: ما التحديات التي تواجه تطبيق الممارسات الادارية المبنية على المعرفة في ادارة الموارد البشرية حسب رأيك؟ برجاء ذكرها وفقا لاهميتها:

- •
- •
- •
- •

س2: ما المقترحات التي تراها مناسبة لتحسين جودة المعرفة في ادارة الموارد البشرية؟

- •
- •
- •
- •

انتهت الأسئلة
مع خالص الشكر لكم

Appendix C: Questionnaire-English

Arab American University
Ramallah Site



الجامعة العربية الأمريكية
موقع رام الله

Dear respected employee,

Subject: Questionnaire for a Master Thesis

The researcher is conducting a study entitled (The Role of knowledge management in human resource management practices and its relationship to performance excellence in Palestinian ministries), which aims to determine the degree to which these practices affect the performance excellence of employees. Therefore, I would like you to fill out the paragraphs of this questionnaire for completing this research.

Simultaneously, I ask you to cooperate with the researcher in filling out this questionnaire accurately and objectively, as the data that will be collected is important and necessary for the success of the research and the completion of the requirements for obtaining a master's degree in human resources management.

Note: The data that will be collected through you will only be used to serve this research and in strict confidence, and there is no need to provide any personal information about you.

For any questions, please do not hesitate to email the researcher at m.abedalhadi1@student.aaup.edu , or contact me at 0568803158

I appreciate your cooperation With respect

Researcher:
Mustafa Abelhadi

First: The demographic data of the respondents: Please answer these data by putting a tick“√”

1	Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female	
2	Age	<input type="checkbox"/> Less than 30 Years	<input type="checkbox"/> 30 to 50 Years	<input type="checkbox"/> More than 50 Years
3	Qualification	<input type="checkbox"/> Bachelor	<input type="checkbox"/> Master	<input type="checkbox"/> Otherwise, Pls. Identify:
4	Years of experience	<input type="checkbox"/> Less than 5 Years	<input type="checkbox"/> 5 to 15 Years	<input type="checkbox"/> More than 15 Years
5	Job position	<input type="checkbox"/> Section Head	<input type="checkbox"/> Department Manager	<input type="checkbox"/> General Director
6	Workplace	<input type="checkbox"/> GPC	<input type="checkbox"/> Ministry, Pls. Identify.....	

Second: The role of Knowledge Management with Human Resource Management Practices.

Please determine the extent to which the following statements apply to the human resource management practices in the organization in which you work. By expressing the degree of your agreement of the availability of the feature in it, you can reflect this through the reality of your personal experience. Note that the answer will be according to the five-point Likert scale (where the maximum value of the scale = five, which means Very Big Degree, and the minimum value of the scale = one, which means very Low Degree), the following table is an explanation of the symbols of the scale:

Very Big Degree	Big Degree	Neutral	Low Degree	Very Low Degree
5	4	3	2	1

No.	statement	5	4	3	2	1
Knowledge-based recruitment and selection						
1	New and ever-changing recruitment application in the world of work create challenges for HR.					
2	The recruitment and selection process provides input to enhance human capital					
3	recruitment aims to fill needs arising from knowledge gaps					
4	The strategy of relying on technology solutions helps in rationalizing the hiring process.					
5	Organizations that use the personalization strategy in the recruitment process obtain individuals with high knowledge competency					
6	Relying on internal recruitment for promotions is the basis for benefiting from the employee's knowledge expertise.					
7	The Ministry offers career opportunities to attract employees with knowledgeable expertise.					
Knowledge-based compensation and rewards						
1	Compensation serves as an effective tool to motivate employees to acquire knowledge					

2	Rewards are designed based on the cognitive competency of employees					
3	Individual incentives encourage the employee to share the knowledge gained					
4	Performance-based compensation supports the absorptive capacity for knowledge transfer.					
5	Primary motivators affect the enhancement of cognitive work gain					
Knowledge-based training and development						
1	Training and development enhance the acquisition of new knowledge					
2	Training and development enhance the dissemination of individual knowledge within the ministry.					
3	Staff development enhances the ability to retain talent within the ministry					
4	The training includes the leadership skills needed to develop knowledge-based performance.					
5	Key training topics focus on acquiring procedural knowledge to enable employees to use it effectively.					
6	Structured training helps reduce “barriers” in developing a culture of knowledge at work.					

Knowledge-based performance management					
1	Enhances the use of performance management as a transaction in measuring the various competencies in KM activities within the ministry				
2	Performance evaluation promotes the development of employee behavior towards KM.				
3	Performance evaluation highlights the gap between knowledge and practice.				
4	Performance evaluation focuses on long-term organizational objectives for the performance of different departments.				
5	Performance evaluation enhances the acquisition of new (skills and knowledge) by the employee				
6	Performance evaluation focuses on development to identify gaps between performance and goals				
7	The concept of performance management is about measuring and understanding expected knowledge-based tasks				
Knowledge-based retention management					
1	Enhanced levels of implicit knowledge of the chances of retaining employees				
2	The commitment of knowledge-qualified workers increases the chances of their retention				

3	Retention mechanisms enhance staff to increase knowledge storage capacity					
4	High retention rates help protect the cultural fabric.					
5	The competitive environment promotes the retention of the intellectual capital of the Ministry.					
6	The empowering culture encourages work in progress to continue work accomplished.					
Knowledge-based career management						
1	Enhanced professional progress of employees by increasing their knowledge base					
2	The professionalism of knowledge work enhances the process of significant transformation in the management of professions within the ministry.					
3	The employee's conscious choice is due to the preference to stay within his or her area of expertise.					
4	The ministry adopts a professional approach that preserves its human capital.					
5	The employee of cognitive value is developed proactively by the ministry.					
6	The Ministry encourages its employees to self-selection for career development without hindrances.					
7	Professional modifications focus on including KM functions to fill knowledge gaps within the ministry.					

Excellence of performance in human resources management					
1	The Ministry adopts scientific standards and foundations in evaluating the professional performance of employees				
2	The Ministry is committed to taking the necessary measures to implement the recommendations of the performance evaluation committees.				
3	The Ministry provides all (potential and resources) necessary to improve the ability to excel.				
4	The Ministry is taking corrective measures to raise the level of professional performance efficiency of employees.				
5	The Ministry sets objectives that give the employee the ability to know the criteria for performance excellence opportunities.				
6	The Ministry works to improve the non-existent professional skills that the employee needs to acquire in professional work.				
7	The ministry is keen to measure the extent of professional compatibility between the employee and the tasks assigned to him.				
8	The ministry is working to measure the volume of production carried out by the distinguished employee of total production.				
9	The ministry is keen to measure how the distinguished employee deals with each of the co-workers.				
10	The Ministry is keen to measure the ability of the distinguished employee to improve his working environment.				
11	The ministry measures the level of professional affiliation of the distinguished employee towards his ministry.				

12	The ministry is keen to give professional incentives in a fair way to those who deserve them to create a clean competitive environment that builds employees.					
13	The ministry encourages the improvement of the professional relationship between the employee and the professional management.					

Third: This part is optional; you can answer it at your request:

Q1: What are the challenges in applying knowledge-based management practices in human resources management, do you think? Please mention them according to their importance.

• .

Q2: What suggestions do you have for improving the quality of human resource management knowledge?

• .

The end of questionnaire

With my sincere thanks to you,

Appendix D: Correlation Coefficient

CORRELATION COEFFICIENT OF EACH ITEM OF “KNOWLEDGE-BASED RECRUITMENT AND SELECTION” AND THE TOTAL DOMAIN.

Item	Correlation Coefficient (Spearman)	P-Value
New and ever-changing recruitment application in the world of work create challenges for HR.	.568**	.000
The recruitment and selection process provides input to enhance human capital	.736**	.000
recruitment aims to fill needs arising from knowledge gaps	.768**	.000
The strategy of relying on technology solutions helps in rationalizing the hiring process.	.621**	.000
Organizations that use the personalization strategy in the recruitment process obtain individuals with high knowledge competency	.731**	.000
Relying on internal recruitment for promotions is the basis for benefiting from the employee's knowledge expertise.	.682**	.000
The Ministry offers career opportunities to attract employees with knowledgeable expertise.	.710**	.000

** . Correlation is significant at 0.01 level (2-tailed).

***CORRELATION COEFFICIENT OF EACH ITEM OF “KNOWLEDGE-BASED
COMPENSATION AND REWARDS” AND THE TOTAL DOMAIN.***

Item	Correlation Coefficient (Spearman)	P-Value
Compensation serves as an effective tool to motivate employees to acquire knowledge	.763**	.000
Rewards are designed based on the cognitive competency of employees	.747**	.000
Individual incentives encourage the employee to share the knowledge gained	.749**	.000
Performance-based compensation supports the absorptive capacity for knowledge transfer.	.760**	.000
Primary motivators affect the enhancement of cognitive work gain	.736**	.000

** . Correlation is significant at 0.01 level (2-tailed).

CORRELATION COEFFICIENT OF EACH ITEM OF “KNOWLEDGE-BASED TRAINING AND DEVELOPMENT” AND THE TOTAL DOMAIN.

Item	Correlation Coefficient (Spearman)	P-Value
Training and development enhance the acquisition of new knowledge	.684**	.000
Training and development enhance the dissemination of individual knowledge within the ministry.	.666**	.000
Staff development enhances the ability to retain talent within the ministry	.718**	.000
The training includes the leadership skills needed to develop knowledge-based performance.	.730**	.000
Key training topics focus on acquiring procedural knowledge to enable employees to use it effectively.	.720**	.000
Structured training helps reduce “barriers” in developing a culture of knowledge at work.	.725**	.000

** . Correlation is significant at 0.01 level (2-tailed).

CORRELATION COEFFICIENT OF EACH ITEM OF “KNOWLEDGE-BASED PERFORMANCE MANAGEMENT” AND THE TOTAL DOMAIN.

Item	Correlation Coefficient (Spearman)	P-Value
Enhances the use of performance management as a transaction in measuring the various competencies in KM activities within the ministry	.837**	.000
Performance evaluation promotes the development of employee behavior towards KM.	.826**	.000
Performance evaluation highlights the gap between knowledge and practice.	.817**	.000
Performance evaluation focuses on long-term organizational objectives for the performance of different departments.	.795**	.000
Performance evaluation enhances the acquisition of new (skills and knowledge) by the employee	.832**	.000
Performance evaluation focuses on development to identify gaps between performance and goals	.817**	.000
The concept of performance management is about measuring and understanding expected knowledge-based tasks	.801**	.000

** . Correlation is significant at 0.01 level (2-tailed).

***CORRELATION COEFFICIENT OF EACH ITEM OF “KNOWLEDGE-BASED
RETENTION MANAGEMENT” AND THE TOTAL DOMAIN.***

Item	Correlation Coefficient (Spearman)	P-Value
Enhanced levels of implicit knowledge of the chances of retaining employees	.785**	.000
The commitment of knowledge-qualified workers increases the chances of their retention	.802*	.000
Retention mechanisms enhance staff to increase knowledge storage capacity	.736**	.000
High retention rates help protect the cultural fabric.	.768**	.000
The competitive environment promotes the retention of the intellectual capital of the Ministry.	.777**	.000
The empowering culture encourages work in progress to continue work accomplished.	.772**	.000

** . Correlation is significant at 0.01 level (2-tailed).

CORRELATION COEFFICIENT OF EACH ITEM OF "KNOWLEDGE-BASED CAREER MANAGEMENT" AND THE TOTAL DOMAIN.

Item	Correlation Coefficient (Spearman)	P-Value
Enhanced professional progress of employees by increasing their knowledge base	.774**	.000
The professionalism of knowledge work enhances the process of significant transformation in the management of professions within the ministry.	.755**	.000
The employee's conscious choice is due to the preference to stay within his or her area of expertise.	.730**	.000
The ministry adopts a professional approach that preserves its human capital.	.755**	.000
The employee of cognitive value is developed proactively by the ministry.	.754**	.000
The Ministry encourages its employees to self-selection for career development without hindrances.	.780**	.000
Professional modifications focus on including KM functions to fill knowledge gaps within the ministry.	.778**	.000

** . Correlation is significant at 0.01 level (2-tailed).

CORRELATION COEFFICIENT OF EACH ITEM OF EXCELLENCE OF PERFORMANCE IN HRM” AND THE TOTAL DOMAIN.

Item	Correlation Coefficient (Spearman)	P-Value
The Ministry adopts scientific standards and foundations in evaluating the professional performance of employees	.771**	.000
The Ministry is committed to taking the necessary measures to implement the recommendations of the performance evaluation committees.		
The Ministry provides all (potential and resources) necessary to improve the ability to excel.	.759**	.000
The Ministry is taking corrective measures to raise the level of professional performance efficiency of employees.	.733**	.000
The Ministry sets objectives that give the employee the ability to know the criteria for performance excellence opportunities.	.723**	.000
The Ministry works to improve the non-existent professional skills that the employee needs to acquire in professional work.	.730**	.000
The ministry is keen to measure the extent of professional compatibility between the employee and the tasks assigned to him.	.724**	.000
The ministry is working to measure the volume of production carried out by the distinguished employee of total production.	.728**	.000
The ministry is keen to measure how the distinguished employee deals with each of the co-workers.	.700**	.000
The Ministry is keen to measure the ability of the distinguished employee to improve his working environment.	.694**	.000
	.671**	.000

The ministry measures the level of professional affiliation of the distinguished employee towards his ministry.	.779**	.000
The ministry is keen to give professional incentives in a fair way to those who deserve them to create a clean competitive environment that builds employees.	.733**	.000
The ministry encourages the improvement of the professional relationship between the employee and the professional management.	.738**	.000

** . Correlation is significant at 0.01 level (2-tailed).

Appendix E: Normality Test

Descriptive

			Statistic	Std. Error
Recruitment and selection	Mean		3.5543	.04895
	95% Confidence Interval for	Lower Bound	3.4578	
	Mean	Upper Bound	3.6507	
	5% Trimmed Mean		3.5646	
	Median		3.5714	
	Variance		.539	
	Std. Deviation		.73427	
	Minimum		1.71	
	Maximum		5.00	
	Range		3.29	
	Interquartile Range		1.00	
	Skewness		-.348	.162
	Kurtosis		-.239	.323
	Mean		3.3138	.06010
Compensation and rewards	95% Confidence Interval for	Lower Bound	3.1953	
	Mean	Upper Bound	3.4322	
	5% Trimmed Mean		3.3402	
	Median		3.4000	

	Variance		.813	
	Std. Deviation		.90150	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.20	
	Skewness		-.436	.162
	Kurtosis		-.024	.323
	Mean		3.6319	.05271
	95% Confidence Interval for	Lower Bound	3.5280	
	Mean	Upper Bound	3.7357	
	5% Trimmed Mean		3.6646	
	Median		3.8333	
	Variance		.625	
Training and development	Std. Deviation		.79066	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.00	
	Skewness		-.689	.162
	Kurtosis		.325	.323
	Mean		3.4705	.06047
Performance management	95% Confidence Interval for	Lower Bound	3.3513	
	Mean	Upper Bound	3.5896	

	5% Trimmed Mean		3.4949	
	Median		3.7143	
	Variance		.823	
	Std. Deviation		.90706	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.00	
	Skewness		-.421	.162
	Kurtosis		-.279	.323
	Mean		3.4393	.05728
	95% Confidence Interval for	Lower Bound	3.3264	
	Mean	Upper Bound	3.5521	
	5% Trimmed Mean		3.4691	
	Median		3.5000	
	Variance		.738	
Retention	Std. Deviation		.85913	
management	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.00	
	Skewness		-.542	.162
	Kurtosis		.277	.323
Career management	Mean		3.4597	.05424

	95% Confidence Interval for	Lower Bound	3.3528	
	Mean	Upper Bound	3.5666	
	5% Trimmed Mean		3.4765	
	Median		3.5714	
	Variance		.662	
	Std. Deviation		.81353	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.00	
	Skewness		-.364	.162
	Kurtosis		-.025	.323
	Mean		3.2533	.05819
	95% Confidence Interval for	Lower Bound	3.1387	
	Mean	Upper Bound	3.3680	
	5% Trimmed Mean		3.2746	
	Median		3.3077	
Excellence of performance	Variance		.762	
	Std. Deviation		.87278	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.15	

Skewness	-.394	.162
Kurtosis	.041	.323

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Recruitment and selection	.085	225	.000	.978	225	.001
Compensation and rewards	.097	225	.000	.969	225	.000
Training and development	.150	225	.000	.953	225	.000
Performance management	.129	225	.000	.964	225	.000
Retention management	.112	225	.000	.962	225	.000
Career management	.111	225	.000	.976	225	.001
Excellence of performance	.097	225	.000	.974	225	.000

a. Lilliefors Significance Correction

الملخص

تهدف هذه الدراسة إلى تحديد العلاقة بين دور إدارة المعرفة في ممارسات إدارة الموارد البشرية وتميز الأداء في الوزارات الفلسطينية. ولتحقيق ذلك استخدم الباحث منهجًا مختلطًا (كميًا ونوعيًا) باستخدام الاستبيانات والمقابلات للحصول على البيانات اللازمة من جميع الوزارات الحكومية لتوضيح العلاقة بين كيف يمكن لإدارة المعرفة أن تعزز أداء التميز في إدارة الموارد البشرية، فهناك حاجة ملحة لدى الوزارات الفلسطينية للاستخدام والاستفادة من إدارة المعرفة والوسائط التكنولوجية التي تعزز أداء إدارة الموارد البشرية، ونتيجة لذلك، ستسهل العمل المؤدي إلى الأداء المتميز. أظهرت النتائج أن إدارة المعرفة تستخدم في عمل الوزارات مع ممارسات الموارد البشرية، ولكن ليس في نموذج التهيئة الكامل لها، حيث تتكون إدارة المعارف من أربع ركائز رئيسية تتمثل في الحصول على المعرفة المكتسبة، واستخدامها، ومشاركتها، وتخزينها. من المقابلات أن مشاركة المعرفة مع الآخرين تمثل أكثر تقييدًا تجاه أداء الموظفين، مما يؤثر سلبيًا على أدائهم. ونتيجة لذلك، فإن اكتساب المعرفة يكلف الكثير من المال والوقت، من خلال التدريب وتطوير الموارد البشرية لاستخدامها ومشاركتها مع زملاء العمل الآخرين.

يوصي الباحث بأن يقوم ديوان الموظفين العام -الذي يعمل كمظلة لجميع الوزارات- بتشجيع الموظفين على اكتساب المعرفة لاستخدامها ومشاركتها مع الموظفين وفي نفس الوقت تخزينها في قاعدة بيانات لتتمكن الكوادر الوظيفية من الوصول إليها.

الكلمات المفتاحية: إدارة المعرفة، ممارسات إدارة الموارد البشرية، الوزارات الفلسطينية، ديوان الموظفين العام.