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## Knowledge and performance management of the work of technical supervisors in the sports activity department of education directorates in Iraq

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### Abstract

The current research sheds light on identifying two things: the first is the level of use of knowledge management, and the second is knowing the level of performance among technical supervisors working in the school and sports activity departments affiliated with education directors in Iraq. The research sample reached (180) technical supervisors, where the researcher used a knowledge management scale that includes (25) paragraph and the performance measure (4) paragraph. It was applied to the sample and then the data was processed statistically. The results indicated that the level of knowledge management among technical supervisors in the school and sports activity departments was high, while the performance measure was low. One of the most important recommendations is to conduct studies. Follow up and hold seminars and scientific research related to the level of knowledge management and performance development among technical supervisors in all departments of school and sports activity affiliated with the directorates of education in Iraq, in order to advance the reality of school and sports activities in Iraq.

**Keywords:** Knowledge management measure, performance measure, technical supervisors

### Introduction

Knowledge management has become a phenomenon that has attracted the attention of experts in management science and has become an important factor in directing economies, societies and societies towards knowledge and relying on knowledge as a source of real revolution to achieve the changes and goals set.

Through the researcher's work as a physical education teacher and in constant contact and communication with sports and school activities, he sees the importance of the study in that the need of the Ministry of Education, and in particular the Directorate of School and Sports Activity, for such a study, which seeks to add standards for sports technical supervisors in the school and sports activity department and keep pace with development and modern change, forming positive trends, developing ways to overcome the negatives, as well as creating supervisors and administrative technicians with competence and ability to manage and lead school and sports activities and develop sports activities in the directorate.

### Research problem

This development in knowledge management may increase with the development in information, through the transition from the specialized functional technical role to the cognitive role, by making everyone aware of the fact that information is an important resource that requires it to be managed as other organizational resources are managed, including human resources, and at a time when The term knowledge management has become common in the information environment. And to deal with these developments, it has therefore become necessary to prepare technical supervisors in numbers that suit these variables and deal with them. Hence, the research problem arises in trying to identify the extent of the use of knowledge management among technical supervisors in the departments of school and sports activity in the education directorates in Iraq. Therefore, the researcher saw an urgent need to build a management scale. Knowledge and its relationship to the performance of technical supervisors.

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## Research objectives

### The research aims to

1. Building a knowledge and performance management measure for technical supervisors in the school and sports activity department in Iraq.
2. Identifying the level of knowledge of technical supervisors in the School and Sports Activity Department in Iraq.
3. Identifying the level between knowledge management and the performance of technical supervisors in the school and sports activity department in Iraq.

### Research methodology

Following certain logical steps in dealing with problems or phenomena and addressing scientific issues to reach the discovery of the truth. Therefore, the researcher chose the descriptive approach using the survey method because it suits the nature of his study.

## Research sample

Saleh Muhammad states that the research community is a systematic scientific term that refers to everyone to whom the results of the research can be generalized, according to the objective field of the research problem.

The objectives set by the researcher for his study and the procedures he uses will determine the nature of the sample that he will choose. Therefore, the sample was chosen intentionally from all departments of school and sports activity in the educational directorates in Iraq, where the number of sample members reached (20) supervisors for the exploratory experiment, and the experiment sample was (82) supervisors, with a percentage of (74.54%), as the total sample number reached (180) supervisors representing (17) education directorates in Iraq, which were chosen randomly to generalize the results of his study. Table 1, shows the distribution of the sample members in the research.

**Table 1:** Shows the number of technical supervisors in the school and sports activity department in Iraq, exploratory experiment sample, the preparation sample and their percentages

No	Name of the General Directorate of Education	Number of members of the original community	Number of members of the survey sample	Number of members of the main sample
1.	General Directorate of Maysan Education	12	-	15
2.	General Directorate of Basra Education	13	-	13
3.	General Directorate of Dhi Qar Education	9	1	8
4.	General Directorate of Wasit Education	10	-	10
5.	General Directorate of Muthanna Education	8	3	5
6.	General Directorate of Education in Al-Qadisiyah	8	-	8
7.	General Directorate of Education, Babylon	10	-	10
8.	General Directorate of Education, Najaf	11	2	9
9.	General Directorate of Karbala Education	12	1	11
10.	General Directorate of Education of Rusafa I	10	1	9
11.	General Directorate of Education of Rusafa II	9	2	7
12.	General Directorate of Education of Rusafa III	11	1	10
13.	General Directorate of Salah al-Din Education	13	1	9
14.	General Directorate of Education in Diyala	11	2	9
15.	General Directorate of Karkh Education I	13	1	8
16.	General Directorate of Karkh Education II	10	2	8
17.	General Directorate of Karkh Education III	10	1	13
Total		180	18	162

## Procedures for constructing the scale

They are as follows:

**Determine the idea of the scale:** One of the first steps that the researcher takes is: the step of defining the idea of the scale and the justifications for its design, which is "one of the most important steps and the first to be considered because it allows the person designing the scale to access the main approaches and ideas on which he will base his design." The researcher defined the idea of the scale, in a clear and understandable way, by defining. The subject of the phenomenon to be studied by preparing a measure for knowledge management and performance in unions.

## Determine the scale areas

After reviewing theoretical studies and related research, and through analyzing Arab and foreign theoretical references and research in the field of sports management and organization, public administration, and some standards related to the subject, the researcher was able to identify two areas (knowledge management and the performance of technical supervisors). The researcher created a questionnaire to survey the opinions of experts. And specialists about the validity of the scale's domains and their definitions developed by the researcher and the answer alternatives, as in Table 2.

**Table 2:** Provides a questionnaire to survey the opinions of experts and specialists

No	Domain	Domain naming after agreement and acceptance	Number of those who agreed	Number of non-agrees	Percentage of agreement	Rule of agreement
1.	Knowledge management	the label itself	14	1	92.85%	acceptable
2.	Performance of technical supervisors	the label itself	14	2	85.71%	acceptable

It is clear from Table 2, that the percentage of agreeing experts' opinions was (92.85%) on the validity of the scale's areas of knowledge performance, and the percentage for the technical supervisors' performance scale was (85.71%), and the number of experts was (14), and the researcher prepared the scale's items. To measure the situation, this step is one of the basic foundations in building standards. The researcher developed the scale in its initial form, which includes (33) items containing positive and negative statements distributed into two areas. The knowledge management axis occupied (25) items, and the technical supervisors' performance axis occupied (4) items, and through the definitions presented to the experts for each of the five areas, as well as verification of the scale. The five-point estimate given the five answer alternatives. The phrase (very low) was given a weight of (1) degree, the phrase (low) was given a weight of (2) degrees, the phrase (medium) was given a weight of (3) degrees, the phrase (high) was given a weight of (4) degrees and (Very high), the weight was given (5) degrees.

After briefing the experts on the field and its paragraphs, as well as the five-point Likert rating scale, the researcher gave each expert the freedom to make any amendment, addition, or deletion to the paragraphs and answer alternatives. After that, the experts and specialists in the field of sports management expressed their observations and opinions, and suggested deleting (4) paragraphs. (29) Items were retained, distributed over two domain (Appendix 2), which obtained an expert agreement rate of (87.87%).

The exploratory experiment was conducted from 1/20/2022 to 1/29/2022 on a random sample of (30) teachers from the research sample. The sample members were asked to write down their written comments on the paragraphs that were not understood, and after discussing the paragraphs and instructions with the sample of the exploratory experiment turned out to be understandable and does not require modification. After the researcher conducted the experiment, it became clear that the answer to the scale, with its 29 items, was clear, and that the time taken was between (15-20) minutes. Thus, the scale became ready to be applied to the research sample.

## Validity of the scale

### Content veracity

This type of honesty was achieved when the researcher prepared the scale and defined its domains and paragraphs with the help of a group of expert professors in the field of administration, psychology, physical education, sports sciences, public administration, tests and measurement, and adopting a percentage of (85.71%) or more of their opinions in accepting the domains and their paragraphs.

### Construct validity

The researcher relied on two methods for analyzing the items to achieve construct validity: the two-group method and the internal consistency coefficient, which is the best type of validity suitable for constructing scales, because it depends on experimental verification of the extent to which the scores of the items match the characteristic or concept to be measured.

### Discriminatory ability

#### The two-party group method

Detection of distinctive and non-distinctive paragraphs. The researcher analyzed the scale items statistically in order to extract the distinguishing power of each item and select the distinctive items. The process of calculating the discriminatory power of items is a very important step in building the scale and one of the common methods for analyzing scale items. The discriminatory power is revealed by knowing the total score of the sample members' answers. Then the questionnaires are arranged in descending order. For the purpose of demonstrating the distinctiveness of the items, the items of both groups were subjected to the T-test. The t-test, which is statistically significant at the significance level (0.05), is considered an indicator of the differentiation of the items. The t-values obtained from the test results ranged from (3,943-13,823), which is higher than the tabular t-value, the significance level (0.05), and thus all of the paragraphs are considered distinctive, except for one paragraph that was not distinctive at this level. Table 3, indicates the results calculated using the two extreme groups method.

**Table 3:** The arithmetic mean, standard deviations, and T value calculated for the upper and lower groups of the scale expressions

No	Lower groups		Upper groups		T-value	Difference type	The real moral
	Standard deviations	Mean	Standard deviations	Mean			
1.	0.752	1.833	0.786	4.428	6,046	moral	0.00
2.	1.329	2.166	0.755	4.714	8.337	moral	0.00
3.	0.894	2.00	0.951	4.285	11.541	moral	0.00
4.	0.983	2.166	0.951	4.428	8.438	moral	0.00
5.	0.404	1.181	0.504	3.636	12.589	moral	0.00
6.	0.983	1.833	0.755	.285	13.832	moral	0.00
7.	0.516	1.667	0.577	4.004	11.943	moral	0.00
8.	0.408	1.667	0.577	3.714	7.357	moral	0.00
9.	0.00	1.00	1.069	3.857	6.504	moral	0.00
10.	0.816	1.666	0.487	4.714	8.326	moral	0.00
11.	0.752	1.833	0.755	4.285	5.842	moral	0.00
12.	0.408	1.166	0.755	3.714	7.357	moral	0.00
13.	0.816	1.166	0.377	4.851	7.644	moral	0.00
14.	0.894	2.00	0.816	4.00	9.291	moral	0.00
15.	0.894	2.00	0.89	1.857	6.091	Not moral	0.00
16.	0.00	1.100	0.934	3.454	8.714	moral	0.00
17.	0.504	1.363	0.820	3.545	7.515	moral	0.00
18.	0.00	1.00	0.820	3.454	9.925	moral	0.00
19.	0.405	1.181	0.504	3.363	12.589	moral	0.00
20.	0.467	1.272	0.646	3.727	10.205	moral	0.00

21.	0.467	1.272	0.301	3.909	15.727	moral	0.00
22.	0.504	1.363	0.504	3.636	10.564	moral	0.00
23.	0.504	1.363	0.924	3.363	6.299	moral	0.00
24.	0.504	1.363	0.301	3.909	14.364	moral	0.00
25.	0.504	1.363	0.603	3.818	10.354	moral	0.00
26.	0.504	1.363	0.467	3.727	11.402	moral	0.00
27.	0.646	1.272	0.404	3.812	11.068	moral	0.00
28.	0.687	1.454	0.301	3.909	10.843	moral	0.00
29.	0.504	1.363	0.522	3.545	9.965	moral	0.00

### 2.3.6 Internal consistency coefficient

The internal consistency coefficient is used to determine the extent of consistency of the items in their measurement of the measured behavioral phenomenon. The researcher used this method to distinguish it as follows. The discriminatory power of the item is similar to the discriminatory power of the scale. The ability to highlight the interconnection between the scale items. The value of this indicator was extracted using the Pearson correlation coefficient between the score of each item and the total score of the scale. Item (8) was not consistent for all members of the preparation sample, which numbered (162) supervisors, using the statistical package (SPSS). Table 4, shows the results of the correlation coefficients and they were significant.

**Table 4:** Pearson's simple correlation coefficient for scale statements with the total score

No	Correlation coefficient	No	Correlation coefficient
1.	0.58*	17	0.67*
2.	0.33*	18	0.69*
3.	0.49*	19	0.70*
4.	0.56*	20	0.63*
5.	0.37*	21	0.59*
6.	0.62*	22	0.56*
7.	0.42*	23	0.42*
8.	0.27	24	0.62*
9.	0.53*	25	0.60*
10.	0.65*	26	0.69*
11.	0.528*	27	0.50*
12.	0.69*	28	0.58*
13.	0.56*	29	*0.57
14.	0.78*		
15.	0.67*		
16.	0.46*		

### Reliability

To verify the stability of the scale, the researcher used two methods: split-half and Cronbach. To calculate the reliability in this method, the researcher relied on the data of a basic sample of (162) technical supervisors. The statistical package (SPSS) was used, and the correlation coefficient between the two halves was (0.768) However, this value represents the reliability coefficient of half the test, so the reliability coefficient of the test as a whole must be modified, and therefore Spearman-Brown was used to correct the correlation coefficient. After correction, the reliability coefficient became (0.928) and at a level of moral significance (0.00), which is a high reliability coefficient. It can be relied upon to estimate the reliability of the test.

**Table 5:** Shows the values obtained from the stability coefficients

Stability effect	Value
Half-split correlation coefficient	0.768
Correlation coefficient after correction	0.928

### Objectivity of the scale

After transcribing and returning the test data, it was found that all the statements in the sample were clearly visible. Another feature of it is that the options are multiple choice questions and do not accept answers with more than one option. There is no statement about public answers because the questionnaire is considered to be very objective and it is impossible to dispute the results achieved. Sample subjects.

### Description of the knowledge management measure and the performance of technical supervisors

The knowledge management scale and the performance scale for technical supervisors in its final form consist of (29) items, including (27) positive items, (2) negative items, and the performance measure for technical supervisors (4) items.

The scale also included information about the respondent and instructions guiding him on how to answer the scale. At the end of the scale was an answer sheet, which included information about the respondent, and fields for answering each item under the appropriate alternatives (low, very low, medium, high, very high). The total score of the scale ranged between (1-5).

### Application of the scale

After the scientific procedures for the scale were conducted, it became ready for application, and the scale was applied to the research sample of (162) individuals for the period from 2/3/2022 to 3/25/2022, as the researcher distributed the questionnaires to the research sample and clarified the importance of accuracy and frankness when answering its paragraphs. Respondents are made aware of the researcher's keenness and interest in the subject of his research. After completing the application procedure and collecting the questionnaires, their number was (159), after (3) were excluded due to incomplete answers to them, so the total number became (159) questionnaires, and the data was transcribed in preparation for subjecting it to statistical analysis to reach the final version of the scale.

### View and analyze the results

#### Presentation of the results of the knowledge management domain

**Table 6:** Displaying the results of the arithmetic means, standard deviations, and level of the research sample individuals' response scores

No	Paragraph	Mean	Medium	Standard deviations	Level
1.	The existence of a specific process that transforms the supervisor's tacit knowledge into explicit knowledge.	4.44	5	1.72	High
2.	Information systems that increase the organizational knowledge of technical supervisors.	2.84	2	1.72	Low
3.	The emergence of a distinct scientific vision and background in the field of knowledge among technical supervisors.	4.56	5	1.62	High
4.	The extent to which technical supervisors share knowledge and experience.	4.25	4	1.57	High
5.	Learning rate and frequency of errors among technical supervisors.	4.41	4	1.61	High
6.	The average amount of knowledge produced annually among technical supervisors and the average number of new ideas annually.	4.95	4	1.62	High
7.	There is a place for technical supervisors to implement new theories and concepts.	2.13	3	1.42	Low
8.	Ideas are managed systematically, for example through a suggestion system, the establishment of intellectual workspaces, and advisory boards with technical advisors.	4.72	5	1.58	High
9.	The possibility of using the technical supervisor to know the organizational goals.	2.19	3	1.59	Low
10.	Identify key supervisors to record and maintain their knowledge.	4.50	5	1.67	High
11.	The possibility of the technical supervisor using knowledge in decision-making.	3.50	3	1.76	High
12.	The possibility of recording and maintaining the knowledge of the technical supervisor.	4.78	5	1.49	High
13.	The extent of interest in research and valuable experiences.	4.34	4	1.60	High
14.	The level of recording and storing information of technical supervisors.	2.50	3	1.62	Low
15.	Maintaining and documenting the information of the Sports Activity Department.	4.75	5	1.62	High
16.	Encouraging students and the media to share their knowledge and be considered.	3.63	3	1.75	High
17.	The presence of capabilities in terms of contributing or dividing knowledge among technical supervisors Distribution of teamwork among technical supervisors.	2.44	3	1.72	Low
18.	There is sufficient confidence among technical supervisors to provide them with the cognitive aspect.	3.75	4	1.67	High
19.	Technical supervisors meet continuously to exchange information between them.	4.78	5	1.49	High
20.	Technical supervisors meet continuously to exchange information between them.	2.16	3	1.68	Low
21.	The amount of decision making is correct and safe according to the knowledge available to the technical supervisors.	3.88	4	1.66	High
22.	Holding meetings with supervisors for feedback between behavior and results in technical supervisors.	4.06	4	1.72	High
23.	The amount of regulation equipped with electronic memory.	4.13	4	1.79	High
24.	Retaining, documenting and benefiting from lessons.	3.56	3	1.76	High
25.	The existence of mechanisms to update the knowledge stored by technical supervisors.	2.84	2	1.72	Low
	Total domain	4.507	4.665	0.477	High

### Analyze and discuss the topic of knowledge management

From the table above it is clear that the statement (6) represented by (the average value of knowledge production and new ideas among technical supervisors) ranked first in the knowledge management scale with an arithmetic mean of (4.94) and a standard deviation of (1.62), which is the high level score, and that the statement (25) (Holding meetings with supervisors for feedback between behavior and results among technical supervisors) ranked last with an arithmetic mean (2.84) and a standard deviation (1.72), which is a low level score. As the table above shows the arithmetic mean for the overall scale (4.507) and a standard deviation (0.477). It is the degree of high level, as the table above shows (19) statements out of (25) were at the high level, and (6) were at the low level.

The researcher believes that the important issues in most works are knowledge storage and how to manage it that is proportional to the size of the activity to cover all the requirements of that activity. The sample was given the importance of this measure to facilitate and facilitate leadership and facilitate the work of technical supervisors working in sports activity in covering all activities and on the internal and external levels in the governorate, as well as the knowledge aspect, helps in the organization process. Therefore, knowledge management must be present among those working in this field. Knowledge management is a collection of processes that lead to the creation, dissemination and distribution of knowledge and benefiting

from knowledge, and it is considered one of the basic tasks for every job.

The researcher believes that knowledge management is part of the management of technical and field work through organization, planning, control and other management elements, and that the knowledge management standard is of great importance in the level of work of technical supervisors and among the things that help in the success of sports activity departments and achieving their goals. This is what was confirmed by Rabhi Mustafa: "Knowledge management is planning, organizing, controlling, coordinating, and synthesizing knowledge and all matters related to intellectual capital, processes, capabilities, and personal and organizational potentials to achieve the greatest possible positive impact on the competitive advantage that the organization seeks, in addition to the work of perpetuating knowledge, exploiting it, investing it, and providing facilities." necessary for it. The researcher believes that the development in sports management has been reflected positively on the technical supervisors in achieving achievement and achieving championships, and this has also been reflected on all those working in this field, the administrative and intellectual side, and this is confirmed by "Mohamed Gad Al-Rab that the creative skills resulting from Different and distinct thinking and interpretation of all available organizational resources and all environmental and competitive conditions and factors to achieve achievement.

**Table 7:** Displaying the results of the arithmetic means, standard deviations, and level of the research sample individuals' response scores

No	From the perspective of members of technical supervisors and sports institutions	Mean	Medium	Standard deviations	Level
1.	How do you see the efficiency and performance of technical supervisors in managing sports activities?	2.431	2	1.390	Low
2.	How do you see the efficiency of technical supervisors and their performance in managing sports activities in the districts and districts of the governorate?	2.665	3	1.573	Low
3.	How do you see the efficiency of technical supervisors and their performance in managing sports activities in the districts and districts of the governorate?	2.92	3	1.28	Low
4.	How do you see the efficiency of technical supervisors and their performance in managing sports activities in the districts and districts of the governorate?	2.54	3	1.66	Low

From the table above it is clear that statement (4) all items of the scale scored at a low level. The researcher attributes several matters and reasons that would make the performance level of technical supervisors at the external level, even if this development was relative, but it does not lead to the level of ambition, and this requires to strategic management.

The researcher also attributes the absence of specialists in some departments of sports activity in the directorates and the absence of plans and goals for activities at the internal

and external levels of the governorate that would establish the performance process in these departments. The evaluation process for sports activities, the strategic direction of managing and measuring their results, and periodic review of them are among the most important steps, especially after Management science has reached the concept of management by objectives. No public relations practitioner will be able to improve his performance without evaluating the activities he practices.

**Table 8:** Displaying the results: arithmetic means, standard deviations, percentage, rank, level, grades, responses of members of the research sample on domain

No	Domain	Mean	Medium	Standard deviations	Parentage	Rank	Level
1.	knowledge management	4.69	5	0.63	70%	3	High
2.	Performance of technical supervisors	2.69	3	0.63	70.5%	2	Low

The researcher attributes this to the fact that some members of the sample of technical supervisors had certificates and were armed with administrative experience, as a result of their service in this field of administration, and thus the reflection of these combined characteristics of them in their work. As for the performance measure, which was a low level, this is attributed to several reasons, either negligence by Those in charge of this field or weak financial capabilities, and this reflects negatively on the performance of technical supervisors in this field.

## Conclusion and Recommendations

### Conclusion

1. The items on the knowledge management scale appeared at a high level, with the exception of items (2,7,9,14,17,20,25), which were at a low level, but the entire scale obtained an arithmetic mean of (4.69), which is a high level score.
2. The performance scale items also appeared at a low level in all of its items, as the entire scale obtained an arithmetic mean of (2.69), which is a low score.

### Recommendations

In light of the results of the study, the researcher recommends the following:

1. Conduct follow-up studies related to the level of knowledge management for different samples.
2. The necessity of using knowledge management in sports activity departments with the aim of improving the reality of sports in the School and Sports Activity Directorate.

The need for the Directorate of School and Sports Activity to hold conferences, seminars, and courses to spread the concept of knowledge management, as well as how to develop performance and work on it in a broader and greater way to develop sports in the ministry.

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**Appendix 1**

No.	Paragraph	Very high	High	Medium	Low	Very low
1.	The existence of a specific process that transforms the supervisor's tacit knowledge into explicit knowledge.					
2.	Information systems that increase the organizational knowledge of technical supervisors.					
3.	The emergence of a distinct scientific vision and background in the field of knowledge among technical supervisors.					
4.	The extent to which technical supervisors share knowledge and experience.					
5.	Learning rate and frequency of errors among technical supervisors.					
6.	The average amount of knowledge produced annually among technical supervisors and the average number of new ideas annually.					
7.	There is a place for technical supervisors to implement new theories and concepts.					
8.	Ideas are managed systematically, for example through a suggestion system, the establishment of intellectual workspaces, and advisory boards with technical advisors.					
9.	The possibility of using the technical supervisor to know the organizational goals.					
10.	Identify key supervisors to record and maintain their knowledge.					
11.	The possibility of the technical supervisor using knowledge in decision-making.					
12.	The possibility of recording and maintaining the knowledge of the technical supervisor.					
13.	The extent of interest in research and valuable experiences.					
14.	The level of recording and storing information of technical supervisors.					
15.	Maintaining and documenting the information of the Sports Activity Department.					
16.	Encouraging students and the media to share their knowledge and be considered.					
17.	The presence of capabilities in terms of contributing or dividing knowledge among technical supervisors Distribution of teamwork among technical supervisors.					
18.	There is sufficient confidence among technical supervisors to provide them with the cognitive aspect.					
19.	Technical supervisors meet continuously to exchange information between them.					
20.	Technical supervisors meet continuously to exchange information between them.					
21.	The amount of decision making is correct and safe according to the knowledge available to the technical supervisors.					
22.	Holding meetings with supervisors for feedback between behavior and results in technical supervisors.					
23.	The amount of regulation equipped with electronic memory.					
24.	Retaining, documenting and benefiting from lessons.					
25.	The existence of mechanisms to update the knowledge stored by technical supervisors.					

**Appendix 2.**

No.	From the perspective of members of technical supervisors and sports institutions	Very high	High	Medium	Low	Very low
1.	How do you see the efficiency and performance of technical supervisors in managing sports activities?					
2.	How do you see the efficiency of technical supervisors and their performance in managing sports activities in the districts and districts of the governorate?					
3.	How do you see the efficiency of technical supervisors and their performance in managing sports activities in the districts and districts of the governorate?					
4.	How do you see the efficiency of technical supervisors and their performance in managing sports activities in the districts and districts of the governorate?					