UNIVERSITI TEKNOLOGI MARA
FACULTY OF INFORMATION MANAGEMENT

INDUSTRIAL TRAINING REPORT
JABATAN HAL EHWAL AGAMA ISLAM KELANTAN
(JAHEAIK)

KOMPLEKS ISLAM DARULNAIM, JALAN SULTAN YAHYA PETRA, 15200 KOTA

BHARU,

KELANTAN DARULNAIM

SPECIAL PROJECT: RESEARCH OF KNOWLEDGE MANAGEMENT

COMPETENCIES AT JAHEAIK

BY

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1 FEBRUARY 2017 - 22 JUNE 2017

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1 FEBRUARY 2017 – 22 JUNE 2017

DECLARATION

I declare that my project report for subject IMC690 Industrial Practical Training session February to June 2017 is originally based on my work except reference that obtained through of variety sources in process to the complete my project report. I also declare that it has not been previously and concurrently submitted for any other Degree of Information Systems Management and other institutions.

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Name : ....

Matrix number : ....

Date : ....

ABSTRACT

These instructions given it is generally accepted that due to globalization, competition is becoming more intense and as organizations are now able to or forced to open newer markets with different paradigms, conditions, operating methods and requirements. As a result, many organizations are finding it necessary to re-think their strategic competences in order to survive in this new global environment. Although Knowledge Management (KM) process has been around for some time, and has increasingly become an accepted management tool, it is yet to be seen by organizations as a necessary integral part of building strategic competences. The objective of the study is to measure the level of knowledge management competencies, to identify the factors that contribute to knowledge management competencies and to see the relationship between culture competencies and knowledge competencies in an organization. This research will be involved the employees of JAHEAIK. This study focused only on the office employees of the company who were from Administrative Unit, Finance Unit, Event Management Unit, Education Unit, Dakwah Unit, Family Law Unit, Enforcement Unit, Research Unit Prosecution Unit, and Islamic District Office. The sample size of respondents consisted of 103 employees only since the total office employees of JAHEAIK is 140 employees and this was based on the Krejcie and Morgan table (1970). A set of questionnaire has been used as the instrument to obtain the data from respondents. The data of study that have been collected were analyzed by using SPSS.

Keywords: *Knowledge management, knowledge competencies, culture competencies.*

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

CHAPTER 3 INDUSTRIAL TRAINING ACTIVITIES

CHAPTER 4 CONCLUSIONS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

JAHEAIK   Jabatan Agama dan Hal Ehwal Islam Kelantan

SUK   Pejabat Setiausaha Kerajaan Negeri Kelantan

HRMIS   Human Resources Management Information System

SKT   Sasaran Kerja Tahunan

KM   Knowledge Management

LIS   Library and Information Science

IT   Information Technology

RQ   Research Question

LIST OF APPENDICES

APPENDIX A: Log Book Report

APPENDIX B: Evaluation Form

APPENDIX C: Annual Performance Report

APPENDIX D: Analyze Data of Research Knowledge Management Competencies

CHAPTER 1

INTRODUCTION

1.1 Background of the Organization

Islamic Religious Affairs Department Kelantan (JAHEAIK) was officially established on 1 January 1980. It was established in the terms to help Islamic Religious and Malay Custom Kelantan in order to strengthen the missionary activity and the development of Islamic affairs in Kelantan. From the beginning of its start on 01 December 1950, the duties of JAHEAIK known as the Office of the Supervisor of Religion or known as the Office of the Anti-Vice. This department focused on prevention, arrest criminal prosecution of sharia. This department exists under the Office of the Mufti Kelantan. On March 1978, the government created the Division of Islam in Kelantan State Secretary's Office that was conducted by an officer. In order to strengthen the department, assistant secretary and clerical staff were hired. On June 1978, JAHEAIK enlarged its administration structure which is the level of the department that headed by an officer or known as Director or Senior Assistant Secretary. This position is still under of the Kelantan State Secretary Office. This department exists on 1980 then established separately from the office of the Secretary to the Government's annual allocation as well as financial and administrative power to control them.

JAHEAIK have experienced speedy development in terms of the scope and structure of personnel and administration. This fluctuation is according to the demands of changing times and circumstances. Based on the jurisdiction of Islamic Affairs in Malaysia, it has been arranged out in the legal system of the state. For example, the article 3 (1) of the constitution provides that Islam is the religion of the federation. Meanwhile, in the division of powers between the Federal Government and the State of Government, Islamic Management placed under the authority of the State which is the head of state are the head of Islam in their respective states. Other than that, the states that do not have a king is referred to the Federal Constitution and the federal will deliver that the king is the head of Islam for the states concerned.

The function of this department is implement policies relating to the affairs of Islam and the regulations contained in the enactment decided by the State Government and the Kelantan Islamic Religious Council (MAIK). This department plan, coordinate and implement the development program of propaganda to the entire community. Designing and implementing a program of spiritual development and community identity is a part of their function and implementation of Islamic law in the context of enjoining good and forbidding wrong. Then, they implement development programs for happy family institution according to Islamic law and the law of Islam. Other than that, this department study, research and evaluation on issues of Islamic affairs, this includes aspects of faith, family, moral, social, material issues, nutrition "Halalan Toyyiba" and others.

In the early years of the development, JAHEAIK more focus to the activities areas of prevention, arrest and criminal prosecution Islamic family. The office exists under the Mufti's Office. Early in the March 1978, government has established Islamic Department in the office Setiausaha Kerajaan Kelantan (SUK). The department has been conduct by the officer holding the post secretary assistant (religious affair) and several clerical staff.

In the context of Kelantan Islamic Religious Management, it is placed under the authority of His Majesty as the head of Islam to carrying out the management and administration of Islamic affairs. Since that year, JAHEAIK has experienced quick growth in terms of its functions and personnel and administrative structure from times to times. JAHEAIK use the act such as Sharia Criminal Procedure Enactment Kelantan No. 8/2002, Sharia of Criminal Code Enactment Kelantan No. 2/1985, Law Enactment Kelantan Islamic Family No. 6/2002, Law Enactment Kelantan Islamic Family No. 6/2002, Administration of the Kelantan Sharia Court No. 3/1983, Sharia Court Evidence Enactment Kelantan No. 9/2002 and Islamic Council and Malay Custom, Kelantan No. 4/1994.

1.2 Organizational Structure

Figure 1.2

Organizational Structure of Jabatan Hal Ehwal Agama Islam Kelantan
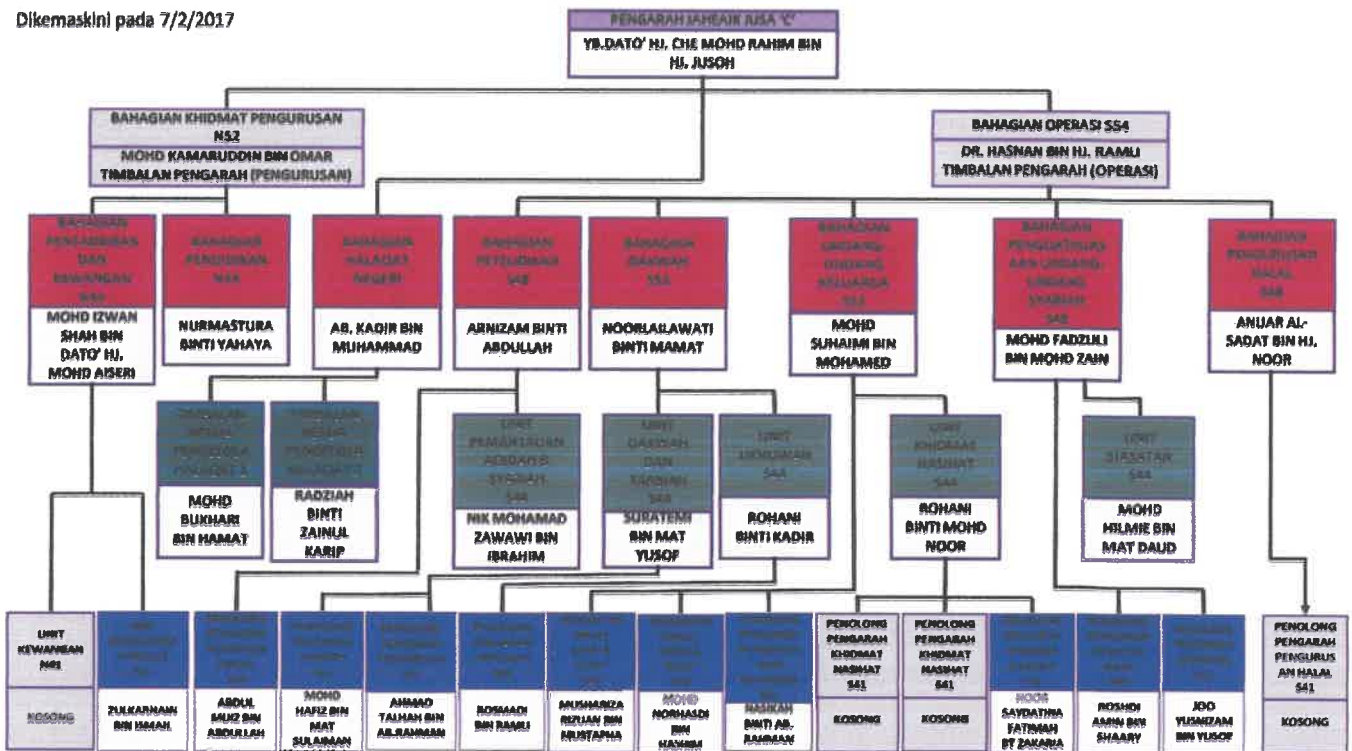
Islamic Religious Affairs Department Kelantan (JAHEAIK) was headed by Dato Haji Che Mohd Rahim Bin Haji Jusoh as the Director of JAHEAIK. The Deputy Director of JAHEAIK (Management) is Haji Mat Jusoh Bin Husin and the Deputy of Director for JAHEAIK (Operation) is Haji Mohd Salleh bin Mat Jusoh. JAHEAIK consists of several departments such as administrative unit, financial unit, event management, research unit, family law unit, enforcement unit, prosecution unit, halaqat unit, education unit and preaching unit. This entire department has their own responsibility to manage their customer and gives the best services such as in marriage, divorcees, preaching and research.

3

CHAPTER 2

ORGANIZATION INFORMATION

2.1 Departmental Structure

Figure 2.1

Departmental Structure of JAHEAIK
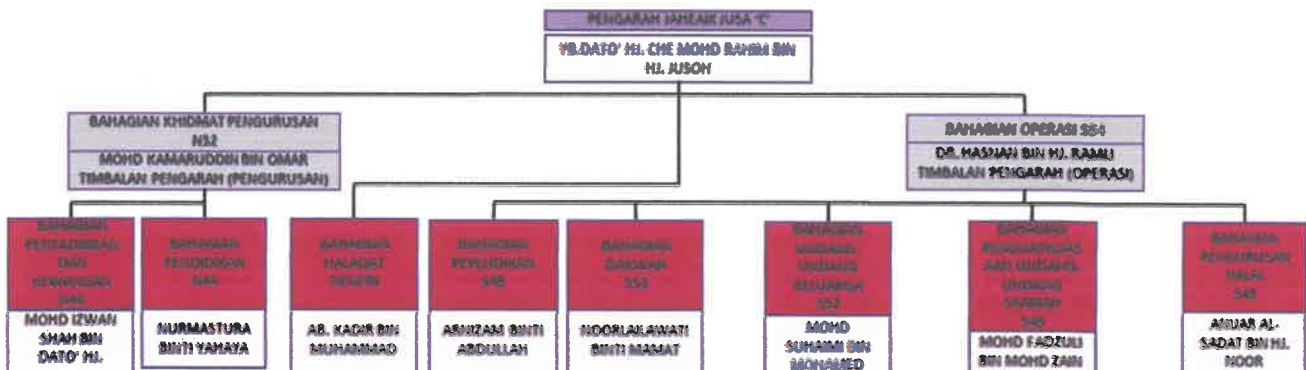
2.2 Department function

2.2.1 Administration Department

As a parent unit, administrative department play their roles as a coordinator with providing assistance to other units. It is responsible for the overall management of all the affairs of the building or office space and other facilities that are under the control JAHEAIK. This unit responsible to plan and conduct a systematic administrative system, dynamic and fair with the purpose of creating a perfect position and perform general administrative duties for every staff, officers, security documents, regulating all levels of staff, including training and welfare. This department also coordinates all activities of the department with a number of external agencies such as the Departments of Religious Affairs, Government of Muftis, JAKIM and PERKIM. Their function is to serve as the main body to coordinate and provide administrative and management services to other parts and overall responsibility for the maintenance to the building, office space and other facilities that are under control of JAHEAIK. They plan and conduct a systematic management system, dynamic and innovative way to create an

outstanding department. Other than that, their staff perform general administrative tasks, services, personnel, officers, security documents and adaptable all levels of staff including training and welfare, transmit data and official information on the other parts especially the touch on the new policy or improvement that usually issued by state authorities from time to time such as maintenance of expenditure allocation and control of the department and others.

2.2.2 Preaching Unit

The functions of this department are responsible for delivering talk and developments to the general public. This unit is responsible to plan and implement Islamic missionary to this land of religious agencies. Other than that, they coordinate and planning the implementation of Islamic missionary of religious agencies. The other functions are responsible for delivering lectures and courses to the general public. Designing and implementing an Islamic missionary program with religious agencies in this country. They also coordinate the design and implementation of Islamic preaching by religious agencies in this country and designing coordinate and implement advertising with information agencies (NGOs). They designing and implementing religious programs to new converts and those who are not Muslim and designing, implementing a program of information in this country. They will conduct courses and training to all levels of society, conduct counseling understanding, skills to publicity teams and employees of JAHEAIK. They coordinate the activities and programs of preaching together other agencies.

2.2.3 Education Unit

Their function is collaborating with Halaqat Missionary Unit. This courses and programmed of secretariat involving Halaqat Unit. It is responsible to secretariat in managing library of Islamic Religious Affairs Department of Kelantan and cooperates with other parts of the Missionary and Educational affairs. This unit organizes business courses or workshops involving staff JAHEAIK and perform duties as directed by the Director JAHEAIK from time to time.

2.2.4 Research Department

The function of this department is to implementing socio economic research. Sharia and Faith produce certificate and Halal Logo. This research department also consulting services food and beverages and clarification of Islamic publication materials. They solve problems that arise in society and Muslims both in terms of beliefs or sharia. Other than that, this department delivering the right information and the right in accordance with the teachings of Islam to all walks of life to serve as a guide in their lives. Apart from that, producing Muslims who are knowledgeable and aware of the current problems mainly related to religious matters and the Islamic community has expressed strong resilience to face current challenges and is not easily deflected his faith. They manage applications, halal certification, monitoring and enforcement of halal certification effectively and efficiently.

2.2.5 Halaqat Unit

The function of Halaqat Negeri is to providing program to target groups as well as overseeing the implementation from time to time. Halaqat Negeri also implements the program of lectures and religious classes at mosques in each area throughout the state. Apart from that, Halaqat Negeri plan and implement programs of worship such as prayer and seminar Ihya Ramadan. This unit also responsible to form tremendous family which is a husband and wife who are pious and righteous as well as teenagers and children striving to serve in missionary activities and enhance understanding of Islam to Muslims and Non-Muslims. Halaqat Negeri shows an effort to develop successful nation based on the teachings of Islam as well as maintain leadership scholars in Kelantan and emphasizing concepts of "amar makruf nahi mungkar".

2.2.6 Financial Unit

The function of financial unit is to maintain and control its expenditure allocation department, manage the payment of salaries / allowances of officers and staff as a whole including various, types of rewards to citizens Halaqat Unit and Preaching Unit. Payment of claims and manage all invoicing, billing department and designing annual allocation requirements

6

2.2.7 Family Law Unit

The function of the Islamic Family Law Department is to implement what has already been provided in the State of Kelantan Islamic Family Enactment 1/83 which covers matters of marriage, divorce, cohabitation, authorization of Islam, advisory services and social development with full honesty and dedication. This unit also helps to generate the harmony generation and peaceful family. This unit creates an Islamic society that difficult sued by any negative elements and to create awareness among the Muslim community. The most importance is observing to the laws that have been allocated to ensure that the Muslim family is prepared with the Quran and As-Sunnah and proper administration of Islamic family complete arranged and systematic. They also streamline problem resolution procedure involving a couple who married in, receiving complaints from people who have problems in the marriage and family consultation session. Making a study by the domestic crises complained to design new methods in the theory of the formation of a Happy Family. Provide advice to the prospective bride and groom who are HIV positive. Apart from that, they also provide advice in terms of conflict management insights, guidance and legal.

2.2.8 Event Management

The functions of event management are identifying applications and processes to be computerized which is developing new programs and modify the program in question. This department is responsible to assisting in the development, installation and operation of computer systems and information technology. Event Management assists in controlling, supervising databases and information and this unit responsible for assisting in the implementation and monitoring of computer systems and networks.

2.2.9 Enforcement Unit

Enforcement of Sharia Law is the part that is responsible for preventing and struggling offenses against Islamic law in force in the State of Kelantan. This is in line with the State Government to eliminate vices to the maximum level by the concept of "amar ma'ruf nahi mungkar".

CHAPTER 3
INDUSTRIAL TRAINING ACTIVITIES

3.0 Introduction

These chapters discuss in detail the summary of job task during practical training from 1 February until 22 June 2017 at Islamic Religious Affairs Department Kelantan (JAHEAIK). The trainee was place at Management Service Division (data management unit) from week 1 until week 20. Trainee has been exposed to many tasks such as in administration, financial, counter services, data processing, meetings, public relation event and outdoor task. All the activities done by the trainee as shown in the table as follow.

3.1 Training Activities

WEEK	DATE	TASKS
1-5	1/2/2017-2/3/2017	Administration Data Processing
5-8	5/3/2017-23/3/2017	Administration Outdoor Task Meetings
8-10	26/3/2017-4/5/2017	Counter Services Financial
10-15	7/5/2017-8/5/2017	Administration Financial Counter service Public relation
15-20	11/6/2017-22/62017	Counter service Financial

Table 3.1

Schedule of Practical Training Activities

3.1.1 Administrations Unit

During the practical training from the week one until week five, trainee has been exposed with the administration task. The trainee have been learned so much knowledge from the tasks given and plentiful information that gained by the trainee during that time. The task that trainee have been done is as follow. Under the administration unit, there are several tasks that trainee have been done from the first week until the fifth week. The trainee has been exposed to the file management. For the first week trainee do the tasks to record the letter that receive by organizations and filing in the suitable file. The file used is yellow file. Trainee need to numbering the letter at the right top of the letter. For letter receive from, which is mail in trainee need to use the red ink pen and for the letter to the others people or others organization which is for mail out trainee need to use the black ink pen. After finish record the letter, trainee needed to put back the file at their place based on the numbering system. It is easier for the staff to develop back the file which is they just refer at the number and get the file. Besides that, the trainee also needs to prepare the name that will be used for the file place. This is easier for the staff to get the file and reduce the time to find the file by refer back to the list name and get the file they want. In the administration, the trainee also learns on how to photocopy the paper and fax the letter or document to the other department and other organization. All the staff needs to know on this basic concept. In the other hand, they need to dealing with other people and need to fax the related document.

Then, trainee need to record the letter that will be given to the deputy director. Trainee need to record the number of the letter, the received letter date, reference letter number, the letter dates and the title into the mail registration log book. The letter meeting will be writing by using red pen and for the other letter will be recorded by used black or blue pen.

Next task is, trainee need to continue to prepare a reply letter to the audit department for the State secretary's Office. Firstly trainee needs to add the date and the number for

9

reference letter at right margin at the top of the letter. Then trainee needs to put the address for the department. Next step is needed to add the greeting in Jawi. This is based on the format of JAHEAIK. Then, trainee need to write the sentence based on the offer letter. Trainee need to put all the information that needed based on the offer letter. Then, the next step is to print out the letter and gives to the supervisor and supervisor will be checking the letter. After the checking, there are some mistake from the letter that trainee need to adjust it. Trainee need to do the adjustment for three times. Some of the mistake is in term of the sentence structure and the wrong spelling. This is because, trainee need to follow the sentence structure based on the structure sentence based on letter format from JAHEAIK. After the letter complete, trainee need to get the signature from the director of the JAHEAIK. There are two copies of letter that need to get signature. The first copy is with the letter head and the others one is without letter head. The one without letter head is a copy for JAHEAIK and it is keep into the file replacement asset. Letters that print out with letter head will be given to the audit department. The trainee needs to print the address at the envelope.

Composed with the letter, trainee needs to attach together the appendix that that have been prepared earlier. Before this, the trainee needs to check the transportation asset for JAHEAIK. To collect the information, trainee needs to open the white file about the asset transportation for JAHEAIK. From the file, trainee needs to extract the information about the type of vehicles, date of registration, registration number and the total amount. All the information needs to be documented into a piece of paper and then trainee need to make it into the Microsoft Words.

Then, the trainee need to prepare a form for the Store Storage Unit. To prepare the form trainee need to use the Microsoft Excels. The details that need to include as well as in the form are about the name of officer, the item, code items and others. In the form also need to include the table for the name, date and position of the officer that approves the form.

3.1.2 Data processing

Data processing is one of the task that trainee has learned at JAHEAIK. Under the data processing, trainee has learned the task as follow. By receiving the task, trainee can know how to do the software and the information technology unit administration.

3.1.3 Application Software

Besides that, during practical at JAHEAIK at first week, trainee have been exposed to do the online test for the ''Suruhanjaya Perkhidmatan Negeri Kelantan'' (E-SPN). This means that, trainee need to be a user test for this system. This system is been test for the user to know whether the system is user friendly or not to the applicant to apply vacancies. Trainee need to thick at the paper form if the system is appear same as at the paper form. This is to know whether the system appear as what they has set. Trainee need to fill the online form about our personal details, courses and others that each of the items has sub details.

3.1.4 Information Technology Unit Administration

Besides that, trainee has been given task to do data entry from 'Tilawah Al Quran' participants in the Microsoft Office Excel. There are lots of forms of Tilawah Al Quran that need to be recorded. From the form, trainee needs to record the name of participants, the identity card number, age, school name's, home address and the telephone number. This is easy for the organizer to get the data correctly about the participant and easier for the organizer to use the data when it is been record by systematic. In the program, participants can choose either to be in level 1, 2 or 3. Most of the female participants has choose to participate in level 1 which means they has to memorize only ten juzuk only. For the level 2 they only need to memorize 20 juzuk and for the level 3 they need to memorize 30 juzuk. After finish record the female participant's trainee needs to record for the male participants. The information need to be record is same with the female which is name of participants, the identity card number, age, school name's , home address and the telephone number.

11

3.1.5 Organizational Program Management

For the second week, trainee has been exposed to the outdoor task. For this time JAHEAIK has do the program called as "Gotong Royong Perdana". As before this, they already have their meeting in regarding to achieve their objective. During the morning time, all the staff needs to gather at the lobby JAHEAIK. Then the director of JAHEAIK will briefing about the flow of the activities for that day. Each of department has their own mission to be accomplished and each department need to clean the room. For the administration department, all the staff from the department needs to clean the store room that will be used for the coming event at JAHEAIK. The items that did not use anymore will be given to other staff if they are interested and this has been approved by the director of JAHEAIK. For the items that did not taken by the staff, the items will be pull apart by the Kota Bharu Municipal Council. During the program all the staff has shown good value especially staff at the upper level management which is not embarrassed to involve with all staff.

3.1.6 Preparation Before and During Meeting

Trainee has learned preparation before and during meetings. At JAHEAIK, trainee needs to attend the PUSPANITA General Meeting. All the female staff needs to attend the meetings. Before the meeting been organized, trainee needs to make sure that the meeting rooms is not been used for the other events so that the meetings will not overlap. Besides that, trainee also need to prepared the items that will used during the meeting such as the tentative program and the general meeting book that will be given to each of the member. Before the meeting start, each of the member need to registered according to their department or husband's department. The meetings is been managed by the Dato Haji Che Mohd Rahim, the Director of JAHEAIK. The meeting begins with the presenting all the activities that they already done and the upcoming programs that will organize for this year. After the meeting ends, all the staff treated with the meal.

12

3.1.7 Managing PR Events

Trainee has learned about the organizational public relation events. Trainee needs to prepare the invitation card for the 'Majlis Penyampaian Hadiah Hafazan Al-Quran' that will be held next week. The task that had been given is print out the invitation card and edit the guest name for this event. After that, trainee needs to put the invitation card into the envelope. On top of that, trainee also needs to prepare the gift for the Hafazan program that will be held on 22 February 2017. Trainee need to wrap the gift for the female and male contestant. Besides that, trainee needs to put the certificates for the judges into the frame that has been prepared. Then, the trainee decorates the frame by put the ribbon and flower so that the frame will look nice. Next task is needs to prepare the money prizes for the winner.

Trainee need to calculate the money and put it in the envelope. Trainee need to be careful during the process of calculate the money so that there is no mistake in calculating the money because it involve large amount of money. From the week three until week five, trainee have learned about the ethics of counter service. At the counter service, trainees have been taught by the staff at the counter service on how to manage people. Trainee need to attained them with manner by greed them and ask what they want or searching for. On top of that, trainee also learns on how to make the call from the outside and inside the organization. If there is any call from the outside or inside the organization, trainee need to greet them and ask what our can help or who they are searching for. After that, trainee needs to transfer the call to the department they want to dealings. If the call is from the outside, or from the customer, trainee needs to transfer the call to the suitable department related to their cases or question. It is important to the trainee to know function each of the department that will help the trainee to dealings with the question from the customer.

3.1.8 Financial

Trainee also has been exposed to the financial department to do the finance work. From the task given, trainee can learn new things about the task from the finance department. On top from that, trainee also can apply what they learned at administration department

13

with the finance department because there are some tasks that are connected with the administration department such as the task at finance department.

In the financial department, trainee has learned on how to record the income for the temporary worker into the Microsoft Excels. Trainee need to record the each day he or she come to work and the total days. Besides that, trainee need to record the amount of per day include the EPF from the employee, and others details. Then the total of the income will be minus with the EPF from the employee and from the employer that get the net income.

Next task that trainee has learn is to do the entry data for the budget for each DUN in the Microsoft Excel. The data entry is used as front page for the voucher. This is easy for the audit to check the voucher when do the audit. As for entry data, trainee just needs to follow the previous format from finance department. To do this data entry, trainee needs to do the head letter from JAHEAIK. Then trainee needs to record the receivable name, solo code, voucher number, amount and total amount. Trainee need to do this step for each DUN. Then, after finish record the data, trainee need to print out the letter and clip it together with the all voucher for each DUN.

Next task is trainee need to record the letter in and letter out for replacement checkup file. Trainee need to identify which the letter in and which is letter out. After been teach with the staff, trainee can identify the type of letter. As for the letter in, trainee needs to use the red pen to record it in the file. As for letter out, trainee needs to use blue or black pen to record it. In the file, trainee need to number the letter based on the color pen used and record it comes from what department together with the checkup name and with the date. There all thirteen letter that trainee need to record it.

Next task that trainee learn is to record the payment voucher in the allocation book. The payment must be recorded based on their DUN. Each of the payment will be credited from the allocation that each of DUN have. If the DUN has zero amounts, it will be debited with the amount RM7000 as additional allocation. The payment voucher is the list of creditor.

14

Other than that, trainee also learns on how to record the data for each month. The data receive will be recorded into the log book. The information that trainee needs to record such as the bank's name, amount number and the amount of money. After finish record in the log book, trainee needs to transfer the information to the Microsoft Excels.

The last task that trainee learn at finance department is on how to prepare the payment voucher from the SPEKS system. Firstly, trainee needs to enter into the system. Only the staff at finance department has the ID and the password. This is because, they need to register from the SUK first before able to use the system. In the system, trainee need to record the information about the ID number by change the year only which means based on the current year. In the SPEKS system, there are many tables with the information. But for the task, trainee just need to record the ID voucher, and name of the recipients. After that, trainee needs to click save button so that the information will not missing. Then the voucher payment can be print out by using the green color paper.

On the week five, trainee has learned on how to prepare the salary budget for all staff under JAHEAIK. First of all, trainee needs to record the increases of the salary for each staff under JAHEAIK. Then, trainee need to check the grade for each staff based on the minimum and maximum salary schedule. Other than that, trainee need to add the salary based on the increases. Trainee need to do the addition for the year 2016 and 2017. There is about 267 staff that trainee need to do the salary budget. Next step is trainee need to record the salary budget into the system table emolument schedule for year 2017 in Microsoft Excels. The salary needs to times with 12 month.

In conclusion, trainee has been exposed to many types of task during the practical training at JAHEAIK. From the task given, trainee can learned new thing that never been exposed in the lecture session such as the task in counter service, public relation events, financial reports and other task. This task helps trainee to apply what they have learned. The trainee can know how to handle the real situation from now and in the future based on this experience.

15

3.2 Special Project

3.2.1 Introduction

Knowledge Management is the collection of processes that govern the creation, dissemination, and utilization of knowledge (Newman, 1996). Knowledge management caters to the critical issues of organizational adaption, survival, and competence in the face of increasingly discontinuous environmental change. Essentially, it embodies organizational processes that seek synergistic combinations of data and information processing capacity of information technologies, and the creative and innovative capacity of human beings (Malhotra, 1997).

Knowledge management is the management of corporate knowledge that can improve a range of organizational performance characteristics by enabling an enterprise to be more intelligent acting (Wiig, 1993). The transition from industrial revolution to information revolution has provided a new platform for global economic development. This new platform recognizes knowledge and information as critical assets for institutions and organizations. These assets require proper management if the organizations would remain relevant in the global competitive environment. Knowledge management (KM) is therefore touted as a sustainable strategy for organizations to survive and maintain their competitive advantage in the present global economy (Ugwu, 2010).

According to (Grey, 1996), knowledge management is an audit of intellectual assets that highlights unique sources, critical functions, and potential bottlenecks that hinder knowledge flows to the point of use. It protects intellectual assets from decay, seeks opportunities to enhance decisions, services, and products through adding intelligence, increasing value, and providing flexibility. In many ways, knowledge management acts as a powerful tool to help organizations adopt and manage change. The culmination of resources serves as a valuable asset to all members of the organization, by building skill, and providing tacit knowledge to many who often would have no other way to obtain it (Barth, 2001).

16

Competencies are defined as the descriptions of skills, know-how, abilities and personal qualities acquired through deliberate, systematic and sustained efforts to smoothly and adaptively perform a particular role and carry out complex activities or job functions success. Competencies that emanate from the deliberate use and management of the organisation's knowledge resources with the aim of gaining competitive advantage are referred to as KM competencies. If employees of JAHEAIK remain reluctant to gain new skills, they will become irrelevant to their organisation and will probably lose out in competition for employment to people of other fields like scientists, engineers and Information Technology (IT) professionals.

Thus, employees of JAHEAIK must encounter rapidly changing environments that require diverse skills, new thinking and broader perspectives and must be prepared to develop innovative ideas for the capture, process and sharing of knowledge and demonstrate good management practices if they want to remain relevant in the emerging knowledge age. Accordingly, the present study aims to investigate the perceptions of employees toward the requirements of KM competencies among staff to involve in KM practices.

3.2.2 Background to the Problem

KM has become a fundamental process for all types of institutions in society. Organizations nowadays are also an integral part of the knowledge system, these institutions being one of the forms that contribute to knowledge development (Mostofa and Ul Islam, 2015). Besides that, according to Nazim (2013), KM is defined as the process through which organizations generate value from their intellectual, knowledge-based assets and the concept of KM emerged in the mid-1980s and was mainly applied in the corporate sector with the appearance of new knowledge producers in the education sector, universities started to apply KM practice to support every part of their mission.

Competencies are descriptions of the skills, know-how, abilities, and personal qualities needed to perform a particular role successfully. According Ugwu and Ezema (2010), competency is an essential factor in the discussion of resource base of an

17

organization and it is the ability to sustain the coordinated deployment of assets in a way that helps an organization achieves its goals. It is a complex bundle of skills that are difficult to imitate. For an organization to reposition itself in the environment of competition, it requires competency building. The concept of building here is defined as any process by which a firm qualitatively changes its existing stock of assets or capabilities or creates new abilities, in areas that will help the organization achieve its aims. Competency building also involves the creation of new strategic options (Ugwu and Ezema, 2010).

These competencies that emanate from the deliberate use and management of the organization's knowledge resources with the aim of gaining competitive advantage is referred to as KM competencies and These KM competencies are focused on the four domains of organizational resource base of culture, strategy, leadership and structure (Ugwu and Ezema, 2010). Research has shown that, these are the critical KM competencies organizations must focus to be competitively ready.

According to Raja, Ahmad, & Sinha (2009), KM in an organization explains that KM as a process is about acknowledge, creation, applying and application of reuse of knowledge. In any organization, the department is the backbone of information dissemination and the different services offered by the organization are mainly designed to fulfill the goals and missions of the organization. The main aim of organization is to provide right information to the right user at the right time. Employees deserve a central role in the development of processes and policies that harness an organization's knowledge base. As keepers and disseminators of information within organization employees make substantial contributions to the successful implementation of KM projects. Organization is information centers established in support of the mission of their parent institutions to generate knowledge, and people equipped with knowledge in order to serve the society and advance the well-being of mankind.

KM is important to organization especially employees because to make sure that right information is delivered to the right person just in time, in order to take the most appropriate decision. In the digital age, organization face challenges from both within

18

(academia) and without (the business sector). Implementation of KM enhances the traditional functions of organization. Organization departments, or even faculty and students, may purchase or build their own portals to meet their academic or research needs. Organization is under pressure from two sides which is reduced budget and increased demand from employees in the organization. The implementation of KM in an organization is mainly driven by its mission rather than by the competition from Internet-based reference services.

Based on research that made by Ugwu and Ezema (2010), the result shows that employees require skills for KM strategy. This is essential in creation of values for the organization's knowledge based assets and development of policies in organization. They also indicated that employees require quantitative metric skills for the application and measurement of KM and skills for mapping out processes are equally essential in developing strategy for KM. It is also essential that employees should possess skills required for the system of communication, KM visions and goals, performance appraisal system and performance based reward system.

3.2.3 Statement of the Problem

A lack of general agreement on some of the key competencies issues of KM, including the concept of KM and its applications to the staff in organizations. KM is a very broad field, and includes by necessity many people of diverse educational and experiential backgrounds. KM is a process that has been heavily influenced by the growth and application of computer technology to data and information management. That may explain why traditionally, KM has been located in IT departments (Abell, 2005).

According to Raja, Ahmad, & Sinha (2009), every employees who works in company or any organization wants to use the techniques of KM to achieve the organizational goal and provide better service to its users but due to some following issues they are not able to use that. There is no co-operation between senior and junior staff. Generally, the junior staff cannot share their knowledge and ideas when they feel there is no benefit of this in terms of salary increases. Besides that, every employees cannot participate in terms of modern technology and its management. Next, the issues

19

are they lack of communication skills, lack of staff training, lack of sufficient budget or funds and lack of tool and technologies

Organization are under threat if the world is really being built on information and knowledge, transmitted almost instantaneously from any place to anywhere, the role is left for yesterday's print perhaps they will survive as museums (Brophy, 2001).

KM is a wide, interdisciplinary field that embraces the many aspects of management of a key resource. There is an acknowledgement within the literature that, although employees with potential IM competencies are likely to be significant players in KM, they need to develop additional skills and overcome a number of obstacles if they are to extend their roles into the KM domain (Martin, 2006).

3.2.4 Purpose and Objective of the Study

The purpose of this paper is to identify and validate the competencies perceived to be essential for the employees to keeping in view the needs of KM applications in Islamic Religious Affairs Department Kelantan (JAHEAIK). The objective of the study:

(a) To prepare a list of knowledge management competencies required among employees in Islamic Religious Affairs Department Kelantan (JAHEAIK).

(b) To measure the level of knowledge management competencies among employees in Islamic Religious Affairs Department Kelantan (JAHEAIK).

(c) To identify the factors that contributes to knowledge management competencies among employees in Islamic Religious Affairs Department Kelantan (JAHEAIK).

(d) To determine the understanding of the knowledge management concept among employees in Islamic Religious Affairs Department Kelantan (JAHEAIK).

(e) To identify the competencies perceived to be essential for successful knowledge management applications in Islamic Religious Affairs Department Kelantan (JAHEAIK).

20

3.2.5 Conceptual Framework

Figure 3.2.5

Conceptual Frameworks of Knowledge Management Competencies
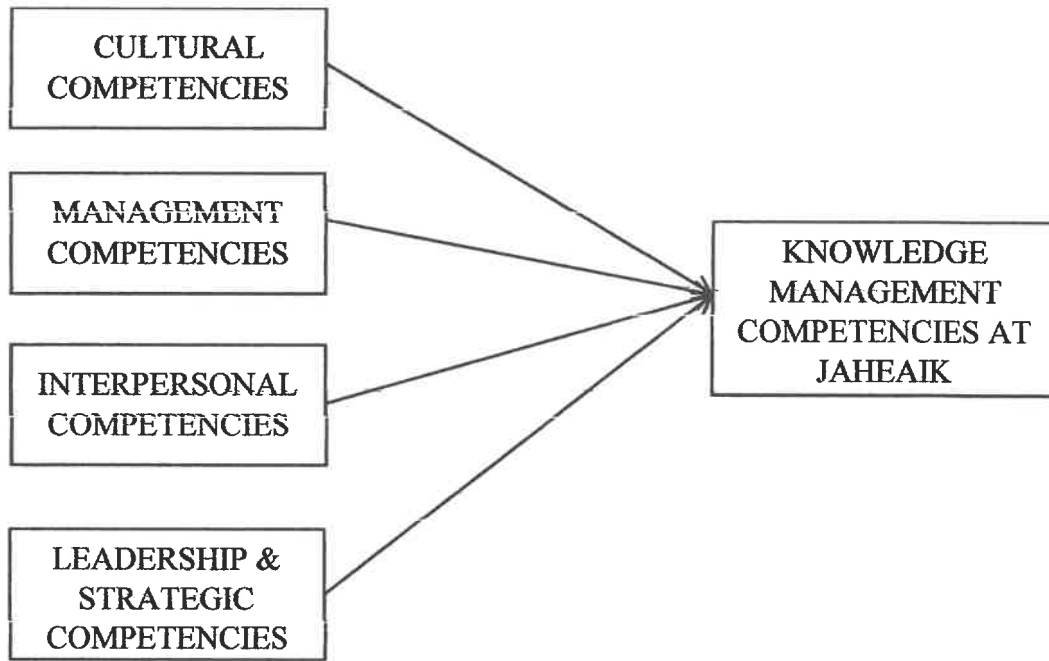
3.2.6 Research Questions

The study focused on the following research questions (RQ):

RQ1: What is the relationship between culture competencies and knowledge management competencies?

RQ2: What are the relationship between management competencies and knowledge management competencies?

RQ3: What are the relationship between interpersonal competencies and knowledge management competencies?

RQ4: What are the relationship between leadership and strategic competencies and knowledge management competencies?

3.2.7) Hypotheses

Figure 3.2.7

Hypotheses of Research Framework
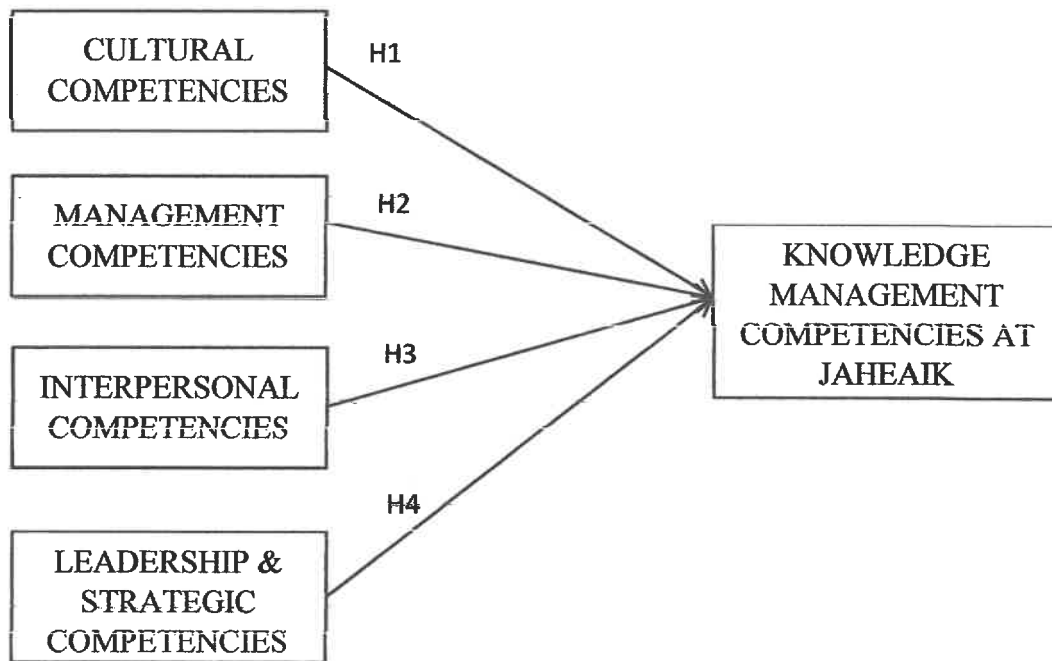
H1: ~~There is significant relationship between interpersonal competencies and~~ knowledge management competencies for effective knowledge management in JAHEAIK.

H2: There is significant relationship between culture competencies and knowledge management competencies for effective knowledge management in JAHEAIK.

H3: There is significant relationship between management competencies and knowledge   management competencies for effective knowledge management in JAHEAIK.

H4: There is significant relationship between leadership and strategic competencies and knowledge management competencies for effective knowledge management in JAHEAIK.

3.2.8) Significance of the Study

Although KM is a highly topical issue in business and related fields, there remains much ambiguity as to its nature and its theoretical basis, particularly when it comes to the employees of JAHEAIK. There is a proliferation of empirical studies on the technological and organizational dimensions to KM. However, few empirical studies have been conducted into the relationship between KM and employees. If the employees are to respond in as optimal a manner as possible, they would be better able to do so if informed by empirical research into past and current practices, surfacing lessons learned, potential methodologies and strategic options. The present research was geared to the achievement of just these kinds of outcomes.

A major feature of this research is the fact that it is helping to break new ground in an area where relatively little research has been conducted. The results of this empirical study could help both to advance understanding of the relationships between KM and the employees of JAHEAIK and to provide input into the development of the theory of KM. KM is considered important for providing quality information services and making effective decisions, KM gives opportunities on how skills for effective integration and use of internal knowledge, KM control and database management for the organization and structuring of information and knowledge as well as additional skills in the business environment, KM fostering innovation and change and developing organizational culture of sharing knowledge.

3.2.9) Operational Definitions

(a)   Knowledge Management

Knowledge management (KM) has emerged as an interdisciplinary discipline, which includes human resource management (HRM), information and communication technology (ICT), information science and information management (IM). Librarianship is often described as the organization of recorded knowledge (Corrall, 1998).

(b)   *Knowledge Management Competencies*

Knowledge management competencies defined as the descriptions of skills, how the abilities and personal qualities acquired through deliberate, systematic and sustained efforts to smoothly and adaptively perform a particular role and carry out complex activities or job functions successfully (Todd, 2001).

(c)   *Learning Organizations*

Learning organizations defined as organizations with an ingrained philosophy for anticipating, reacting, and responding to change, complexity, and uncertainty (Malhotra, 1996).

(d)   *Culture Competencies*

Culture competencies defined as reflects that establishing a collaborative and sharing culture in the organization is critically important. (Chen H, 2013)

(e)   *Management Competencies*

Management competencies also defined as knowledge that may be defined as information combined with experience, context, interpretation and reflection.

(f)   *Interpersonal Competencies*

Interpersonal competencies defined as interpersonal that are required for leveraging intellectual assets, fostering innovation and change and developing an organizational culture of sharing knowledge (Nazim, 2013).

(g)   *Leadership and strategic competencies*

Leadership and strategic competencies are emphasizing to use knowledge management to reinforce the organizational strategy. Knowledge management has to be compatible to the way the organization is managed. (Chen H, 2013).

24

3.2.10 Summary

As conclusions, through the concept of KM emerged in business sector, but its practices have now been used in the domain of non-profit and public sector organizations including academic institutions and libraries. In addition, employees of JAHEAIK have started to acknowledge the importance of KM. Basically, the commonly-held the view is that a knowledge-based organization where the organization and maintenance of recorded knowledge is a practice as old as civilization itself. In spite of having narrow perceptions towards KM and there is a developing interest in KM among employees community.

It was identified employees skills may be the basis of initiating KM practice in organization, but these are not sufficient and there is need to develop additional competencies by employees of JAHEAIK for KM practice in organization. A partial or improper understanding of KM among employees of Islamic Religious Affairs Department Kelantan (JAHEAIK) and lack of realization of the value of KM education among staff community are key issues facing KM education in the organization sector.

25

3.3 Literature Review

3.3.1) Introduction the concept of Knowledge Management (KM)

Knowledge is defined as defensible particular belief that increases an individual's skill and ability to take effective action (Nonaka, 1994). In recent decades, a body of literature has emerged that explicitly addresses KM from the perspective of librarianship. KM has developed as an interdisciplinary discipline, which consist of human resource management, information and communication technology, information science and information management. However, Nazim (2013) stated there is an ongoing debate among the employees on whether KM is a completely new discipline or simply re-branding of organization or Information Management (IM).

Furthermore, Nazim and Mukherjee (2013) highlight that KM as a mainstream discipline operates in a largely different context and differs significantly from the theory and practice of employees in an organization, IM and information resource management. Rehman and Chaudhry (2005) also point out that employees need to develop additional competencies if they wish to have any effective role in the field of KM. According to Nazim and Mukherjee (2013), investigated that KM competencies necessary in the five areas of skill and competency building which is management, culture, interpersonal, leadership and strategic and information technology for the practice of KM in organization.

According to Nazim (2013) in recent decades, a body of literature has emerged that explicitly addresses KM from the perspective of employees. However, there is an ongoing debate among the members of the Library and Information Science (LIS) community on whether KM is a completely new discipline or simply re-branding of employees or Information Management (IM). Thus, from this point of view, KM is not a new concept for employees because they have been involved in the management of knowledge for a long time.

A large number of organizations, particularly private sector organizations, in Malaysia have successfully adopted and implemented KM. In contrast, there is not much

literature available on KM initiatives in Malaysian public sector organizations, particularly in institutions and organizations.

3.3.2) Relationship between Culture Competencies and KM

Nazim and Mukherjee (2013) found that from five in the KM culture competency category which is team work skills, skills for fostering knowledge sharing and learning environment, skills to motivate employees, skills to build trust and relationship and skills to resolve conflict and the most needed is team work skills. Besides, skills for fostering knowledge sharing and learning environment was the second most important competency in this category which is closely followed by skills to motivate employees.

Moreover, Shabahat and Nazim (2015) point out and agreed that in term of large organizations and the profession at large should identify the requirement of KM competencies for employees and work out the ways of embodying coverage of such elements in future courses. In addition, Patel (2015) stated that KM helps employees in improving the services being rendered to their users. Employees have to recast their roles as Knowledge Manager. Next, the employee's roles should not be limited to being the custodians of information but they have to acquire skills to keep themselves updated so as to cope intelligently and objectively with the effective and efficient KM in organization.

According to Sarrafzadeh, Martin and Hazeri (2010), the employees community exhibits a positive attitude towards introducing KM to organization, and not only because this could bring organization closer to their parent organization, but also because it might help them to survive in an increasingly challenging environment. They also highlight that employees tended to view KM as a holistic organization-wide phenomenon, and hence take the view that it should not operate in isolation within the organization.

Mostofa and Ul Islam (2015) found that the results indicate that the largest group of employees agreed that improving library services and managing information explosion are the reasons for practicing KM in the library. Besides, organizatiob pointed out that poor sharing of knowledge in the organization is the main problem related to

knowledge retention and they also indicated that limited expertise and lack of clear guidelines are the major challenges for the implementation of KM in institution and organization.

In Nigeria, Ugwu and Ezema (2010) showed that the result shows that employees require skills for KM strategy and finally, the summary of findings reveals that of the four KM competencies investigated, KM culture is the area where respondents believe that librarians would need more skills.

3.3.2) Relationship between Management Competencies and KM

Nazim and Mukherjee (2013) examined that in the management competency categories which are human resource management skills, change management skills, project management skills, and leadership skills. Beside, knowledge about marketing and publicity of information products and services, human resource management skills topped the list of five competencies. The other important competencies validated in this category were change management skills, project management skills and leadership skills. Knowledge about marketing and publicity of information products and services was given low importance.

According to Chaubey (2015), they said that KM must encourage people to interact within and across disciplines and functions; each person brings specific expertise and experience. Defining each member's role would help in creating and sharing of knowledge. KM requires different types of managerial skills for the success of KM in present scenario.

Grandbois (2013) have their own opinion which is Directors in international organizations are a particularly research focus in that they have learned the management skills of their national environments and now have the challenge of moving to an international viewpoint where management and leadership styles and beliefs are numerous and diverse.

28

3.3.3 Relationship between Interpersonal Competencies and KM

Berg, Jacob and Cornwall (2013) had found that good interpersonal skills such as communication and mentoring were given high rating among the competencies belonging to the interpersonal category. Thus, the other important competencies validated in this category were change management skills, project management skills and leadership skills. In addition, Fernandez and Buenrostro (2015) was highlight that traditional skill which is written and verbal communication that important to improvement in term of innovative and create partnerships for development new program and marketplace the library to campus community and the highest mean under interpersonal competencies is, work effectively in terms with the strong team building skills and attitudes.

Besides that, Nazim and Mukherjee (2013) stated that good interpersonal skill such as communication and mentoring were given high rating among the competencies belonging to the interpersonal category. Interpersonal category likes communication skills, mentoring skills, interviewing skills, judgment and evaluation skills and presentation skills. Other competencies, which were given a lower rating, in the interpersonal competency category include interviewing skills and judgment, evaluation skills and presentation skills.

3.3.4) Relationship between Leadership and Strategic Competencies and KM

Based on article from Winston (2003), he stated that there are several reasons to state that the leadership competencies are considered to be important in the achievement of organizational goals, particularly when the competencies are organization specific, there are because of the guide direction from leadership, the differences between organizations and also they will help in combination of management practices. According to Moshari (2013), for successful KM implementation, the visible leadership and commitment of top management must be sustained throughout a KM effort.

But, according to Nazim and Mukherjee (2013), competencies needed for the strategic planning and restructuring of organizations. In leadership and strategic

competencies there have ability to develop social networks or communities of practice, ability to develop performance-based reward system, ability to link knowledge with strategic results, ability to develop KM policy and skills to create value from organization's knowledge-based assets Thus, ability to develop social networks or communities of practice and ability to develop performance-based reward system were validated as the important competencies for LIS professionals. These were closely followed by ability to link knowledge with strategic results, ability to develop KM policy and skills to create value from organization's knowledge-based assets.

3.3.5) Summary

It was identified from the review of literature that knowledge management skills may be the basis of initiating KM practice in organizations, but these are not sufficient and there is need to develop additional competencies by employees of Islamic Religious Affairs Department Kelantan (JAHEAIK) for KM practice in organizations. The findings of the present study suggest the requirements of several competencies which are needed by employees for KM practice in organizations including those related to communication, HRM, change management, project management, team work, mentoring, presentation and leadership.

3.4 Methodology

3.4.1) Introduction

In methodology this section is most important section because in this research will be discuss more details step by step in conduct successful research. In addition, this section also will discuss what kinds of measures will take in order to test study's hypothesis. In the section, there are several subheadings that will be expanding much detail who is the research population and samples, the variables relationship, the component in the research design, how the data collection method and also the instruments was design. In the other hands, on this section will be more expanding details on how the research procedures will be use, the testing on pilot study, implementation of the study and also data analysis procedures.

3.4.2) Research Population and Samples

A population is a group of potential participants that want to generalize the results of a study (Salkind, 2014). The population of this study comprised of the total number of employees in the selected department who are working at Jabatan Hal Ehwal Agama Islam Kelantan (JAHEAIK). The total population for this study is 140.

The reason why we want to choose this respondent actually according to Zaki Abu Bakar, 2005 that he mentioned KM to achieve the objective vision 2020, that Malaysian Public Institution of Higher education want to produce knowledgeable manpower or knowledge worker in the Malaysia. So that, with this research we want to investigate whether the practicing KM competencies are apply in real situations and effectiveness in Malaysia.

In this study, the researcher was used stratified sampling technique in order to select respondent from the population to respond to the questionnaires. The reason to use stratified sampling is because the respondents of this study will be divided into selected units. Other than that, stratified also was used to ensure that the strata (or layer) in the population are fairly represented in the sample (Salkind, 2014). Here, only the information from employees of population's was collected and analyzed

31

because they work at the organization. Therefore, the use of stratified sampling was much convenient to researcher to distributed and collect the data.

3.4.3) Research Variables

The research variables on this proposal that will be do investigate is the relationship between independent variables and dependent variable. On this proposal showed the theoretical frameworks that have five categories independent variables and one dependent variable. Independent variable consists of the KM culture competencies, management competencies, interpersonal competencies, and leadership, strategies competencies and lastly is IT competencies. In the other hands, the dependent variable is KM competencies at JAHEAIK to investigate in our research.

No		Hypotheses test between the main variables in the study	Statistical Test
1	H₁	There is significant relationship between interpersonal competencies and knowledge management competencies for effective knowledge management in organization.	Correlation
2	H₂	There is significant relationship between knowledge management culture competencies and knowledge management competencies for effective knowledge management in organization.	Correlation
3	H₃	There is significant relationship between management competencies and knowledge management competencies for effective knowledge management in organization.	Correlation
4	H₄	There is significant relationship between leadership and strategic competencies and knowledge management	Correlation

		competencies for effective knowledge management in organization.	
5	H_5	There is significant relationships between IT competencies and knowledge management competencies for effective knowledge management in organization.	Correlation

Table 3.4.3

The summary of hypotheses and its statistical analysis

3.4.4) Research Design

The research design for this study is non-experimental research, specifically correlation research. According to Salkind (2014), correlation research is suitable to be used to analyze the relationship between two or more variables. In this study, the researcher will examine the knowledge management competencies at Jabatan Hal Ehwal Agama Islam Kelantan (JAHEAIK).

The purpose of the research design is descriptive study because of we adapt from the author research that applying research in India now we want to apply to Malaysia. This is to explain the characteristic variable by our theoretical framework. We want to studies research for measure central tendency in to know the statistic by measure mean, mode and median. Besides we can to measure about the data will be normal or non-normal and comparing by the previous author.

How we will do the investigate which is we use causal relationship or correlational study because of there have different group for example to investigate the relationship between independent variable and dependent variables. According to Salkind (2014), dependent variable is defined as the measure that reflects the outcomes of a research study.

On this research we using the typical survey which is with questionnaire and it will minimum interference. In the study setting we will use non-contrived setting which is environmental setting that natural environment when everything functions normally.

33

The measurement that we use is indicators for measuring dimension that is mean as to measure the variables that exist in the theoretical framework. Unit of analysis will be in our research is by individual which is respondent from the employees of JAHEAIK.

3.4.5) Data Collection Method

To facilitate the distribution of questionnaires, the researcher will distribute the questionnaire to the office employee. The employee will be given some time to fill all questions in the questionnaire. All the respondent should answer on questionnaire paper that provided by researcher to gain and help for getting the finding and result for successful research. A set of questionnaire will be distributed to 103 respondents to every department at Jabatan Hal Ehwal Agama Islam Kelantan (JAHEAIK) on 26th May until 3 June 2017 to employees of ten divisions which is administration unit, financial unit, education unit, preaching unit, event management, family law unit, enforcement unit, halaqat division, research division and Halal division. After a month, office employees are assumed to have fulfilled the questionnaire and those questionnaires will be collected back. After received the questionnaire back, the researcher were continue the next procedure which is to analyze the data collected. The data collected were be analyzed by using SPSS.

Date	Procedure
26th May until 3th May 2017	Questionnaire was distributed
4th May until 8th May 2017	Questionnaire was collected
15th May until 25th May 2017	Data was key in into the SPSS
26th until 3th June 2017	Data was analyzed

Table 3.4.5

Summary of All Data Procedures

3.4.6) Instruments

The instrument that used in this study was a questionnaire. A set of questionnaire will be prepared as the instrument for collecting data for this study and will be distributed by hand to the respondents.

In this section, this is briefly outline the instrument that will used when study which is researcher using the surveys among employees of Islamic Religious Affairs Department Kelantan (JAHEAIK) which is questionnaire will be distribute for 103 respondents in the Islamic Religious Affairs Department. More detail the instrument will use to complete the survey which be explain on the subheading below.

3.4.7) Instrument 1

Instruments for this research have six section which is named as Section A,B,C,D,E,F and G. Overall questionnaire section from A until G was adapt by Nazim,2013. Every section was explain details to help respondent answer what the information that given as guidelines to respondent answering the questionnaire. This method to avoid from not valid data collection that can cause user not decided to participate on this instrument for answering the survey. Besides, the questionnaires using the Linkert scale as measurement data which is range 1 to 5. Which is from 5 is very important, 5 important, 3 is moderately important, 2 is minor important and 1 is not important. On the section A is about questions demographic information follow by section B, C, D, E, F and G are about the independent variable from the theoretical framework that already stated on before section. Example full questionnaire was attached at appendix.

3.4.8) Research Procedures

For quantitative method, there is several research procedures provided one copy of consent form. Next, questionnaire will be distributes individually which is participants is employees of Islamic Religious Affairs Department Kelantan (JAHEAIK). Next procedure is participants were asked to read over the questionnaire that have several section starting A, B, C, D, E, F and G that describing demographic section, KM competencies understanding, cultural competencies, management competencies,

interpersonal, leadership and information technologies. Then participates were asked in the questionnaire to directed each section to identify the awareness among all section that given detail before whether for female or male participated on as scale 5 to 1 which 5 more important and 1 for not important. Then, next procedure participants have given the entire questionnaire and need to fully done answer all the question in time that given but it is depend on time that they take to finish.

The procedure of this research is firstly we will identify the framework of the relationship between independent variable and dependent variables. Besides, from the theoretical framework we will get the hypotheses of the research for by the objective question and the research question. After that we will develop the questionnaires to identify the analysis result to know the reliability and connection relationship that we develop by theoretical framework.

3.4.9) Pilot Study

For the pilot study, will be choose 103 respondents that participant in testing the research validity and reliability. The way manage pilot studies which is find 103 employees of Islamic Religious Affairs Department Kelantan (JAHEAIK) which is staff as tester for answering the questionnaire. The pilot test will be conducted to determine the reliability of questionnaires to be asked to the respondents. The reliability needed in order to achieve the intended result is +1.00.

3.5) Implementation of the Study

Implementation of the study is to the entire of the method or target that separate components. Implementation of the study questions that consist 6 sections that asking for identify the degree of importance of the KM competencies understanding, cultural competencies, management competencies, interpersonal, leadership and information technologies that required by employees of JAHEAIK for effective KM in organization.

Implementation of the studies uses variety of data and mixed methods to answering and finishing the research study. Generally data collected in implementation of the studies fit into several categories which are from printed material which is documentation and records. Besides,

36

also in method of surveys and questionnaire those standardize data collection among multiple of respondent including the satisfaction surveys. All this are only proposal will be proposed then later on will be implementation for the study when real conducting real research.

3.6) Data Analysis Procedures and Methods

Regardless the data from the study, this is specific and procedures following in analysing and reading of data. Means that with the data collection that have been collected from the research hypothesis which is independent and dependent variables and can be known the data analysis will be used on what method for analysis data. We will use measurement for study the statistical test analysis. There is the parametric test because for we want to exploring differences between groups for example culture competencies have positive and related with the KM among LIS professional. Hypotheses tests between the main variable in the study measure by using correlation statistical test for procedure analysis.

The reason chooses correlation analysis is the process of studying the strength of that relationship with available statistical data. Another reason is because level measurement which is continuous that we want to test by interval analysis and distribution must be normal. This is because to investigate if there any significant relationship between culture competencies and KM competencies.

Below are the summary of hypotheses and its statistical analysis. Measure strength and direction of the linear relationship between two variables and to determine the suitable coefficient of correlation depends on measurement scales and distributions. We are choosing correlation because of to measure between relationships because of apply to continuous data and it is because we will use the interval data which us our questionnaire using Linkert scale data collection.

3.7) Summary

It can be conclude that, on the chapter three which methodology section actually one of way in identify the population and sample in the other hand to investigate whether all the research will be done getting finding that validity and reliability will be check. Besides, there have several in develop the questionnaire then the strategic method in collect data. In addition, to do analysis for identify the testing result between hypothesis and the main variables. For getting the good finding and result analysis must have good relationship on the theoretical framework between the independent variable and dependent variable. From that getting the hypothesis and also can do the measurement for analysis the result whether the research normal or non-normal and also for getting the successful research.

3.8) Analysis and Interpretation of Data

This chapter was discussing the finding and results of this research. The results came from the data that has been used by SPSS method. The output of data would be explained in details by using frequency distribution and reliability test supported with correlation and regression to test the relationship between dependent variable and independent variables.

This research used the tables and figures to interpret data. All these output came from data had been collected from this study. Respondent of this study were the staff in Jabatan Hal Ehwal Agama Islam Kelantan (JAHEAIK). The table below is a summary of each section of the questionnaires.

Section	Variable	Number of Question
A	Personal details	6
B	Dependent variable (Knowledge Management Competencies at JAHEAIK)	5
C	Independent variable (Cultural Competencies)	5

D	Independent variable (Management Competencies)	5
E	Independent variable (Interpersonal Competencies)	5
F	Independent variable (Leadership and Strategic Competencies)	5
	Total Question	31

Table 3.8

Summary of Questionnaires Section

3.8.1) Data Analysis

Frequency analysis is determining the frequency of the data from questionnaires that has been collected from respondents. By using frequency analysis to examine which option is the more frequent answer by the respondents.

3.8.2) Demographic Analysis

Demographic analysis was obtained for all the personal data of variables. Demographic profile indicates the overall background of respondents. Thus, it is easier to interpret demographic such as respondent's gender, age, marital status, highest education achievement, and income. Here the findings of frequency distribution analysis for demographic profile of respondents.

3.8.3)   Gender respondents

		Frequency	Percent	Valid percent	Cumulative percent
Valid	MALE	58	58.0	58.0	58.0
	FEMALE	42	42.0	42.0	100
	Total	100	100.0	100.0	

Table 3.8.3

Gender Respondent

The table above shows the percentage of the respondents' gender. It is shows that 42% or 42 respondents are female and 58% of the respondents are male. By all means, the majority of the respondents are male.

3.8.4) Age of the respondents

		Frequency	Percent	Valid percent	Cumulative percent
Valid	20-30	20	20.0	20.0	20.0
	31-40	36	36.0	36.0	56.0
	41-50	12	12.0	12.0	88.0
	50 and above	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

Table 3.8.4

Age of the respondents

40

The table above show the percentage of respondents tabulated according to their age. Majority of the respondents are from the age of 31 to 40 years consists of 36% (36 respondents). Minority of the respondents aged 50 and above which is 32% with 32 respondents. Besides that, respondents aged 20 to 30 years is 20% with 20 respondents and who aged 41 to 50 years with 12% that consists of 12 respondents.

3.8.5) Respondents' Marital Status

	Frequency	Percent	Valid percent	Cumulative percent
Valid				
MARRIED	43	43.0	43.0	43.0
SINGLE	44	44.0	44.0	87.0
OTHERS	13	13.0	13.0	100.0
Total	100	100.0	100.0	

Table 3.8.5

Marital status

Marital status above shows a slightly higher percentage among the married status with 66% or 66 respondents. The single status shows about 26% as about 26 respondents. The others status shows about 13% or 13 respondent. This show that majority of the respondents are married.

41

3.8.6) Respondents Highest Education Achievement

	Frequency	Percent	Valid percent	Cumulative percent
Valid SECONDARY SCHOOL	15	15.0	15.0	15.0
DIPLOMA	34			
DEGREE	39	34.0	34.0	49.0
MASTER/PHD	12			
TOTAL	100	39.0	39.0	88.0
		12.0	12.0	100.0
		100.0	100.0	

Table 3.8.6

Education

As being mention is the table above, the majority of the respondents have the secondary school qualification with 15% (15 respondents) and the majority of the respondents have the degree qualification with 39% (39 respondents). It is followed by the diploma holder, with 34% (34 respondents) followed by PHD or Master Holders with 12% (12 respondent).

3.8.7) Respondents' Duration of Services at JAHEAIK

	Frequency	Percent	Valid percent	Cumulative percent
Valid				
1 to 2 years	30	30.0	30.0	30.0
3 to 5 years	44	44.0	44.0	74.0
6 to 10 years	20	20.0	20.0	94.0
10 and above	6	6.0	6.0	100.0
Total	100	100.0	100.0	

Table 3.8.7

Duration of services

3.8.9) Respondents income

	Frequency	Percent	Valid percent	Cumulative percent
Valid				
below 1000	12	12.0	12.0	12.0
1001-2000	28	28.0	28.0	40.0
2001-3000	40	40.0	40.0	80.0
4001 and above	20	20.0	20.0	100.0
Total	100	100.0	100.0	

Table 3.8.9

Income

The table above show the respondents level of income. Majority of respondents which is 40% (40 respondents) have income between RM2001-RM3000. Minority of the respondents based on their income stands at above RM4000 which is consist 20% (20 respondents). Meanwhile, another 28% (28 respondents) have income between RM1001-RM2000 and the remaining of the respondents have their income below RM 1000 consist 12 % (12 respondents).

43

3.8.10) Reliability Analysis

The reliability of a measure is an indication of the stability and consistency with the instrument measures the concept and helps to assess the "goodness" of a measure. Cronbach's Alpha is a reliability coefficient that indicates how well the item in a set is positively correlated to one another. If the Cronbach's Alpha is closer to 1, the internal consistency considered to be high. According to hair et al (2003) about the Rules of thumb of Cronbach's Alpha Coefficient Size such as:

ALPHA COEFFICIENT RANGE	STRENGHT OF ASSOCIATION
< 0.6	Poor
0.6 < 0.7	Moderate
0.7 < 0.8	Good
0.8 < 0.9	Very Good
0.9 >	Excellent

Table 3.8.10

Rules of Thumb about Cronbach's Alpha Coefficient

3.8.11) Knowledge Management Competencies at JAHEAIK

Cronbachs' Alpha	Cronbachs' Alpha Based on Standardized Items	N of Items
.826	.825	5

Table 3.8.11

Reliability Statistics

For this research, knowledge management competencies at JAHEAIK are the dependent variable. In Section B, the respondents will focus on answering about cultural competencies among employee in JAHEAIK. Based on the Cronbach's Alpha table above, the value of knowledge management competencies at JAHEAIK is 0.826. This means that, the reliability of knowledge management is very good. It is concluded that the questionnaire about knowledge management is accepted.

3.8.12) Cultural Competencies

Cronbachs' Alpha	Cronbachs' Alpha Based on Standardized Items	N of Items
.553	.546	5

Table 3.8.12

Reliability Analysis for Cultural Competencies

Based on the table, the reliability value of Cronbach' Alpha for Islamic work ethics is 0.553. The value represents the questions in Section C. The meaning of the value obtained is poor and can be concluded that the questions of perception is accepted.

3.8.13) Management Competencies

Cronbachs' Alpha	Cronbachs' Alpha Based on Standardized Items	N of Items
.681	.682	5

Table 3.8.13

Reliability Analysis for Management Competencies

According to the table above, the Cronbach's Alpha value, the value obtained is considered as moderate as it shows the value of 0.681. This value represents the questions in Section D. It is concluded that the questions of work environment is acceptable.

3.8.15) Interpersonal Competencies

Cronbachs' Alpha	Cronbachs' Alpha Based on Standardized Items	N of Items
.772	.769	5

Table 3.8.15

Reliability Analysis for Interpersonal Competencies

The table shows the value of Cronbach's Alpha is 0.772 for interpersonal competencies. This value represents the questions in Section E. The value is considered as good and can be concluded that the questions about employee motivation is accepted.

3.8.16) Leadership and Strategic Competencies

Cronbachs' Alpha	Cronbachs' Alpha Based on Standardized Items	N of Items
.654	.653	5

Table 3.8.16

Reliability Analysis for Strategic and Leadership Competencies

Based on the table, the reliability value of Cronbach' Alpha for strategic and leadership competencies is 0.654. The value represents the questions in Section F. The meaning of the value obtained is moderate and can be concluded that the questions of financial reward is accepted.

3.9 Descriptive Statistic Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
meanKM	100	1.60	5.00	4.144	0.58402
meanCC	100	3.00	4.80	4.118	0.40311
meanMC	100	3.00	5.00	4.274	0.41648
meanIC	100	3.00	5.00	3.964	0.50000
meanLSC	100	3.00	5.00	4.196	0.41486
Valid N (listwise)	100				

Table 3.9

Descriptive Statistic Analysis

Based on the table above, minimum value of dependent variable which is the knowledge management competencies at JAHEAIK is 1.60, while for cultural competencies is 3, management competencies is 3, interpersonal competencies is 3 and leadership and strategic competencies is 3. For maximum value, all variables have the same value which is 5 and for the cultural competencies are 4.80. As for the mean, management competencies show the highest value with 4.274, followed by leadership and strategic competencies with 4.196 and knowledge management is 4.144. The lowest mean is 3.964 which are interpersonal competencies. For standard deviation, the knowledge management shows the highest value that is 0.58402, followed by interpersonal competencies with 0.50000.

3.9.1) Knowledge Management

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I have practice knowledge management in the organization.	100	2	5	3.99	.745
Knowledge Management has been described as a key driver of organizational performance in JAHEAIK.	100	2	5	4.24	.740
Knowledge Management is the collection of processes that govern the creation	100	1	5	4.10	.759
Knowledge management is a human ability and generator of income	100	1	5	4.11	.827
Knowledge management acts as a powerful tool to help JAHEAIK adopt and manage change	100	1	5	4.28	.726
	100				

Table 3.9.1

Descriptive Statistic for Knowledge Management

The table above shows the descriptive statistic for the knowledge management. Based on the table above, the highest total mean in Section B is 4.28. From the value, it is

explained that the factors that influence the knowledge management competencies at JAHEAIK is about performance be evaluated according to the amount of experience. Meanwhile, the lowest mean is 3.99 which is I have practice knowledge management at JAHEAIK.

3.9.2) Cultural Competencies

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Team work skills	100	3	5	4.06	.649
Skills for fostering knowledge sharing and learning environment in JAHEAIK	100	3	5	4.20	.636
Skills to motivate employees.	100	3	5	4.02	.651
Skills to build trust and relationship.	100	3	5	4.07	.728
Skills to resolve conflict	100	3	5	4.24	.698
Valid N (listwise)	100				

Table 3.9.2

Descriptive Statistic for Cultural Competencies

The table above shows the descriptive statistic for cultural competencies. Based on the table above, the highest total mean in Section C is 4.24. From the value, it is explained that the factors that the cultural competencies at JAHEAIK is skills to resolve conflict. Meanwhile, the lowest mean is 4.02 which is skills to motivate employees.

49

3.9.3) Management Competencies

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Human resource management skills.	100	3	5	4.27	.617
Change management skills.	100	3	5	4.26	.691
Project management skills.	100	3	5	4.25	.609
Leadership skills.	100	3	5	4.20	.603
Knowledge about marketing and publicity of information products and services	100	3	5	4.39	.618
Valid N (listwise)	100				

Table 3.9.3

Descriptive Analysis for Management Competencies

The table above shows the descriptive statistic for management competencies. Based on the table above, the highest total mean in Section D is 4.39. From the value, it is explained that the factors of knowledge about marketing and publicity of information products and services. Meanwhile, the lowest mean is 4.20 which show that leadership skills is not applying at the JAHEAIK organization.

3.9.4) Interpersonal Competencies

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Communication skills.	100	3	5	3.93	.624
Mentoring skills.	100	3	5	4.02	.619
Interviewing skills.	100	3	5	3.91	.683
Judgment and evaluation skills.	100	3	5	3.97	.731
Presentation skills.	100	3	5	3.99	.785
Valid N (listwise)	100				

Table 3.9.4

Descriptive Statistic for Interpersonal Competencies

The table above shows the descriptive statistic for Interpersonal Competencies. Based on the table above, the highest total mean in Section E is 4.02. From the value, it is explained that the factors that influence the mentoring skills is their staff very helpful each other and hardworking to gained knowledge. Meanwhile, the lowest mean is 3.91 which are interviewing skills because the staff of JAHEAIK was lack the knowledge about interviewing skills.

3.9.5) Leadership and Strategic Competencies

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ability to develop social networks or communities of practice	100	3	5	4.03	.688
Ability to develop performance-based reward system.	100	3	5	4.12	.556
Ability to link knowledge with strategic results.	100	2	5	4.18	.657
Ability to develop Knowledge Management policy	100	3	5	4.25	.687
Skills to create value from organization's knowledge-based assets	100	3	5	4.40	.603
Valid N (listwise)	100				

Table 4.9.5

Descriptive Statistic for Leadership and Strategic Competencies

The table above shows the descriptive statistic for leadership and strategic competencies. Based on the table above, the highest total mean in Section F is 4.40. From the value, it is explained that the skills to create value from organization's knowledge-based assets factors that influence the knowledge management competencies in leadership. Meanwhile, the lowest mean is 4.03 which is the ability to develop social networks or communities of practice show that social media is really important.

52

3.9.6) Pearson Correlation Analysis

		meanB	meanC	meanD	meanE	meanF
meanB	Pearson Correlation	1	.701**	.637**	.036	.669**
	Sig. (2-tailed)		.000	.000	.723	.000
	N	100	100	100	100	100
meanC	Pearson Correlation	.701**	1	.535**	.025	.515**
	Sig. (2-tailed)	.000		.000	.803	.000
	N	100	100	100	100	100
meanD	Pearson Correlation	.637**	.535**	1	.079	.572**
	Sig. (2-tailed)	.000	.000		.435	.000
	N	100	100	100	100	100
meanE	Pearson Correlation	.036	.025	.079	1	.110
	Sig. (2-tailed)	.723	.803	.435		.275
	N	100	100	100	100	100
meanF	Pearson Correlation	.669**	.515**	.572**	.110	1
	Sig. (2-tailed)	.000	.000	.000	.275	
	N	100	100	100	100	100

Table 3.9.6

Pearson Correlation Analysis Result

Pearson correlation is a statistical test that assesses the strength of the relationship between two numerical data variables (Saunders, 2009). The significance level is 0.05 in the Pearson correlation test, which means there is 95 % of confidence level.

Therefore, the hypotheses only can be accepted if the significant p-value is less than 0.05 (Malhotra, 2010).

The table above shows the relationship between the dependent variable and independent variables. It also shows the relationship between the independent variables. The dependent variable for this study is Knowledge Management Competencies at JAHEAIK by introducing the cultural competencies, management competencies, interpersonal competencies, leadership and strategic competencies to employees in JAHEAIK.

Based on the table, the first research objective is determined. The first objective of the study is to investigate the relationship between cultural competencies and knowledge management competencies. From the table above the result for relationship cultural competencies between management competencies is 0.701. The value means that the relationship between knowledge management competencies at JAHEAIK and cultural competencies is strong. It is means that there is a significant relationship between dependent and independent variable.

The second objective is to investigate the relationship between identify the relationship between management competencies and knowledge management. From the table above, the result for relationship knowledge management between management competencies is 0.637. The value means that the relationship between knowledge management and management competencies is strong. It is means that there is a significant relationship between dependent and independent variable.

The third identify the relationship between interpersonal competencies and knowledge management competencies. From the table above, the result for relationship between knowledge management competencies and interpersonal competencies is 0.036. The value means that the relationship between knowledge management competencies and interpersonal competencies is low correlation. It is indicates that there is a not significant relationship between dependent and independent variable.

The fourth objective is to identify the relationship between leadership and strategic competencies and knowledge management competencies. From the table above, the result

54

for relationship between knowledge management competencies and leadership and strategic competencies is 0.669. The value means that the relationship between knowledge management competencies and strategic competencies is strong. It is means that there is a significant relationship between dependent and independent variable.

From the result obtained, it is explained that all independent variables are significant with dependent variable. The relationship between independent variables is also significant. To conclude, null hypotheses (H_0) for these four variables are rejected and alternate hypotheses (H_1) are accepted.

3.9.7 Regression Analysis

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	22.068	4	5.517	44.801	.000[b]
Residual	11.699	95	.123		
Total	33.766	99			

Table 3.9.7

F-Test

a. Dependent Variable: MEANB
b. Predictors: (Constant), MEANF,MEANE, MEANC, MEAND

The F-statistic test is used in order to know the reliability of the overall model. It provides an overall evaluation of the regression to assess the significant of each component and it should be lower than 0.05 to consider as significant. The table above shows the F-test from ANOVA of the research. It shows that ANOVA express the value of 44.801.

The p-value was calculated as significant or not. To know there are significant or not, the researcher must base on the result 0.05 (0.000 < 0.05). From the table above, p-value is significant with result of 0.000. This means that all the dependent variables which are the knowledge management competencies at JAHEAIK by introducing awareness of cultural competencies, management competencies, interpersonal competencies, leadership and strategic competencies.

3.9.8) Multiple Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.808[a]	.654	.639	.35092

Table 3.9.8

Multiple Regression Analysis

From the table above, value of R Square is 0.654. From the value of R Square, it is concluded that 65.4% of total variation of respondents of knowledge management competencies is explained by the independent variables which cultural competencies, management competencies, interpersonal competencies, leadership and strategic competencies to employees in JAHEAIK. However, the other 34.4% is not explained by these three variables as it may be explained by the other variables.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-1.494	.498		-3.001	.003
MEANC	.591	.109	.408	5.435	.000
MEAND	.326	.110	.232	2.965	.004
MEANE	-.034	.071	-.029	-.478	.634
MEANF	.464	.109	.330	4.250	.000

Table 3.9.8

Multiple Regression Analysis

(Dependent Variable: MEANB)

From the table, the result obtained shows that are cultural competencies, management competencies, leadership and strategic competencies are significantly influences the respondents and the knowledge management competencies with p-value of 0.000, 0.004 and 0.000. Thus, with these variables, null hypotheses (H$_0$) will be rejected. As for interpersonal competencies, the p-value is 0.634 which means that, the variables is not significant as the p-value is higher than alpha value (0.05). Thus, the null hypothesis (H$_0$) will be accepted.

As based on the table, the fifth research objective is identified. For the fifth objective, the researcher wants to identify the most influence factor that affects knowledge management competencies. As from the result shown above, the most influences factor that affects the knowledge management competencies is cultural competencies, management competencies, leadership and strategic competencies. It is proven from Beta value of 0.591, 0.326 and 0.464 and p-value of cultural competencies 0.000, management competencies 0.004 and for the leadership and strategic competencies is 0.000.

3.9.9 Cultural Competencies

H0: There is no significant relationship between cultural competencies with knowledge management competencies

H1: There is a significant relationship between cultural competencies ethics with knowledge management competencies

Significant value: 0.000 > 0.05. The null hypothesis (H0) is rejected. There is significant relationship between independent variable and dependent variable. The result shows p-value is 0.000 which is lower than 0.005.

3.9.10) Management Competencies

H_0: There is no significant relationship between management competencies with knowledge management competencies.

H_1: There is a significant relationship between management competencies with the knowledge management competencies.

Significant value: 0.000 > 0.05. The null hypothesis (H0) is rejected. There is significant relationship between independent variable and dependent variable. The result shows p-value is 0.000 which is less than 0.05.

3.9.11) Interpersonal Competencies

H0: There is no significant relationship between interpersonal competencies with knowledge management competencies.

H1: There is a significant relationship between interpersonal competencies with knowledge   management competencies.

Significant value: 0.000 > 0.05. The null hypothesis (H0) is accepted. There is no significant relationship between independent variable and dependent variable. The result shows p-value is 0.634 which is higher than 0.05.

3.9.12) Leadership and Strategic Competencies

HO: There is no significant relationship between leadership and strategic competencies with knowledge management competencies.

H1: There is a significant relationship between leadership and strategic competencies with knowledge management competencies.

Significant value: 0.000 > 0.05. The null hypothesis (H0) is rejected. There is significant relationship between independent variable and dependent variable. The result shows p-value is 0.000 which is significant.

3.10 Conclusion and Recommendation

3.10.1 Conclusion

The researcher has done this research on the factors of knowledge management competencies towards employees at Jabatan Hal Ehwal Agama Islam Kelantan (JAHEAIK). The factors consist of cultural competencies, management competencies, interpersonal competencies, leadership and strategic competencies. The researcher had collected 103 respondents who are among employees at JAHEAIK.

Based on the result, different respondent will had different demographic background in term of gender, age, marital status, job position, education, income and years of experience. For the reliability analysis, according to Cronbach's alpha value of the variables in this study are well above 0.6 which is almost variable indicates as very good range. Its show that all the items have reasonable consistency reliability which is each variable relate to each other. So, the questions regarding the employees are acceptable. This research was done to study about the affecting the knowledge management competencies at JAHEAIK. For this study, three independent variables will be the main focus which is cultural competencies, management competencies, leadership and strategic competencies. Hence, the dependent variable is the awareness towards knowledge management competencies. The research objectives had already been answered by analyzed the variables. There are

five research objectives that been created at the early study. This study also concluded from the result in the previous chapter.

	KM Competencies	Cultural Competencies	Management Competencies	Interpersonal Competencies	Leadership Competencies
Knowledge Management Competencies	1	.701**	.637**	.036	.669**
Cultural Competencies	.701**	1	.535**	.025	.515**
Management Competencies	.637**	.535**	1	.079	.572**
Interpersonal Competencies	.036	.025	.079	1	.110
Leadership Competencies	.669**	.515**	.572**	.110	1

Table 3.10.1

Pearson Correlation Analysis Result

The first research objective is to identify the factors that influence the knowledge management competencies. To answer the first research objective, the study is focused on cultural competencies, management competencies, interpersonal competencies, leadership and strategic competencies that had been gathered by the collected literature reviews.

The first, second, third and fourth objectives are to identify the relationship between dependent variable and independent variables. For the answer, the Pearson Correlation Analysis was used. The result obtained from the table shows that the relationship between knowledge management competencies and all the variables which are cultural competencies, management competencies, leadership and strategic competencies are strong with value of 0.701, 0.637 and 0.669 while for interpersonal competencies is poor with the value of 0.036. This result explained that there is a significant relationship between the

knowledge management competencies with cultural competencies, management competencies, leadership and strategic competencies. Pearson Correlation Analysis had answered the first, second, and fourth objectives.

Independent Variable	Significant	Result	B	Hypothesis
Cultural Competencies	0.000<0.05	Significant	-1.494	Reject H_0
Management Competencies	0.000<0.05	Significant	.591	Accept H_0
Interpersonal Competencies	0.000>0.05	Not significant	.326	Reject H_0
Leadership Competencies	0.000<0.05	Significant	0.464	Reject H_0

Table 3.10.2

Factors Influence the affecting the Quality Of The job Performance

For the fifth objective, the researcher wants to identify the most influence factor that affects knowledge management competencies at JAHEAIK. This objective can be answered by coefficient analysis. From the result, the highest value is perception with its Beta value of 0.591 and p-value 0.000 that is less than 0.05. This explains that cultural competencies, management competencies, leadership and strategic competencies the most influence factor that influences the knowledge management competencies. The result followed by interpersonal competencies with Beta value 0.034 and p-value 0.634.

3.11) Recommendation

As a recommendation based on the correlation test revealed a positive relationship between cultural competencies, management competencies, leadership and strategic competencies related to knowledge management competencies. For the recommendation, the researcher would like to suggest that knowledge management competencies among employee at JAHEAIK improve the cultural competencies towards their company from their employee perspective. As from the finding that had been gathered, knowledge management

competencies must convince the customers about the useful of knowledge management competencies itself as lots of respondents still assume that this is not useful for their future preparation. Furthermore, interpersonal competencies are the less influence factor that affects the knowledge management competencies. So, the researcher would like to suggest that knowledge management competencies are acceptable as the alternative to ensure the work performances and behavior of staff at JAHEAIK. As for example, JAHEAIK can explain and promote about the benefit of interpersonal competencies to improve the knowledge management. In addition, people will be exposed and more aware about the knowledge management competencies at JAHEAIK.

3.11.1) Future research

As for this research, the researcher only used the cultural competencies, management competencies, interpersonal competencies, leadership and strategic competencies as the variables. For future researches, researcher recommends to use the other variables to get more accurate data because this study is only limited to these four variables. Therefore, current research and practice on interpersonal competencies need to understand interpersonal competencies and must be related to knowledge management competencies. This study acknowledges several limitations. First, a cross-sectional research design was used to gather data at one point within the period of study. This may not be able to capture the developmental issues and causal connections between variables. Second, the survey questionnaires relied heavily on the respondents and self-responses that were selected based on random sampling technique.

Therefore, future research are recommended to draw a larger sample size to generate a more accurate and representative manners. Meanwhile, the samples should be drawn from multiple geographic locations not only in Jabatan Hal Ehwal Agama Islam Kelantan (JAHEAIK) but also in the other organization such as private companies and others. I also suggest future studies may use more effective methods such as interviewing the organization who is expert about the knowledge management competencies. When the survey is conducted by interviewing, we will get more information and also can explore more information regarding the knowledge management competencies at JAHEAIK.

CHAPTER 4

CONCLUSIONS

4.1 Application of knowledge, skills and experience in undertaking the task (Knowledge gained)

Knowledge that I had gained from JAHEAIK organization is I had ability to answer the questions from public such as about the procedures of divorcees, the procedures of marriage and how to get the counseling services to avoid the divorcees at the Public Relation Management. I also gained knowledge on how to prepare for meeting and get the knowledge on how the staff conducts the meeting in the Administration. I have been exposed to many types of task during the practical training at JAHEAIK and gained the knowledge on how to manage the management in an organization. In the other hand, we can used that knowledge and apply that knowledge in the other organization.

Skills that I have gained from JAHEAIK organization are able to coordinate resources in another important organizational skill and know how to coordinate both internal and external resources. I also had skills on how to manage the file and the arrangement of file in the file room. I am able to use the HRMIS system and complete the 'Sasaran Kerja Tahunan' for staff and 'Permohonan Cuti Online HRMIS'. I also have skills to prepare the salary budget for all staff under JAHEAIK. First of all, trainee needs to record the increases of the salary for each staff under JAHEAIK and calculate the salary of JAHEAIK staff. Other than that, I enable to type the memo and the letter for the meeting and then fax the letter to each department of religious affairs in Kelantan. Last but not least, I also design the bunting for Information Technology Units that distribute each department.

The most valuable experience in JAHEAIK is I can apply all the three elements which is knowledge gained, skills and experience in the other organization. I had been the volunteered in all program of JAHEAIK that had been managed and recommended from JAHEAIK organization such as 'Tilawah Al Quran" which is the big events every year that organize from JAHEAIK.

63

4.2 Personal thoughts and opinions

From my personal thoughts, JAHEAIK is one of the organizations that are important in Kelantan in the cooperation with MAIK that control the Islamic affairs. In the JAHEAIK, they have their own department with their function that controls the matter regarding the religion and also the administration. Besides that, this is to ensure the public is not creating the problem that contradicts the religion. From the function it also gives many benefits to the community from the family institute, public, students and others.

4.3 Lesson learnt

The lesson that I had learned from JAHEAIK organization is we as a Muslim should help to build and strong the ummah that is progressive and based on Islamic moral standards in line with the vision of an Islamic Common Developing country through the agency of Islamic affairs efficiently and effectively. This is because we are the generation that should continuous, connect and defend the teachings of Islam. We should play the role. We as Muslims need to play a role and be responsible for maintaining the teachings of Islam.

4.4 Limitations and Recommendations

4.4.1 Limitations

JAHEAIK organizations should find the way on how to ensure the storage file in the Administration Department because the administrative department not really follows the procedure to close the file. From what trainee have found, some of the file at the administrative department is not close the file when the content is reach 100. Besides that, the thickness also has reached more than 4 centimetres. This shows that, some of the staff not aware about this requirement. In the department also, trainee have found that, the staff only write the closing words only at the cover file. They did not write the same title and the number together with volume at the cover file.

4.4.2 Recommendations

As for the file management system, it is important for the file has the own place to keep the file. For the open file, it is need to be keeping at the file room with the suitable rack. From the trainee view, at the trainee department, there is no room file for the department. The staffs at the department only use the rack to keep the file. The staff numbering the rack with the numbering system and the file name but it is not been applied for all the staff. Some of them not follow the requirements. When this happen, it can lead to the problem unable to find the file and consume time to find the file.

Apart from that, employees of JAHEAIK organizations should been acknowledge from top management with the knowledge management competencies at their workplace. This is because from my research about Knowledge Management Competencies at JAHEAIK shows that interpersonal competency is the poor result of this research. In addition, this results means that communication skills, mentoring skills, interviewing skills, judgement and evaluation skills, presentation skills is very on the low level. So, as the researcher interpersonal competencies should be the highest level in organization because this organization is related to the customer relationship.

In addition, other recommendations is offer method to motivated employees Most employers today would like to have their employees motivated and ready to work but do not understand what truly motivates a person. Employee motivation can be increased through the communication because it important through all level of the organization, from top management by internally and externally (Stirling J. 2008). Another way to motivate employees with regards to pay is commission. Pay can be based purely on commission or can be an addition to a salary. The Society for Human Resources

Management 2009 Employee Job Satisfaction survey says that employees were asked how likely they were to stay with their current organization if they were offered more money with the same benefits at another These needs motivate humans to care for themselves and live a rich life.

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APPENDIX

D

QUESTIONNAIRE FORM
(BORANG KAJI SELIDIK)

Dear Respondent,

I am currently in the final year at University Technology Mara Campus Machang in Bachelor of Information Systems Management. This study is made to fulfil one of the subjects namely Industrial Training Report. My topic is **"Knowledge Management Competencies at JAHEAIK".** Your cooperation is very important in ensuring this study is done successfully. All information provided is confidential and will be used for academic purpose only. Your cooperation is highly appreciated.

Thank you.

Respondent

Saya adalah pelajar tahun akhir di Universiti Teknologi Mara Kampus Machang dalam bidang Ijazah Sarjana Muda Sistem Pengurusan Maklumat. Kajian ini dijalankan untuk memenuhi keperluan salah satu daripada kursus saya iaitu Laporan Latihan Industri. Topik saya ialah "Kecekapan Pengurusan Pengetahuan di JAHEAIK" Kerjasama anda adalah penting bagi memastikan kajian ini berjalan dengan lancar. Segala maklumat akan dianggap sulit dan hanya akan digunakan untuk tujuan akademik sahaja. Kerjasama anda amatlah dihargai.

Thank you for your time and kind cooperation.

PREPARED BY,
DISEDIAKAN OLEH,
NUR FARIDA SABIHA BINTI IZANI
BACHELOR OF INFORMATION SYSTEMS MANAGEMENT
IJAZAH SARJANA MUDA PENGURUSAN MAKLUMAT

SECTION A: RESPONDENT PROFILE / *BAHAGIAN A : BUTIRAN PERIBADI PELANGGAN* (Please mark "√" in the appropriate box or fill in the relevant information about yourself / *Sila tandakan "√" pada ruang yang berkenaan tentang diri anda.*)

1. Gender / *Jantina*

   ☐ Male
   Lelaki

   ☐ Female
   Perempuan

2. Age / *Umur*

   ☐ 20 – 30 years
   20 – 30 tahun

   ☐ 31 – 40 years
   31 – 40 tahun

   ☐ 41 – 50 years
   41 – 50 tahun

   ☐ 51 years above
   51 thn ke atas

3. Marital Status / *Status Perkahwinan*

   ☐ Married
   Berkahwin

   ☐ Single
   Bujang

   ☐ Others/ *lain-lain*

4. Highest Education Achievement:
   / *Tahap Pendidikan*

   ☐ Secondary school
   Sekolah Menengah

   ☐ Diploma
   Diploma

   ☐ First Degree
   Ijazah Pertama

   ☐ Master/ PHD
   Sarjana/ PHD

5. Duration of service ~~in your organization~~/*Tempoh perkhidmatan dengan organisasi anda*

   ☐ 1 to years /
   1 hingga 2 tahun

   ☐ 3 to 5 year years /
   3 hingga 5 tahun

   ☐ 6 to 10 yeasr /
   6 hingga 10 tahun

   ☐ Above 10 years
   10 tahun ke atas

6. Income / *Pendapatan*

   ☐ Below RM 1000
   Bawah RM 1000

   ☐ RM 1001- RM 2000
   RM1001- RM 2000

   ☐ RM 2001 – 3000
   RM 2001 – 3000

   ☐ RM4001 above
   RM 4001 keatas

2

SECTION B: KNOWLEDGE MANAGEMENT

Kindly indicate your degree of agreement on the following statement by circling the number.

Sila bulatkan pada jawapan anda seperti dinyatakan seperti berikut.

1: Strongly Disagree *Sangat Tidak Setuju*	2: Disagree *Tidak Setuju*	3: Neutral *Neutral*	4: Agree *Setuju*	5: Strongly Agree *Sangat Setuju*

1	I have practice knowledge management in the organization. *Saya mengamalkan Pengurusan Pengetahuan di dalam organisasi.*	1	2	3	4	5
2	Knowledge Management has been described as a key driver of organizational performance in JAHEAIK. *Pengurusan Pengetahuan telah digambarkan sebagai pemacu utama prestasi organisasi dalam JAHEAIK.*	1	2	3	4	5
3	Knowledge Management is the collection of processes that govern the creation. *Pengurusan pengetahuan adalah pengumpulan proses yang mengawal penciptaan.*	1	2	3	4	5
4	Knowledge management is a human ability and generator of income. *Pengurusan pengetahuan adalah keupayaan manusia dan penjana pendapatan.*	1	2	3	4	5
5	Knowledge management acts as a powerful tool to help JAHEAIK adopt and manage change. *Pengurusan pengetahuan bertindak sebagai alat yang berkuasa untuk membantu JAHEAIK menerima dan menguruskan perubahan.*	1	2	3	4	5

3

SECTION C: CULTURAL COMPETENCIES

Kindly indicate your degree of importance on the following statement by circling the number.

Sila nyatakan tahap kepentingan anda pada kenyataan berikut dengan membulatkan nombor.

1: Not Important Tidak penting	2: Minor Important Tidak penting sangat	3: Moderately Important Sederhana penting	4: Important Penting	5: Very Important Sangat Penting

1	Team work skills. Kemahiran kerja berpasukan.	1	2	3	4	5
2	Skills for fostering knowledge sharing and learning environment in JAHEAIK. Kemahiran untuk memupuk perkongsian pengetahuan dan pembelajaran di JAHEAIK.	1	2	3	4	5
3	Skills to motivate employees. Kemahiran untuk memberi motivasi kepada pekerja.	1	2	3	4	5
4	Skills to build trust and relationship. Kemahiran untuk membina kepercayaan dan hubungan.	1	2	3	4	5
5	Skills to resolve conflict. Kemahiran untuk menyelesaikan konflik.	1	2	3	4	5

SECTION D: MANAGEMENT COMPETENCIES

Kindly indicate the degree of importance of the management competencies by circling the number.

Sila nyatakan tahap kepentingan kecekapan pengurusan dengan membulatkan nombor.

1: Not Important *Tidak penting*	2: Minor Important *Tidak penting sangat*	3: Moderately Important *Sederhana penting*	4: Important *Penting*	5: Very Important *Sangat Penting*

1	Human resource management skills. *Kemahiran pengurusan sumber manusia.*	1	2	3	4	5
2	Change management skills. *Kemahiran perubahan pengurusan.*	1	2	3	4	5
3	Project management skills. *Kemahiran pengurusan projek.*	1	2	3	4	5
4	Leadership skills. *Kemahiran kepimpinan*	1	2	3	4	5
5	Knowledge about marketing and publicity of information products and services *Pengetahuan mengenai pemasaran dan publisiti produk dan perkhidmatan maklumat.*	1	2	3	4	5

SECTION E: INTERPERSONAL COMPETENCIES

Kindly indicate the degree of importance of the interpersonal competencies by circling the number.

Sila nyatakan tahap kepentingan kompetensi interpersonal dengan membulatkan nombor.

1: Not Important	2: Minor Important	3: Moderately Important	4: Important	5: Very Important
Tidak penting	*Tidak penting sangat*	*Sederhana penting*	*Penting*	*Sangat Penting*

1	Communication skills. *Kemahiran komunikasi.*	1	2	3	4	5
2	Mentoring skills. *Kemahiran membimbing.*	1	2	3	4	5
3	Interviewing skills. *Kemahiran menemuduga*	1	2	3	4	5
4	Judgment and evaluation skills. *Pertimbangan dan penilaian kemahiran.*	1	2	3	4	5
5	Presentation skills. *Kemahiran pembentangan.*	1	2	3	4	5

SECTION F: LEADERSHIP AND STRATEGIC COMPETENCIES

Kindly indicate the degree of importance of the leadership and strategic competencies by circling the number.

Sila nyatakan tahap kepentingan kepimpinan dan kecekapan strategik dengan membulatkan nombor.

1: Not Important	2: Minor Important	3: Moderately Important	4: Important	5: Very Important

1	Ability to develop social networks or communities of practice *Keupayaan untuk membangunkan rangkaian sosial dan komuniti amalan*	1	2	3	4	5
2	Ability to develop performance-based reward system. *Keupayaan untuk membangunkan sistem ganjaran berasaskan prestasi.*	1	2	3	4	5
3	Ability to link knowledge with strategic results. *Keupayaan untuk menghubungkan pengetahuan dengan keputusan strategik.*	1	2	3	4	5
4	Ability to develop Knowledge Management policy *Keupayaan untuk membangunkan dasar Pengurusan Pengetahuan.*	1	2	3	4	5
5	Skills to create value from organization's knowledge-based assets *Kemahiran untuk mewujudkan nilai daripada aset berasaskan pengetahuan organisasi.*	1	2	3	4	5

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Reliability

Scale: ALL VARIABLES

Case Processing Summary

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a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.681	.682	5

Item Statistics

	Mean	Std. Deviation	N
Human resource management skills	4.2700	.61718	100
Change management skills	4.2600	.69078	100
Project management skills	4.2500	.60927	100
Leadership skills	4.2000	.60302	100
Knowledge about marketing and publicity of information products and services	4.3900	.61783	100

Inter-Item Correlation Matrix

	Human resource management skills	Change management skills	Project management skills	Leadership skills
Human resource management skills	1.000	.426	.383	.206
Change management skills	.426	1.000	.276	.238
Project management skills	.383	.276	1.000	.192
Leadership skills	.206	.238	.192	1.000
Knowledge about marketing and publicity of information products and services	.224	.257	.302	.493

Inter-Item Correlation Matrix

	Knowledge about marketing and publicity of information products and services
Human resource management skills	.224
Change management skills	.257
Project management skills	.302
Leadership skills	.493
Knowledge about marketing and publicity of information products and services	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.274	4.200	4.390	.190	1.045	.005	5
Item Variances	.395	.364	.477	.114	1.312	.002	5

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.3700	4.336	2.08242	5

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Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.772	.769	5

Item Statistics

	Mean	Std. Deviation	N
Communication skills	3.9300	.62369	100
Mentoring skills	4.0200	.61922	100
Interviewing skills	3.9100	.68306	100
Judgment and evaluation skills	3.9700	.73106	100
Presentation skills	3.9900	.78490	100

Inter-Item Correlation Matrix

	Communication skills	Mentoring skills	Interviewing skills	Judgment and evaluation skills
Communication skills	1.000	.553	.341	.106
Mentoring skills	.553	1.000	.291	.336
Interviewing skills	.341	.291	1.000	.561
Judgment and evaluation skills	.106	.336	.561	1.000
Presentation skills	.246	.291	.620	.651

Inter-Item Correlation Matrix

	Presentation skills
Communication skills	.246
Mentoring skills	.291
Interviewing skills	.620
Judgment and evaluation skills	.651
Presentation skills	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.964	3.910	4.020	.110	1.028	.002	5
Item Variances	.478	.383	.616	.233	1.607	.010	5

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
19.8200	6.250	2.50002	5

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Reliability

Scale: ALL VARIABLES

Case Processing Summary

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Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.654	.653	5

Item Statistics

	Mean	Std. Deviation	N
Ability to develop social networks or communities of practice	4.0300	.68836	100
Ability to develop performance-based reward system	4.1200	.55560	100
Ability to link knowledge with strategic results	4.1800	.65721	100
Ability to develop Knowledge Management policy	4.2500	.68718	100
Skills to create value from organization's knowledge-based assets	4.4000	.60302	100

Inter-Item Correlation Matrix

	Ability to develop social networks or communities of practice	Ability to develop performance-based reward system	Ability to link knowledge with strategic results	Ability to develop Knowledge Management policy
Ability to develop social networks or communities of practice	1.000	.255	.368	.198
Ability to develop performance-based reward system	.255	1.000	.162	.344
Ability to link knowledge with strategic results	.368	.162	1.000	.324
Ability to develop Knowledge Management policy	.198	.344	.324	1.000
Skills to create value from organization's knowledge-based assets	.238	.157	.301	.390

Inter-Item Correlation Matrix

	Skills to create value from organization's knowledge-based assets
Ability to develop social networks or communities of practice	.238
Ability to develop performance-based reward system	.157
Ability to link knowledge with strategic results	.301
Ability to develop Knowledge Management policy	.390
Skills to create value from organization's knowledge-based assets	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.196	4.030	4.400	.370	1.092	.020	5
Item Variances	.410	.309	.474	.165	1.535	.005	5

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.9800	4.303	2.07428	5

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Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
meanKM	100	1.60	5.00	4.1440	.58402
meanCC	100	3.00	4.80	4.1180	.40311
meanMC	100	3.00	5.00	4.2740	.41648
meanIC	100	3.00	5.00	3.9640	.50000
meanLSC	100	3.00	5.00	4.1960	.41486
Valid N (listwise)	100				

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Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
meanKM	4.1440	.58402	100
meanCC	4.1180	.40311	100
meanMC	4.2740	.41648	100
meanIC	3.9640	.50000	100
meanLSC	4.1960	.41486	100

Correlations

		meanKM	meanCC	meanMC	meanIC	meanLSC
meanKM	Pearson Correlation	1	.701**	.637**	.036	.669**
	Sig. (2-tailed)		.000	.000	.723	.000
	N	100	100	100	100	100
meanCC	Pearson Correlation	.701**	1	.535**	.025	.515**
	Sig. (2-tailed)	.000		.000	.803	.000
	N	100	100	100	100	100
meanMC	Pearson Correlation	.637**	.535**	1	.079	.572**
	Sig. (2-tailed)	.000	.000		.435	.000
	N	100	100	100	100	100
meanIC	Pearson Correlation	.036	.025	.079	1	.110
	Sig. (2-tailed)	.723	.803	.435		.275
	N	100	100	100	100	100
meanLSC	Pearson Correlation	.669**	.515**	.572**	.110	1
	Sig. (2-tailed)	.000	.000	.000	.275	
	N	100	100	100	100	100

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

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Regression

Descriptive Statistics

	Mean	Std. Deviation	N
meanKM	4.1440	.58402	100
meanCC	4.1180	.40311	100
meanMC	4.2740	.41648	100
meanIC	3.9640	.50000	100
meanLSC	4.1960	.41486	100

Correlations

		meanKM	meanCC	meanMC	meanIC	meanLSC
Pearson Correlation	meanKM	1.000	.701	.637	.036	.669
	meanCC	.701	1.000	.535	.025	.515
	meanMC	.637	.535	1.000	.079	.572
	meanIC	.036	.025	.079	1.000	.110
	meanLSC	.669	.515	.572	.110	1.000
Sig. (1-tailed)	meanKM		.000	.000	.361	.000
	meanCC	.000		.000	.401	.000
	meanMC	.000	.000		.218	.000
	meanIC	.361	.401	.218		.137
	meanLSC	.000	.000	.000	.137	
N	meanKM	100	100	100	100	100
	meanCC	100	100	100	100	100
	meanMC	100	100	100	100	100
	meanIC	100	100	100	100	100
	meanLSC	100	100	100	100	100

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	meanLSC, meanIC, meanCC, meanMC[b]	.	Enter

a. Dependent Variable: meanKM

b. All requested variables entered.

Model Summary[b]

					Change Statistics		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1
1	.808[a]	.654	.639	.35092	.654	44.801	4

Model Summary[b]

	Change Statistics	
Model	df2	Sig. F Change
1	95	.000

a. Predictors: (Constant), meanLSC, meanIC, meanCC, meanMC

b. Dependent Variable: meanKM

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.068	4	5.517	44.801	.000[b]
	Residual	11.699	95	.123		
	Total	33.766	99			

a. Dependent Variable: meanKM

b. Predictors: (Constant), meanLSC, meanIC, meanCC, meanMC

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.494	.498		-3.001	.003
	meanCC	.591	.109	.408	5.435	.000
	meanMC	.326	.110	.232	2.965	.004
	meanIC	-.034	.071	-.029	-.478	.634
	meanLSC	.464	.109	.330	4.250	.000

Coefficients[a]

Model		95.0% Confidence Interval for B	
		Lower Bound	Upper Bound
1	(Constant)	-2.483	-.506
	meanCC	.375	.807
	meanMC	.108	.544
	meanIC	-.175	.107
	meanLSC	.247	.681

a. Dependent Variable: meanKM

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.5325	4.8190	4.1440	.47213	100
Std. Predicted Value	-3.413	1.430	.000	1.000	100
Standard Error of Predicted Value	.043	.138	.076	.021	100
Adjusted Predicted Value	2.5541	4.8201	4.1466	.46839	100
Residual	-2.03254	.82492	.00000	.34376	100
Std. Residual	-5.792	2.351	.000	.980	100
Stud. Residual	-6.296	2.443	-.003	1.036	100
Deleted Residual	-2.40186	.89117	-.00256	.38504	100
Stud. Deleted Residual	-8.205	2.511	-.024	1.174	100
Mahal. Distance	.513	14.232	3.960	2.886	100
Cook's Distance	.000	1.441	.026	.149	100
Centered Leverage Value	.005	.144	.040	.029	100

a. Dependent Variable: meanKM

Charts

Scatterplot

Dependent Variable: meanKM
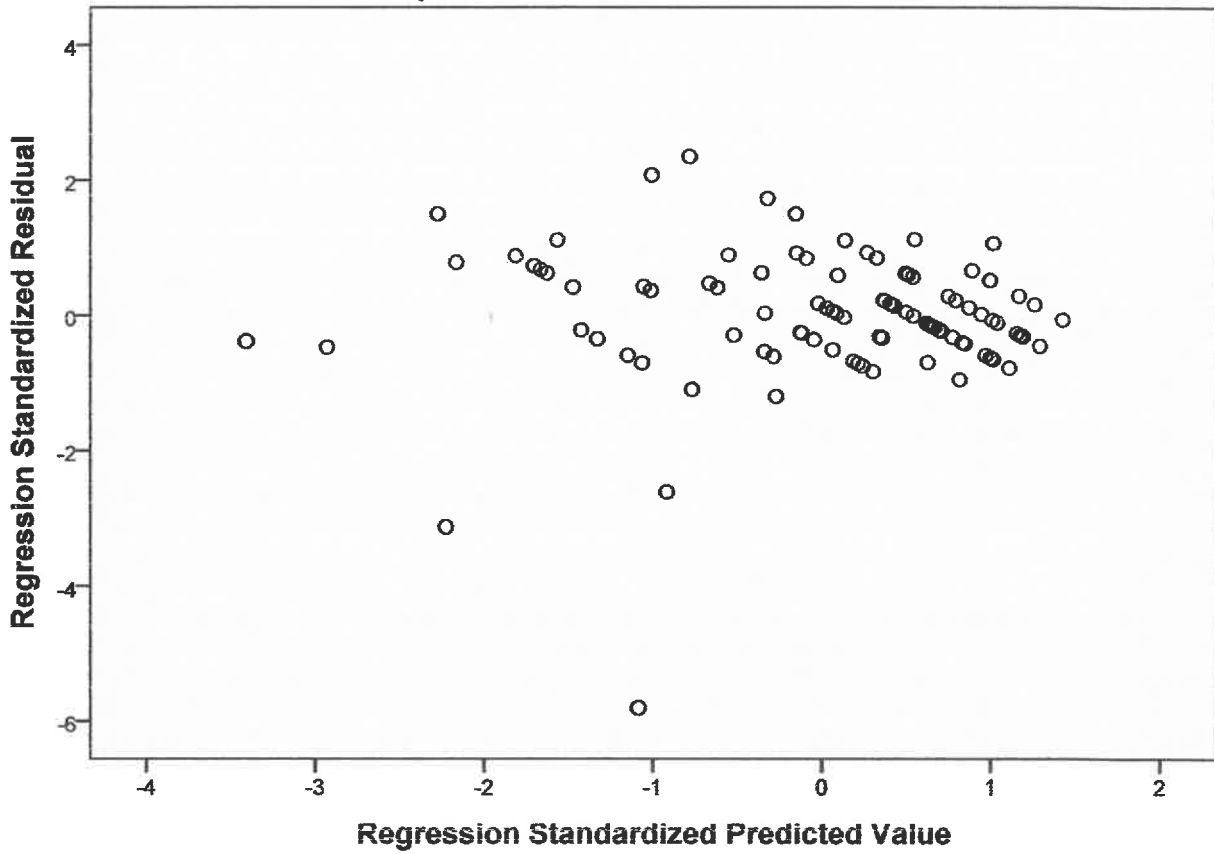
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