

Research Paper

Providing a Model for Promoting Personal Knowledge Management (PKM) in Teachers: an Applied Research, Grounded Theory Approach

Parivash Mohammadi Gheslslgh*¹, Mir Mohammad Seyed Abbaszadeh²

1. Assistant Professor Department Of Educational Sciences , Islamic Azad University, Mahabad Branch, Mahabad, Iran

2. Professor Department Of Educational Sciences, University Urmia, Urmia, Iran.

Received: 2020/4/10

Accepted: 2020/8/28

PP: 50-64

Use your device to scan and read the article online



DOI:

10.30495/jedu.2022.24560.4920

Keywords:

personal knowledge management, Communication and Retrieval skills, Analysis and Presenting Information Ability

Abstract

Introduction: The present study aims to provide a model for promoting the abilities of personal knowledge management (PKM) in teachers; it could be considered as an applied and data-based research.

research methodology. To realize the purpose of this research, qualitative research approach and especially grounded theory approach has been used. The statistical population includes the managers of Education and Training Organization in the East and west Azerbaijan and also notable experts from universities in the fields related to knowledge management. To design the research model, ten people were selected by using saturation principle and combining judgmental and snow-ball methods. Data collection tool was semi-structured interviews and surveys, which were analyzed and codified by Maxqda software, version 10. The analysis of the data was conducted through open, axial, and selective coding based on grounded theory. Accordingly, 284 primary open codes, 152 selective codes, and 31 final extracted codes in the form of 1\ concepts and 6 main categories were classified. After these stages, a model was proposed for promoting the abilities of personal knowledge management of teachers..

Findings: The findings of the research show that the main components of personal knowledge management (PKM) include; "creating communication and retrieval skills in oneself" and "the ability to analyze and present the information". Its determining casual conditions are the organizational and individual factors. The contextual conditions are leadership skills and organizational structure. The intervening conditions are economic environmental features and cultural features. The determining strategies include rewarding and passive strategies. The consequences of teachers' personal knowledge management are positive organizational atmosphere and positive organizational results..

Conclusion: The findings of the present study emphasize the importance of the main components and identified dimensions of teachers' personal knowledge management for the application of learning skills in acquiring knowledge; therefore, these factors should be included in teachers' educational program in order to promote their abilities in the field of personal knowledge Management.

Citation: Mohammadi Gheslslgh, Parivash, Seyed Abbaszadeh, Mir Mohammad. (2022). Providing a Model for Promoting Personal Knowledge Management (PKM) in Teachers: an Applied Research, Grounded Theory Approach Journal of New Approaches in Educational Administration; 13(1): 50-64

Corresponding author: Parivash Mohammadi Gheslslgh

Address: Assistant Professor Department Of Educational Sciences, Islamic Azad University, Mahabad Branch, Mahabad, Iran

Tell: 09144484064

Email: alisapari55@yahoo.com

Extended Abstract

Introduction:

The recent educational improvements focuses on the importance of the issues related to the promotion of learning skills. These skills aim to acquire knowledge through different methods. To reach this aim, teachers must teach to their students the teaching methods of the mentioned skills (Sheridan, 2018). In this process the success of the valuable capital depends on different factors; among them, the vital factor of personal knowledge could be mentioned. Therefore teachers are considered as one of the most important knowledge resource in the country. But this vital resource is used efficiently and effectively only when it is managed properly. Here the importance of personal knowledge management is noticed which aims to help people for organizing and creating available knowledge (Cheng, 2009). The important role of the personal knowledge management especially in knowledge based fields like education and training is appeared (Tsui, 2002). As the teachers are among the Knowledge based employees, the proper management of their knowledge can play an important role in improving their performance (Cheng, 2011). Besides, it has remarkable consequences in helping the teachers to be informed about their personal knowledge management and its reinforcement to achieve organizational goals. Increasing the ability of personal knowledge management is an efficient method for supporting the transition of information to education knowledge.

Considering this important and determining role, a native model for promoting the abilities of personal knowledge management has not been examined so far. Furthermore, the most conducted researches have been on organizational knowledge management and it seems that research works have not been carried out in the field of personal knowledge management, or the conducted investigations were in the form of measuring the relationships. Therefore, this study will create a new insight about personal knowledge management and that will in turn create a new fortune and challenge for researchers, thinkers, and managers in the education field. This study aims to answer this question; what is the model

of promoting the abilities of personal knowledge management?

Method:

As the aim of this research is providing a model for promoting the abilities of personal knowledge management in teachers, it could be considered an applied research in terms of purpose and a qualitative one in terms of method and considering the research questions. The statistical population includes the managers in Education and Training Organization of East and West Azerbyjan and experts from universities. The combination of purposeful judgmental method and snow ball method was used for selecting the samples which is improbable method.

Research literature and background were used for the process of changing axial questions to theoretical questions and operational questions afterwards. It should be reminded that, the protocol is changed and transformed after each interview because of continuous use of theoretical sensitivity logic. Theoretical sensitivity means which question and who is questioned in the next stage according to the available data. Sampling was continued until the researcher reached theoretical adequacy or saturation in the presence of new data.

In this research for removing the faults in previous researches, a model (including causal, contextual, intervening conditions, strategies and consequences) was developed through qualitative approach and using data based theory. The analysis of data in this research is conducted according to Strauss and Corbin theory in Education and Training Organization of East and West Azerbyjan. For verifying the validity of the interviews, test retest method and intra- subject agreement were used.

Results and Conclusion

The purpose of the present study was to propose a model for promoting the abilities of personal knowledge management (PKM) in teachers; it was an applied and data-based theory. According to the review of the related theoretical bases and performed coding, this study systematically attempted to make a

relationship between the extracted factors and categories based on data- based theory.

In the sum, the process of analyzing the data which created the theoretical model of the research, includes causal conditions, contextual conditions, intervening conditions, strategies and consequences which explain the main phenomenon that means "the definition of personal knowledge management and its dimensions". The findings of the research show that the main components of personal knowledge management include; "creating communication and entrepreneurial skills in oneself" and "the ability to analyze and present the information". Its determining casual conditions are the organizational and individual factors. The contextual conditions are leadership skills and organizational structure. The intervening conditions are economic

environmental features and cultural features. The determining strategies include rewarding and passive strategies. The consequences of teachers' personal knowledge management are positive organizational atmosphere and positive organizational results.

The achieved theory of this research is that the management of personal knowledge is a multi-dimensional phenomenon (individual and organizational), multi value (positive and negative) which is mostly ignored by authorities. Therefore, it should be developed in teachers' educational program through personal knowledge management tools, electronic learning skills, and cooperative action research and meta-cognition education in face-to- face educational conditions or personal educational environment in a global network.