

## **BAB V**

### **PENUTUP**

#### **5.1 Kesimpulan**

Bersumber pada penelitian yang mengambil judul “Hubungan Proses Manajemen Pengetahuan dengan Manajemen Waktu pada UMKM Industri Makanan di Kabupaten Sragen”, maka penelitian ini dapat disimpulkan sebagai berikut :

1. Berdasarkan dari hasil analisis korelasi yang dilakukan dapat diketahui bahwa secara keseluruhan proses manajemen pengetahuan berhubungan positif secara signifikan dengan manajemen waktu pada UMKM industri makanan di Kabupaten Sragen. Maka dari itu hasil penelitian ini menunjukkan bahwa hipotesis pertama diterima.
2. Berdasarkan dari hasil analisis yang dilakukan pada proses manajemen pengetahuan untuk dimensi penciptaan pengetahuan tidak terdapat hubungan positif secara signifikan dengan manajemen waktu pada UMKM industri makanan di Kabupaten Sragen. Dimensi akuisisi pengetahuan, penyimpanan pengetahuan, berbagi pengetahuan, dan penerapan pengetahuan terdapat hubungan positif secara signifikan dengan manajemen waktu pada UMKM industri makanan di Kabupaten Sragen dengan dimensi berbagi pengetahuan sebagai dimensi yang paling dominan.

#### **5.2 Implikasi Manajerial**

Peranan proses manajemen pengetahuan dan manajemen waktu sangat penting dalam UMKM dikarenakan dengan pengaplikasian yang tepat, proses manajemen pengetahuan dan manajemen waktu dapat meningkatkan produktivitas dan efisiensi dalam perusahaan yang nantinya mampu memaksimalkan penjualan produk.

Penelitian ini dilakukan pada UMKM industri makanan di Kabupaten Sragen. Pada penelitian ini, peneliti memfokuskan pada hubungan antara proses manajemen pengetahuan

dengan manajemen waktu, dimana proses manajemen pengetahuan terdiri dari lima dimensi yaitu penciptaan pengetahuan, akuisisi pengetahuan, berbagi pengetahuan, penyimpanan pengetahuan, dan penerapan pengetahuan. Sesuai dengan hasil dari penelitian ini bahwa secara keseluruhan proses manajemen pengetahuan berhubungan positif secara signifikan dengan manajemen waktu. Namun, untuk dimensi penciptaan pengetahuan tidak berhubungan positif secara signifikan dengan manajemen waktu. Hasil tersebut menunjukkan bahwa UMKM industri makanan di Kabupaten Sragen secara tepat telah menerapkan proses manajemen pengetahuan dan manajemen waktu, hal tersebut perlu dipertahankan dan perlu ditingkatkan agar dapat memberikan dampak yang lebih luas dan lebih baik lagi pada keberlangsungan UMKM kedepannya, terutama pada dimensi penciptaan pengetahuan agar UMKM lebih berkembang dalam penciptaan pengetahuan-pengetahuan yang mampu menunjang lebih banyak inovasi.

### **5.3 Keterbatasan penelitian**

Penelitian ini dilaksanakan sesuai dengan prosedur ilmiah, namun dalam penelitian ini masuk memiliki keterbatasan-keterbatasan. Keterbatasan dalam penelitian ini antara lain :

1. Sampel yang diambil dalam penelitian ini hanya terbatas pada UMKM industri makanan di Kabupaten Sragen, maka dari itu penelitian ini belum dapat menggambarkan hubungan antara proses manajemen pengetahuan dan manajemen waktu pada UMKM secara keseluruhan di luar industri makanan.
2. Pada pengisian kuesioner yang dilakukan oleh responden penelitian, tidak dapat diawasi secara penuh dikarenakan situasi akibat adanya pandemi, hal tersebut dapat berkemungkinan terjadinya bias pada jawaban kuesioner.

### **5.3 Saran**

Berdasarkan pada hasil penelitian yang telah dilakukan dan dianalisis, maka penulis

mempunyai saran sebagai berikut :

1. Bagi pelaku UMKM

Pemilik UMKM dan orang yang terlibat secara langsung bagi kelangsungan UMKM tersebut seperti karyawannya, diharapkan untuk terus meningkatkan dan mengembangkan pengetahuannya yang dimiliki sebagai aset agar dapat terus mengembangkan dan menjadikan UMKM lebih maju dan mampu beradaptasi dengan perkembangan zaman. Dengan memahami secara keseluruhan akan pengetahuan apa saja yang harus dikuasai akan dapat memudahkan pelaku UMKM untuk bekerja lebih efisien dan efektif sehingga meminimalkan manajemen waktu yang buruk.

2. Bagi penelitian selanjutnya

Pada penelitian selanjutnya diharapkan agar dapat lebih mengembangkan penelitian ini dengan lebih mengeksplorasi dan memperhitungkan industri-industri dan faktor-faktor lainnya yang berhubungan dengan proses manajemen pengetahuan dan manajemen waktu dengan berbagai skala lini perusahaan lainnya.

**LAMPIRAN I**  
**PERTANYAAN KUESIONER**

**I. Data Responden**

Dengan ini saya memohon kepada bapak/ibu/saudara/i berkenan untuk mengisi data yang telah disediakan sebagai berikut :

1. Nama :

2. Jenis Kelamin :

3. Usia :

- < 20 tahun
- 21 – 30 tahun
- 31 – 40 tahun
- > 40 tahun

4. Usia Perusahaan :

- < 10 tahun
- 11 – 15 tahun
- 16 – 20 tahun
- > 20 tahun

**II. Petunjuk Pengisian Kuesioner**

1. Beri tanda centang (✓) pada setiap pertanyaan dengan keadaan yang sesungguhnya pada kolom yang tersedia.
2. Terdapat 5 (lima) pilihan jawaban yang tersedia untuk setiap pertanyaan, yaitu :

Skor 1 : Sangat Tidak Setuju (STS)

Skor 2 : Tidak Setuju (TS)

Skor 3 : Netral (N)

Skor 4 : Setuju (S)

Skor 5 : Sangat Setuju (SS)

## DAFTAR PERTANYAAN

### PENCIPTAAN PENGETAHUAN

No	Pertanyaan	STS	TS	N	S	SS
1.	Perusahaan sering memunculkan ide-ide baru untuk pembaruan produk / jasa kami					
2.	Perusahaan sering memunculkan ide-ide baru terkait metode kerja dalam perusahaan					
3.	Apabila metode pekerjaan tradisional sudah tidak efektif, perusahaan akan mengembangkan metode- metode baru					
4.	Perusahaan menggunakan pengetahuan yang adadengan dengan kreatif untuk diterapkan dalam perusahaan					

(Sumber : Andreeva dan Kianto, 2011)

### AKUISISI PENGETAHUAN

No	Pertanyaan	STS	TS	N	S	SS
1.	Saya menggunakan kesempatan untuk menjadikan					

	sumber pengetahuan baru apabila ada karyawan baru					
2.	Mudah bagi saya untuk memperoleh pengetahuan dari lingkungan yang baru					
3.	Saya secara aktif mengamati dan mengadopsi pengetahuan terbaik dalam industri yang saya tekuni					
4.	Saya selalu mengumpulkan informasi yang berkaitan dengan kegiatan pekerjaan saya					
5.	Saya memiliki catatan yang berguna untuk membantu mencatat pengetahuan baru yang berkaitan dengan pekerjaan					
6.	Saya mendapatkan pengetahuan baru dari pembeli, sesama karyawan, maupun mitra usaha					

(Sumber : Obeidat et., 2016)

### **PENYIMPANAN PENGETAHUAN**

No	Pertanyaan	STS	TS	N	S	SS
1.	Saya dapat dengan bebas mengakses pengetahuan dan dokumen yang ada dalam perusahaan					
2.	Perusahaan menyimpan pengetahuan dan informasi yang dimiliki dalam basis data					
3.	Perusahaan menyimpan informasi dan pengetahuan sebelumnya dalam buku atau data yang dapat					

	diterapkan nantinya					
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(Sumber : Abualoush et al., 2018)

### BERBAGI PENGETAHUAN

No	Pertanyaan	STS	TS	N	S	SS
1.	Saya mampu berbagi informasi antar individu dan kelompok lainnya dalam perusahaan					
2.	Perusahaan memanfaatkan interaksi antar individu dan kelompok perusahaan untuk bertukar pengetahuan yang dimiliki					
3.	Saya sering berbagi informasi dan pengetahuan berdasarkan pengalaman yang saya miliki					
4.	Perusahaan sering menyiapkan laporan dan dokumen untuk dibagikan kepada karyawan perusahaan					

(Sumber : Abualoush et al., 2018)

### PENERAPAN PENGETAHUAN

No	Pertanyaan	STS	TS	N	S	SS
1.	Saya dapat menemukan informasi dan pengetahuan terkait pekerjaan yang saya butuhkan dalam perusahaan					



2.	Data perusahaan membantu saya untuk memecahkan masalah yang berkaitan dengan pekerjaan					
3.	Saya memiliki kebebasan untuk menerapkan semua pengetahuan yang saya miliki					
4.	Perusahaan mampu memanfaatkan pengetahuan yang ada untuk pencapaian visi perusahaan dan peningkatan efektivitas kerja.					

(Sumber : Abualoush et al., 2018)

### MANAJEMEN WAKTU

No	Pertanyaan	STS	TS	N	S	SS
1.	Hari ini saya memiliki cukup waktu untuk melakukan pekerjaan saya					
2.	Hari ini saya memiliki waktu cukup untuk beristirahat					
3.	Hari ini saya menghabiskan waktu terlalu lama untuk memulai pekerjaan					
4.	Hari ini saya terlambat berangkat kerja					
5.	Saya memiliki masalah dalam menentukan prioritas pekerjaan saya					

(Sumber : Radheshyam et al., 2018)



**LAMPIRAN II**  
**DATA RESPONDEN**

No	Nama UMKM	Jenis Kelamin	Usia Pemilik	Usia Perusahaan
1	Warung Mas Rul	Laki-laki	21 - 30 tahun	< 10 tahun
2	Sate Ayam Ponorogo	Laki-laki	31 - 40 tahun	16 - 20 tahun
3	Dodolanan	Laki-laki	> 20 tahun	< 10 tahun
4	Angkringan Menden	Laki-laki	31 - 40 tahun	< 10 tahun
5	Burjo Andalan	Laki-laki	21 - 30 tahun	< 10 tahun
6	Mudo Pizza	Laki-laki	21 - 30 tahun	< 10 tahun
7	Warung Jkm	Laki-laki	> 40 tahun	< 10 tahun
8	Aneka Sop Wiludjeng	Perempuan	> 40 tahun	< 10 tahun
9	Tahu Kupat Katamso	Laki-laki	> 40 tahun	< 10 tahun
10	Sate Ayam Sunaryo	Laki-laki	> 40 tahun	> 20 tahun
11	Ceker Dower Sragen	Laki-laki	> 20 tahun	< 10 tahun
12	Pentol Bu	Perempuan	21 - 30 tahun	< 10 tahun
13	Wm Reuni	Laki-laki	21 - 30 tahun	< 10 tahun
14	Soto Ayam Kampung Rahayu	Laki-laki	> 40 tahun	< 10 tahun
15	Warung Yeni	Perempuan	> 20 tahun	< 10 tahun
16	Warung Atthoyibah	Laki-laki	> 40 tahun	11 - 15 tahun
17	Warung Likyo	Laki-laki	> 40 tahun	11 - 15 tahun
18	Roti Bakar Wykie	Perempuan	31 - 40 tahun	< 10 tahun
19	Baronet	Perempuan	31 - 40 tahun	11 - 15 tahun
20	Warung Memed	Laki-laki	31 - 40 tahun	< 10 tahun
21	Angkringan Mas Jenggot	Perempuan	31 - 40 tahun	< 10 tahun
22	Warung Istiqomah	Laki-laki	> 40 tahun	11 - 15 tahun
23	Warung Caca	Laki-laki	> 40 tahun	< 10 tahun
24	Warung Adam	Laki-laki	31 - 40 tahun	< 10 tahun
25	Angkringan Mas Edi	Perempuan	> 40 tahun	11 - 15 tahun
26	Angkringa 022	Laki-laki	31 - 40 tahun	< 10 tahun
27	Mie Ayam Pentol Pak Gaul	Laki-laki	31 - 40 tahun	< 10 tahun
28	Warung Makan Sukarti	Perempuan	> 40 tahun	< 10 tahun
29	Mie Ayam Podomoro	Laki-laki	21 - 30 tahun	16 - 20 tahun
30	Nasi Uduk Jakarta	Perempuan	21 - 30 tahun	< 10 tahun
31	Warung Dilla	Perempuan	21 - 30 tahun	< 10 tahun
32	Dapur Sragen	Laki-laki	21 - 30 tahun	< 10 tahun
33	Mahmud Sami Aji	Laki-laki	> 20 tahun	< 10 tahun

34	Wm Sedap Rasa	Perempuan	> 40 tahun	< 10 tahun
35	Bebek Pak To	Laki-laki	> 40 tahun	< 10 tahun
36	Wm Sumber Rejeki	Laki-laki	21 - 30 tahun	11 - 15 tahun
37	Warung Sragen	Laki-laki	21 - 30 tahun	< 10 tahun
38	Roti Bakar Fais	Laki-laki	31 - 40 tahun	< 10 tahun
39	Warung Makan Ayam Kremes	Laki-laki	31 - 40 tahun	< 10 tahun
40	Siomay & Batagor Ainun	Laki-laki	> 40 tahun	11 - 15 tahun
41	Warung Mbak Im	Perempuan	> 40 tahun	< 10 tahun
42	Angkringan No Hik	Laki-laki	> 40 tahun	11 - 15 tahun
43	Bakso & Mie Ayam Putar Lidah 354	Laki-laki	> 40 tahun	> 20 tahun
44	Warung Rahmad	Laki-laki	21 - 30 tahun	< 10 tahun
45	Martabak Bangka Spesial	Laki-laki	> 40 tahun	< 10 tahun
46	Nasgor Top Ten	Laki-laki	21 - 30 tahun	< 10 tahun
47	Nasgor Dan Rica Super Pedas	Laki-laki	> 40 tahun	11 - 15 tahun
48	Roti Bakar Dewi	Perempuan	21 - 30 tahun	< 10 tahun
49	Martabak Pak Is	Laki-laki	> 40 tahun	16 - 20 tahun
50	Nasgor Ary	Laki-laki	21 - 30 tahun	< 10 tahun
51	Warung Makan Kliteh	Laki-laki	> 40 tahun	> 20 tahun
52	Warung Ary	Perempuan	> 40 tahun	< 10 tahun
53	Soto Dan Kare Pak Agus	Laki-laki	> 20 tahun	< 10 tahun
54	Warung Pak Wagino	Perempuan	> 40 tahun	< 10 tahun
55	Bakso Surabaya Pak Min	Perempuan	> 20 tahun	< 10 tahun
56	Wm Bu Tini	Laki-laki	> 20 tahun	< 10 tahun
57	Mie Ayam Pak Sawi	Laki-laki	> 40 tahun	< 10 tahun
58	Angkringan Pakde	Perempuan	21 - 30 tahun	< 10 tahun
59	Sate Ayam Kelinci Mas Nur	Laki-laki	21 - 30 tahun	11 - 15 tahun
60	Martabak Mas Arga	Laki-laki	> 20 tahun	< 10 tahun
61	Seafood Sari Laut Pak Warno	Laki-laki	31 - 40 tahun	16 - 20 tahun
62	Martabak Alun-Alun	Perempuan	> 40 tahun	11 - 15 tahun
63	Aneka Jajanan Murmer	Laki-laki	> 20 tahun	< 10 tahun
64	Martabak Berkah	Perempuan	31 - 40 tahun	11 - 15 tahun
65	Sate Kelinci Mas Yadi	Laki-laki	21 - 30 tahun	16 - 20 tahun
66	Warung Bu Rina	Perempuan	31 - 40 tahun	< 10 tahun
67	Sate Kambing Solo 354	Perempuan	31 - 40 tahun	11 - 15 tahun
68	Pak Setyo	Laki-laki	> 40 tahun	< 10 tahun
69	Sate Ayam Pak Bagong	Perempuan	> 40 tahun	11 - 15 tahun
70	Warung Bu Atun	Perempuan	> 40 tahun	11 - 15 tahun
71	Rumah Makan Ferdika	Perempuan	21 - 30 tahun	< 10 tahun
72	Sate Ayam Lestari	Laki-laki	31 - 40 tahun	< 10 tahun
73	Soto Ayam Pak Kar	Laki-laki	31 - 40 tahun	11 - 15 tahun
74	Pentol Bu Muji	Laki-laki	21 - 30 tahun	16 - 20 tahun
75	Mie Ayam Sonny	Perempuan	> 40 tahun	16 - 20 tahun

76	Warung Makan Mbak Yul	Laki-laki	21 - 30 tahun	< 10 tahun
77	Bakso Pak Suraji 354	Laki-laki	21 - 30 tahun	< 10 tahun
78	Tumpang Pecel Pecing	Perempuan	> 20 tahun	< 10 tahun
79	Soto Ayam Pak Min Pendek	Perempuan	21 - 30 tahun	< 10 tahun
80	Soto Bu Wagibah	Perempuan	> 40 tahun	< 10 tahun
81	Angkringan Hik Radja	Perempuan	31 - 40 tahun	11 - 15 tahun
82	Roti Bakar Bu Karti	Perempuan	21 - 30 tahun	< 10 tahun
83	Bakso Beranak 229	Laki-laki	> 40 tahun	16 - 20 tahun
84	Warung Bu Parnu	Perempuan	31 - 40 tahun	< 10 tahun
85	Angkringan Pak Min	Perempuan	31 - 40 tahun	< 10 tahun
86	Warung Makan Bu Samini	Laki-laki	21 - 30 tahun	< 10 tahun
87	Hik Telkom	Laki-laki	31 - 40 tahun	11 - 15 tahun
88	Nasgor Mas Aco	Laki-laki	21 - 30 tahun	< 10 tahun
89	Sate Ayam Barokah	Perempuan	31 - 40 tahun	< 10 tahun
90	Warung Makan Mas Danang	Laki-laki	21 - 30 tahun	< 10 tahun
91	Sambel Mbak Pur	Laki-laki	> 20 tahun	< 10 tahun
92	Angkringan Rama	Laki-laki	> 40 tahun	< 10 tahun
93	Sosis Letoy	Laki-laki	> 40 tahun	< 10 tahun
94	Bakso Aci Sasa	Perempuan	> 40 tahun	< 10 tahun
95	Roti Bakar Gandaria	Perempuan	21 - 30 tahun	< 10 tahun
96	Pisang Coklat Enaak	Perempuan	> 20 tahun	< 10 tahun
97	Rm Saiyo	Perempuan	31 - 40 tahun	< 10 tahun
98	Warung Lesehan	Laki-laki	21 - 30 tahun	< 10 tahun
99	Seblak Bandung	Laki-laki	> 40 tahun	11 - 15 tahun
100	Wm Pak Hadi	Laki-laki	> 20 tahun	< 10 tahun
101	Warung Omah Paman	Perempuan	21 - 30 tahun	< 10 tahun
102	Bakso Khoirul	Laki-laki	31 - 40 tahun	< 10 tahun
103	Sate Madura Cak Rana	Laki-laki	> 40 tahun	< 10 tahun
104	Mie Ayam Panca Marga	Laki-laki	31 - 40 tahun	11 - 15 tahun
105	Bakso Dan Mie Ayam Wonogiri	Perempuan	> 40 tahun	16 - 20 tahun
106	Mie Ayam Poltas	Laki-laki	31 - 40 tahun	< 10 tahun
107	Wm Bu Karmi	Perempuan	> 20 tahun	< 10 tahun
108	Rm Ganti Roso	Laki-laki	> 40 tahun	< 10 tahun
109	Seblak Harap Lapar	Perempuan	31 - 40 tahun	< 10 tahun
110	Warung Pak Parno	Laki-laki	> 40 tahun	11 - 15 tahun
111	Angkringan The Plontos	Laki-laki	21 - 30 tahun	< 10 tahun
112	Warung Pak Eko	Perempuan	31 - 40 tahun	< 10 tahun
113	Mie Sultan	Laki-laki	31 - 40 tahun	< 10 tahun
114	Warung Mas Aking	Perempuan	21 - 30 tahun	16 - 20 tahun
115	Roti Bakar Mas Danar	Laki-laki	> 40 tahun	11 - 15 tahun
116	Nasgor Ciprit	Perempuan	21 - 30 tahun	< 10 tahun
117	Nasgor Sapar	Perempuan	> 20 tahun	< 10 tahun

118	Soto Cimplis	Laki-laki	> 20 tahun	< 10 tahun
119	Gudeg Mbak Juwita	Perempuan	> 20 tahun	< 10 tahun
120	Tahu Kupat Nglangon	Perempuan	> 40 tahun	< 10 tahun
121	Ayam Bakar Cak Purbo	Perempuan	> 20 tahun	< 10 tahun
122	Nasgor Ori	Laki-laki	21 - 30 tahun	< 10 tahun
123	Nasgor Pak Aris	Laki-laki	31 - 40 tahun	< 10 tahun
124	Nasgor Teguh	Perempuan	31 - 40 tahun	< 10 tahun
125	Warmindo Sukowati	Perempuan	> 40 tahun	11 - 15 tahun
126	Wm Mbak Nia	Laki-laki	21 - 30 tahun	< 10 tahun
127	Rm Ikan Bagor	Laki-laki	21 - 30 tahun	< 10 tahun
128	Warug Pak Sapar	Perempuan	21 - 30 tahun	< 10 tahun
129	Rica-Rica Mr Kim	Perempuan	> 20 tahun	< 10 tahun
130	Roti Maryam	Laki-laki	> 20 tahun	< 10 tahun
131	Mie Ayam Pak Sutar	Laki-laki	31 - 40 tahun	< 10 tahun
132	Danang Burger	Laki-laki	> 20 tahun	< 10 tahun
133	Warung Makan Bu Titin	Laki-laki	> 20 tahun	< 10 tahun
134	Polopes	Laki-laki	> 20 tahun	< 10 tahun
135	Ayam Kremes Mas Fadil	Perempuan	> 20 tahun	< 10 tahun
136	Planet Makan	Laki-laki	> 40 tahun	< 10 tahun
137	Angkringan Bu Tinem	Laki-laki	> 20 tahun	< 10 tahun
138	Warung Makan Tri	Perempuan	21 - 30 tahun	< 10 tahun
139	Warung Mak Dewi	Perempuan	31 - 40 tahun	< 10 tahun
140	Angkringan Rejeki	Laki-laki	31 - 40 tahun	< 10 tahun
141	Pentol Corah	Perempuan	> 40 tahun	11 - 15 tahun
142	Mbak Khasanah	Laki-laki	31 - 40 tahun	< 10 tahun
143	Nasi Goreng Jamur	Perempuan	21 - 30 tahun	< 10 tahun
144	Rm Herna	Laki-laki	> 20 tahun	< 10 tahun
145	Warung Husein	Perempuan	> 40 tahun	< 10 tahun
146	Angkringan Mbak Dwi	Perempuan	> 40 tahun	< 10 tahun
147	Seblak Rasa-Rasa	Perempuan	> 40 tahun	< 10 tahun
148	Warung Putri	Laki-laki	21 - 30 tahun	< 10 tahun
149	Soto Kwali	Laki-laki	> 20 tahun	< 10 tahun
150	Nasgor Amal Sehat	Perempuan	31 - 40 tahun	< 10 tahun

**LAMPIRAN III**  
**DATA KUESIONER**

P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

5	4	5	4	5	3	4	4	5	5	3	4	4	4	4	5	4	4	3	3	3
3	3	4	4	4	4	3	4	4	4	4	3	4	4	4	4	3	4	4	4	4
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**LAMPIRAN IV**  
**VALIDITAS DAN RELIABILITAS**

**VALIDITAS**  
**PROSES MANAJEMEN PENGETAHUAN**



		Correlations																					
		PMP1	PMP2	PMP3	PMP4	PMP5	PMP6	PMP7	PMP8	PMP9	PMP10	PMP11	PMP12	PMP13	PMP14	PMP15	PMP16	PMP17	PMP18	PMP19	PMP20	PMP21	TOTAL
PMP 1	Pe ar so n	1	,476"	,303"	,264"	,341"	,259"	,359"	0,154	0,152	,284"	0,044	,209"	,273"	0,083	,188	0,146	,208	,309"	,286"	,192	,204	,480"
	Si g.		0,000	0,000	0,001	0,000	0,001	0,000	0,060	0,064	0,000	0,596	0,010	0,001	0,315	0,021	0,074	0,011	0,000	0,000	0,018	0,012	0,000
	N	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
PMP 2	Pe ar so n	,476"	1	,503"	,387"	,299"	,187"	,287"	,221"	,235"	,248"	,259"	,338"	,257"	,287"	,315"	,224"	,284"	,397"	,215"	0,033	,196	,600"
	Si g.	0,000		0,000	0,000	0,000	0,022	0,000	0,007	0,004	0,002	0,001	0,000	0,001	0,000	0,000	0,006	0,000	0,000	0,008	0,685	0,016	0,000
	N	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
PMP 3	Pe ar so n	,303"	,503"	1	,324"	,279"	0,101	,164"	,167"	0,103	,204"	0,139	,268"	,285"	,262"	,162	,185"	,228"	,262"	,187"	0,071	,166	,431"
	Si g.	0,000	0,000		0,000	0,001	0,217	0,045	0,040	0,209	0,012	0,089	0,001	0,000	0,001	0,048	0,023	0,005	0,001	0,022	0,385	0,042	0,000
	N	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
PMP 4	Pe ar so n	,264"	,387"	,324"	1	0,146	0,124	0,040	0,136	0,050	0,091	0,135	0,038	0,041	0,039	-0,064	-0,019	0,031	,193	0,120	0,096	-0,007	,265"
	Si g.	0,001	0,000	0,000		0,074	0,129	0,628	0,097	0,545	0,268	0,100	0,640	0,619	0,638	0,436	0,820	0,706	0,018	0,145	0,243	0,932	0,001
	N	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
PMP 5	Pe ar so n	,341"	,299"	,279"	0,146	1	,447"	,300"	,214"	,249"	,192"	,301"	,356"	,391"	,316"	,370"	,348"	,327"	,222"	,215"	-0,002	,215"	,589"
	Si g.	0,000	0,000	0,001	0,074		0,000	0,000	0,009	0,002	0,019	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,006	0,008	0,982	0,008	0,000
	N	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
PMP 6	Pe ar so n	,259"	,187"	0,101	0,124	,447"	1	,373"	,250"	,201"	,190"	,212"	,167"	,284"	,322"	,299"	,338"	0,125	,305"	0,150	,273"	,247"	,536"
	Si g.	0,001	0,022	0,217	0,129	0,000		0,000	0,002	0,014	0,020	0,009	0,041	0,000	0,000	0,000	0,000	0,127	0,000	0,067	0,001	0,002	0,000
	N	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
PMP 7	Pe ar so n	,359"	,287"	,164"	0,040	,300"	,373"	1	,479"	,229"	0,135	,284"	,182"	,247"	,184"	,197"	,244"	,226"	,295"	0,150	,163	,304"	,519"
	Si g.	0,000	0,000	0,045	0,628	0,000	0,000		0,000	0,005	0,100	0,000	0,026	0,002	0,024	0,016	0,003	0,005	0,000	0,067	0,047	0,000	0,000
	N	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
PMP 8	Pe ar so n	0,154	,221"	,167"	0,136	,214"	,250"	,479"	1	,407"	0,058	,183"	,248"	,221"	,455"	,319"	,264"	,261"	,163	,206	0,133	,285"	,509"
	Si g.	0,060	0,007	0,040	0,097	0,009	0,002	0,000		0,000	0,482	0,025	0,002	0,007	0,000	0,000	0,001	0,001	0,046	0,011	0,104	0,000	0,000
	N	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
PMP 9	Pe ar so n	0,152	,235"	0,103	0,050	,249"	,201"	,229"	,407"	1	,236"	,319"	,436"	,204"	,382"	,295"	,278"	,324"	,285"	,269"	,181	0,149	,504"
	Si g.	0,064	0,004	0,209	0,545	0,002	0,014	0,005	0,000		0,004	0,000	0,000	0,012	0,000	0,000	0,001	0,000	0,000	0,001	0,027	0,069	0,000
	N	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
PMP 10	Pe ar so n	,284"	,248"	,204"	0,091	,192"	,190"	0,135	0,058	,236"	1	,170"	0,095	,263"	0,128	0,095	,190"	,226"	,289"	0,151	0,101	0,106	,366"
	Si g.	0,000	0,002	0,012	0,268	0,019	0,020	0,100	0,482	0,004		0,037	0,247	0,001	0,118	0,250	0,020	0,005	0,000	0,064	0,218	0,198	0,000
	N	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
PMP 11	Pe ar so n	0,044	,259"	0,139	0,135	,301"	,212"	,284"	,183"	,319"	,170"	1	,411"	0,141	,301"	,200	,224"	,235"	,241"	0,155	0,149	,207	,494"
	Si g.	0,596	0,001	0,089	0,100	0,000	0,009	0,000	0,025	0,000	0,037		0,000	0,085	0,000	0,014	0,006	0,004	0,003	0,058	0,069	0,011	0,000
	N	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
PMP 12	Pe ar so n	,209"	,338"	,268"	0,038	,356"	,167"	,182"	,248"	,436"	0,095	,411"	1	,484"	,449"	,425"	,342"	,357"	,317"	,320"	0,086	0,158	,577"
	Si g.	0,010	0,000	0,001	0,640	0,000	0,041	0,026	0,002	0,000	0,247	0,000		0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,295	0,054	0,000
	N	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
PMP 13	Pe ar so n	,273"	,257"	,285"	0,041	,391"	,284"	,247"	,221"	,204"	,263"	0,141	,484"	1	,505"	,382"	,239"	,379"	,195	,199	0,063	0,137	,546"
	Si g.	0,001	0,001	0,000	0,619	0,000	0,000	0,002	0,007	0,012	0,001	0,085	0,000		0,000	0,000	0,003	0,000	0,017	0,015	0,441	0,095	0,000
	N	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
PMP 14	Pe ar so n	0,083	,287"	,262"	0,039	,316"	,322"	,184"	,455"	,382"	0,128	,301"	,449"	,505"	1	,591"	,478"	,294"	,216"	,242"	0,133	,186	,617"
	Si g.	0,315	0,000	0,001	0,638	0,000	0,000	0,024	0,000	0,000	0,118	0,000	0,000	0,000		0,000	0,000	0,000	0,008	0,003	0,104	0,022	0,000
	N	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150

PMP 16	Pe	0,146	,224"	,185"	-0,019	,348"	,338"	,244"	,264"	,278"	,190"	,224"	,342"	,239"	,478"	,655"	1	,350"	,236"	0,154	,213"	,298"	,561"
	ar																						
	so	0,074	0,006	0,023	0,820	0,000	0,000	0,003	0,001	0,001	0,020	0,006	0,000	0,003	0,000	0,000		0,000	0,004	0,059	0,009		
PMP 17	Si	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
	g	,208"	,284"	,228"	0,031	,327"	0,125	,226"	,261"	,324"	,226"	,235"	,357"	,379"	,294"	,262"	,350"	1	,188"	,268"			
	n	0,011	0,000	0,005	0,706	0,000	0,127	0,005	0,001	0,000	0,005	0,004	0,000	0,000	0,000	0,001	0,000						
PMP 18	Pe	,309"	,397"	,262"	,193"	,222"	,305"	,295"	,163"	,285"	,289"	,241"	,317"	,195"	,216"	,232"	,236"						
	ar																						
	so	0,000	0,000	0,001	0,018	0,006	0,000	0,000	0,046	0,000	0,000	0,003	0,000	0,017	0,008								
PMP 19	Si	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150						
	g	,286"	,215"	,187"	0,120	,215"	0,150	0,150	,206"	,269"	0,151	0,155	,320"	,199"									
	n	0,000	0,008	0,022	0,145	0,008	0,067	0,067	0,011	0,001	0,064	0,058											
PMP 20	Pe	,192"	0,033	0,071	0,096	-0,002	,273"	,163"	0,133	,181"	0,101												
	ar																						
	so	0,018	0,685	0,385	0,243	0,982	0,001	0,047	0,104														
PMP 21	Si	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150						
	g	,204"	,196"	,166"	-0,007	,215"	,247"	,30															
	n	0,012	0,016	0,042	0,932	0,00																	
TOTAL	Pe	480"	,600"	,431"																			
	ar																						
	so	0,000	0																				

\*\* Cor

\*. C



## MANAJEMEN WAKTU

<b>Correlations</b>							
		MW1	MW2	MW3	MW4	MW5	TOTAL
MW1	Pearson Correlation	1	,276**	,173*	0,077	0,118	,241**
	Sig. (2-tailed)		0,001	0,034	0,350	0,152	0,003
	N	150	150	150	150	150	150
MW2	Pearson Correlation	,276**	1	,333**	,244**	0,120	,495**
	Sig. (2-tailed)	0,001		0,000	0,003	0,142	0,000
	N	150	150	150	150	150	150
MW3	Pearson Correlation	,173*	,333**	1	,586**	,352**	,446**
	Sig. (2-tailed)	0,034	0,000		0,000	0,000	0,000
	N	150	150	150	150	150	150
MW4	Pearson Correlation	0,077	,244**	,586**	1	,559**	,360**
	Sig. (2-tailed)	0,350	0,003	0,000		0,000	0,000
	N	150	150	150	150	150	150
MW5	Pearson Correlation	0,118	0,120	,352**	,559**	1	,356**
	Sig. (2-tailed)	0,152	0,142	0,000	0,000		0,000
	N	150	150	150	150	150	150
TOTAL	Pearson Correlation	,241**	,495**	,446**	,360**	,356**	1
	Sig. (2-tailed)	0,003	0,000	0,000	0,000	0,000	
	N	150	150	150	150	150	150

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

\* . Correlation is significant at the 0.05 level (2-tailed).

## RELIABILITAS

### Reliability Statistics

Cronbach's Alpha	N of Items
,868	26



**LAMPIRAN V**  
**HASIL ANALISIS SPSS**

**1. Uji Normalitas**

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		150
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	2,17718491
Most Extreme Differences	Absolute	,063
	Positive	,052
	Negative	-,063
Test Statistic		,063
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

**2. Uji Linearitas**

<b>ANOVA Table</b>							
			Sum of Squares	df	Mean Square	F	Sig.
MW * PMP	Between Groups	(Combined)	215,736	32	6,742	1,335	0,135
		Linearity	100,093	1	100,093	19,828	0,000
		Deviation from Linearity	115,642	31	3,730	0,739	0,833
	Within Groups		590,638	117	5,048		
	Total		806,373	149			

**3. Korelasi Pearson**

### Correlations

		X1	X2	X3	X4	X5	Y
X1	Pearson Correlation	1	,431**	,352**	,298**	,352**	,155
	Sig. (2-tailed)		,000	,000	,000	,000	,058
	N	150	150	150	150	150	150
X2	Pearson Correlation	,431**	1	,544**	,576**	,453**	,292**
	Sig. (2-tailed)	,000		,000	,000	,000	,000
	N	150	150	150	150	150	150
X3	Pearson Correlation	,352**	,544**	1	,589**	,346**	,249**
	Sig. (2-tailed)	,000	,000		,000	,000	,002
	N	150	150	150	150	150	150
X4	Pearson Correlation	,298**	,576**	,589**	1	,414**	,321**
	Sig. (2-tailed)	,000	,000	,000		,000	,000
	N	150	150	150	150	150	150
X5	Pearson Correlation	,352**	,453**	,346**	,414**	1	,289**
	Sig. (2-tailed)	,000	,000	,000	,000		,000
	N	150	150	150	150	150	150
Y	Pearson Correlation	,155	,292**	,249**	,321**	,289**	1
	Sig. (2-tailed)	,058	,000	,002	,000	,000	
	N	150	150	150	150	150	150

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

**LAMPIRAN VI**  
**JURNAL ACUAN**



## **THE STUDY OF RELATIONSHIP BETWEEN THE KNOWLEDGE MANAGEMENT PROCESSES WITH TIME MANAGEMENT OF SCHOOL ADMINISTRATORS IN MAZANDARAN PROVINCE**

**Fereshteh Chari Seresty**

*MA of Educational Management, Faculty of Humanities, Iran, Islamic Azad University of Sari*

### **Abstract**

In the era of communicative technology and information, science is considered as the importance of essential and vital source of competitive organizations for achieving sustained competitive advantage. Synchronized with the rotation of the industry-based economy to a knowledge-based economy organizations also have to rely on its own knowledge and use it to increase their competitiveness in the business process. This study of research is examined the relationship between knowledge management processes with time management school Administrators in Mazandaran province. This is a descriptive research and correlation method. The studies of samples are included 617 people who are all school managers in Mazandaran province. Sample size determinations were performed by using accordingly Kerjesyand Morgan's tables, the number of 238 randomly were selected. Data collection methods questionnaire with 23 questions , knowledge management and time management questionnaire contains 50 questions that the questionnaire were taken from Poorazizy and co-worker questions (1390 ), and were answered by managers . Content validities of the questionnaires were confirmed by experts and the reliability coefficient using Cronbach's alpha for each scale respectively 0.85 and 0.86. The data collected were analyzed using Pearson correlation coefficient .The results of these calculations are shown that between knowledge creation, sharing and usage of knowledge with time management, there is a significant relationship. But between knowledge acquisition and storage of knowledge, there is no significant relationship with time management.

**Keywords:** Knowledge management processes, time management, school administrators

### **Introduction**

Nowadays, organizations in an external environment characterized by globalization, rapid technological changes in technology and increasing of competition from competing styles are in the process of taking the organization towards funds market situation technology is considered more important collection or another organization. The challenges of knowledge management is an approach that has recently emerged to increase business effectiveness, efficiency of core business processes [5]. For this reason we have more expectation from the administrator to pay more attention to the Organizational performance and increase its effectiveness can be seen [25]. The management of the various factors and effective treatment of conscious is based on more efficient use of knowledge [9]. According to Snowden (2000) Knowledge management is the identification, optimization, and active management of intellectual capital [13]. It seems that knowledge management is a perspective plan to share, store knowledge, as of organization asset to improve ability, speed, competition and increasing demand for products [4]. Increasing global

services in the past two decades competition and increasing demand for products it is more important to find the job. Due to this change, the pace of life becomes too fast and people are forced to do their work more quickly. For this reason the need of time management at work feels more needed [37]. Therefore the time has been as one of the greatest mysteries of human societies was discussed and everyone who has had this dilemma of interpretation. So we have the resources sense of time is very broad and wide. Because of the source of valuable time, importance and value of time in culture and language, there are a lot of talks about it. Including the fact that the timing should not be saved, time could not be stored ( Miller , 1985 and Dillion (1981). Time is the only resource they have also stated that once you have accessed to it, its consumption rate is fixed [20]. On the other hand, organizational knowledge provides an important source of sustainable competitive advantage in a competitive and dynamic economy [42]. Most organizations have recognized that asset value of modern knowledge must throw into the current stream. In this way, knowledge management as an activity with the aim to capture, store and share knowledge Various methods are essential for business processes [30]. According to the organization, such as knowledge flowing and everyone according to their needs at the right time could it be to perform their duties is strongly recommended [8]. Because of this correlation administrators can manage among others to use relative importance of these activities [10].

### **Basic Theoretical Research Knowledge Management**

In today's information-driven world, employees in organizations are faced daily with massive amounts of data and deal with it. There are different types of intelligence and system that describes the data and convert those to various forms of data [16]. In summary, knowledge management uses of a process effectively competence, experiences, expertise, skills, talents, thoughts, ideas, actions and people's imagination and its integration, the resources of the organization to achieve its goals [40]. In other words, the goal of knowledge management is to identify, collecting, sorting, organizing, storing, sharing, dissemination and access to knowledge in an organization. [39]. KM is a word that is very common in the business and management literature [21]. The reason for that is many of different managers in organizations know knowledge management as a process, to make organizations be able to use their knowledge assets to create values for organizations [43].

### **Knowledge management process**

It seems that the concept of knowledge management and knowledge meanings to be so difficult. Thus, they use management process, therefore from their point of view management process steady existed in an organization, and have no effect for a short period of time; it has to be a basic element in the organizations [19]. It is able to protect knowledge, knowledge assets of an organization. [38]. Discovering, acquiring, developing, creating, sharing, keeping, evaluation and deployment of resources at the right time by the right person in organizations through the linking of human resources, technology, information and communication, and create a structure suitable to achieve, and access to organizational goals [7]. Then these factors prepare education, Feedback, and continuing education, it usually is used as a creation, save, and creation of abilities in an organization, it is known as a process of knowledge management [32].

**Knowledge creation:** It consists of deformation that deals with recombine existing pieces of knowledge, by limiting of shortcomings; strengthen research and development capabilities of the dynamics and control of the environment outside the organization. (Nonoko and takochi, 1995) argue that human knowledge through co-operation between tacit and explicit



knowledge, to create and develop, Thus they indicate four methods socialization practices, Out of integration ,combination, and the creation of inter Knowledge of the organization to create knowledge in an organization [2].

**Knowledge acquisition:** It is processes tend to acquire the knowledge. Information from outside the organization and employees make the opportunity to participate to combine this knowledge available. Newly acquired knowledge combined with existing knowledge can be stored to improve organization knowledge [12]. In general, this step involves converting tacit knowledge into explicit knowledge, such as words,concepts,and etc [41].

**Store knowledge:** while people creating knowledge and learn it, they may even forget how knowledge is created, or how to get it. So corporate memory or individual memory needs to store, organize, and retrieve individual's knowledge. [15]. On the other hand storing, saving, updating knowledge is part of this section. This method prevent knowledge from being destroyed, and let it be used that, which in this case we should update our systems [22].

**Knowledge sharing:** The components that share their knowledge, voluntary basis between individuals and government systems are vital in the knowledge management of organizational [17]. Knowledge sharing is such as organizational learning and has many advantages for the organization. Such knowledge sharing is the basis for value creation in organizations [23]. Finally, it should be noted that knowledge sharing is how the right information at the right time with the right person [35].

**Applying knowledge:** It is a key element in the process of knowledge management. Based on the knowledge view of personal and organizational values mainly lies in its implementation. Production and process development and it is needed to apply and synthesize knowledge from various parts [29].

**Time management:** what kinds of abilities and skills that leads to the optimal control of time by an individual. Time management is not control of moment,it is a way by using of it to improve working and living conditions and in fact it is self management. Time management is the systematic planning and coordination program, plus an appropriate response, as opposed to waste time on this. So it is administration over time and means and ways to achieve the efficient use of resources [24].

#### **ResearchBackground**

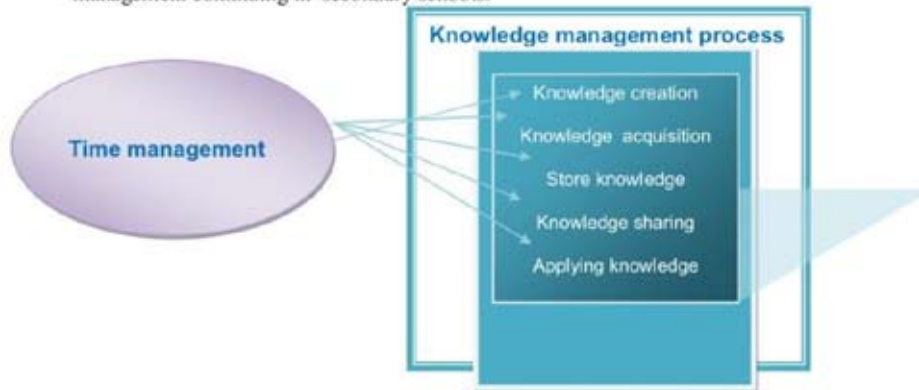
(Gazmeh,et al,1392) on a research on knowledge management processes as the effect on performance noted between knowledge creation and knowledge sharing with job obligation of administration system there is a significant positive effect on organizational performance [18]. Akbarinia (1392) research on knowledge management processes as the effect on performance noted between knowledge management processes and there is a significant positive effect on organizational performance [1]. (Niaz Azari,1390) in examining the role of knowledge management on teacher creativity is expressed between knowledge management, knowledge harvesting, refining knowledge, organize knowledge, application of knowledge, sharing of knowledge and creativity [33]. Also results of Research of zamani, et al, 1390,did research the study of the relationship between knowledge management and time management in girls' high school of Tehran, it showed there is a significant positive correlation between knowledge management and time management [44]. Kazemi (1389) in a study entitled The Effect of Knowledge Management Processes on producing innovative ideas in Electric Company reached

the conclusion that Between knowledge acquisition and knowledge creation with innovative ideas there is a significant impact [26]. Abrahimi and Vahidi (1388) believed that there is a significant relationship under the name of knowledge management and knowledge sharing in petrochemical technology and technological behavior knowledge sharing technologies [3]. Rahman seresht and andVafser (1387) research on the effectiveness of knowledge sharing as a competitive strategy and information sharing on supply chain performance also showed a significant direct relationship between information sharing on supply chain which is a competitive strategies [36]. Biglari (1387) in a study entitled effect on the process of technological innovation in knowledge management capability agencies reported that among the significant impact of knowledge management, knowledge creation based on innovative emphasize the idea is not available. But the acquisition, storage, making, applying and sharing knowledge innovation has a significant impact. The results of Chen Chang and Chen Pi [4]. (chen, shiuann et al, 2012) as a form of sharing knowledge behavior in share the knowledge, also showed that the most important factor will be in attitudes regarding sharing knowledge and more effective on the sharing of knowledge. Lin and colleagues [11]. (Lin et al, 2009) in research as factors affecting knowledge sharing in professional virtual communities to achieve these results the efficacy and comparative advantage have a positive impact on knowledge sharing. Such as Kim and Ju [28]. (Kim and Ju, 2008) in collaboration with faculty research as its attitude towards knowledge sharing also showed that the factors such as trust, cooperation encourage individuals , systems in space , science center positive and significant relationship with attitudes toward knowledge sharing [27]. The results of Choi and colleagues (Choi et al, 2008) under the Influence of knowledge management strategy on organizational performance also suggests that it is currently the only sustainable competitive advantage comes with the applying knowledge for innovation [14]. Studies show that there is a correlation between compliance and knowledge management processes is the necessary foundation requirements and guidelines for acquiring, organizing, integrating, evaluating, storing storage, retrieval, system updates, and application of knowledge will provide [31]. Setting priorities with the Time Management Working major importance, urgency, priority matters and things that are more important [34]. can be added on this important topic. Although research in the field of knowledge management, however, has been done, but the relationship between knowledge management processes with time management schools are considered non, Given the right knowledge to the right people at the right time and the right place to achieve organizational goals, and optimal use of knowledge Educational administrators as those future Activity Lead the way education in their hands. Need to change the view that kind of opportunity. Take heed and realize it. in order to create change in the organization through and maintain a territory with time management the correct and effective use of time field of scientific thinking in the future to develop more effective help. the main purpose of this research the relationship between knowledge management processes with time management school managers and provide recommendations to the authorities of Mazandaran province of Education In order to enable the skills of managers The correct and effective use of time To access and use information and knowledge With the aim of creating, acquiring, storing, sharing and applying knowledge is The above hypothesis is based on the fundamental principles of this research include:

- There is a significant relationship between the creation of knowledge and time management in high schools in Mazandaran province.
- There is a significant relationship between acquisition of knowledge and time management in high schools in Mazandaran province.
- There is a significant relationship between Store of knowledge and time management in high schools in Mazandaran province.
- There is a significant relationship sharing of knowledge and time management in high schools in Mazandaran province.

- There is a significant relationship application of knowledge and time management in high schools in Mazandaran province.

Based on a literature review of studies and comments on the proposed variables in this study are expressed "Fig. 1" This study investigates the impact of knowledge management processes, time management continuing in secondary schools.



"Fig. 1" Research Conceptual Model(Researcher made)

### Methodology

This is a descriptive cross correlation technique. The statistical analysis sampling size were all High school managers, 617 people in Mazandaran province in 1392. To determine the sample size Kerjosi and Morgan table was used, which is based on a sample of 238 random stratified sampling which 170 were male and 68 were female. A questionnaire was used to collect data, depending on the questions based on the Likert scale, with options of five options (very low, low, medium, high, and very high) for Knowledge Management and Inventory option of (forever, often, sometimes, rarely, never) time is set for inventory management. The questionnaires contain 23 questions questionnaire knowledge management and time management questionnaire containing 50 questions from Poorazizi, and et al (1390) Questions. To determine the utility of the test Cronbach's alpha was used. The reliability coefficient, respectively, for Time Management Questionnaire 0.86 and questionnaires KM 0.85 respectively. Data using SPSS software was used to analyze the data obtained in the descriptive tables. The data obtained in the frequency tables and bar charts presented in the form of descriptive and inferential statistics to examine the relationship between knowledge management processes with time management, test and Pearson's correlation coefficient was used.

### Findings

#### Descriptions Factors of Demographic

According to data analysis, from the total samples of 238, 170 samples were males, 68 were females. It also the levels of education among them 15 people were Associate's degree, 172 was BS's degree, and 51 were Master's degree. Most common statistical samples were age of 44 years old. The minimum age of 35 years and maximum age is 55 years old. Statistical characterization results indicate that it is about changing careers from total of 238 samples 6 people with a history of less than 5 years, 9 people have experience between 5 to 10 years, 113 people have experience of 15 to 20 years and 110 also has a history of more than 20 years of experiences.

**Inferential statistical analysis of test**

In this section we examine the normality of variables. If the test significance level of less than 0.05, the null hypothesis will be rejected with 95% confidence we can say that the data distribution is not normal. If the test significance level greater than 0.05, accept the null hypothesis of normal distribution of data.

Table 1. Kolmogorov – Smirnov Test

variable	number	Mean	Variable SD	Kolmogorov – Smirnov	Statistical significance level	Test result
Knowledge Creation	238	76/2	0.749	0.695	0.635	Normal
acquisition knowledge	238	2.66	0.809	0.504	0.722	Normal
stored knowledge	238	2.78	0.868	0.972	0.256	Normal
sharing knowledge	238	3.00	0.788	0.804	0.65	Normal
Applying knowledge	238	2.80	0.775	1.33	0.056	Normal
Time Management	238	3.74	0.367	0.935	0.292	Normal

According to the above table, the significance level for all variables are greater than 0.05,so we can say with 95% confidence that distribution of variables are Normal. Thus the entire assumptions parametric test can be used.

**First hypothesis:** There is a significant relationship Between acreation of knowledge and time management in high schools in Mazandaran province.

Table2. Correlation matrix between the dependent variable (time management of managers)with (knowledge creation)

Variables	Pearson correlation coefficient	sig	Test result
Knowledge creation	0.264	0.000	There is meaningful Relationship
Time management			

\*\*Significant Level 0.05

As it shows above table, the Pearson correlation between knowledge creation and time management is equal to 0.264, which according to the sig. It is significant less than 0.05 correlation coefficient. Therefore, the null hypothesis is rejected and the research hypothesis was accepted. So we can say that the time management and the extent of their knowledge, there is significant relationship with the probability of 95 percent.

**Second hypothesis:** There is a significant relationship between the knowledge acquisition and time management in high schools in Mazandaran province.

Table3. Correlation matrix between the dependent variable (time management) variable (knowledge acquisition)

Variables	Pearson correlation coefficient	sig	Test result
Knowledge acquisition	0.124	0.055	No significant relationship

Time management

\*\*Significant Level 0.05

As it shows above table, the Pearson correlation between knowledge acquisition and time management is equal to 0.124 which according to the sig. it is more than 0.05, correlation coefficient is not significant. Therefore, the null hypothesis is accepted and the research hypothesis was rejected. So we can say that the time management and the extent of their knowledge, there is no significant relationship with the probability of 95 percent.

**Third hypothesis:** There is a significant relationship between knowledge Store and time management in high schools in Mazandaran province.

Table 4. Correlation Matrix between independent variable (Time management of Managers) With Variable (Knowledge Stored)

Variables	Pearson correlation coefficient	sig	Test result
Knowledge stored	0.127	0.05	No significant relationship

Time management

\*\*Significant level 0.05

As it shows above table, the Pearson correlation between the amount of knowledge stored and time management is equal to 0.127, which according to the sig. it is greater than 0.05 then, correlation coefficient is not significant. Therefore, the null hypothesis is accepted and the research hypothesis was rejected. Therefore we can say that time management and amount of storing knowledge there is not a significant relationship with the probability of 95 percent.

**Fourth hypothesis:** There is a significant relationship sharing of knowledge and time management in high schools in Mazandaran province.

Table 5. Matrix of correlations between the dependent variable (time management) with variables (knowledge sharing)

Variables	Pearson correlation coefficient	sig	Test result
knowledge Sharing	0.197	0.002	There is meaningful Relationship

Time management

\*\*Significance level 0.05



As it shows above table, The Pearson correlation between knowledge sharing and time management is equal to 0.197 which according to the sig. Less than 0.05, correlation coefficient is meaningful. Therefore, the null hypothesis is rejected and the research hypothesis was accepted. So we can say that the level of time management and knowledge sharing with a 95 percent chance of a significant relationship exists.

**Fifth hypothesis:** There is a significant relationship application of knowledge and time management in high schools in Mazandaran province.

Table 6. Correlation matrix between the dependent variable (time management) variable (knowledge application)

Variables	Pearson correlation coefficient	sig	Test result
application knowledge	0.166	0.010	There is meaningful relationship
			Time Management

\*\*significant level 0.05

As it shows above table, the Pearson correlation coefficient between knowledge application and time management is equal to 0.166, which according to the sig. which is less than 0.05, correlation coefficient is meaningful. Therefore, the null hypothesis is rejected and the research hypothesis was accepted. So we can say that the time management and how to apply their knowledge, there is significant relationship with the probability of 95 percent.

**Discussion and conclusion**

The first hypothesis of the study was associated with a significant relationship between the two variables shown, so the null hypothesis rejected and the opposite hypothesis was accepted. Similar research has been found by Akbarinia (1392), Gezmeh and et al (1392), Niazazari et al (1390), Zameni, and et al, (1390), Kazemi (1389). They also mentioned that there is a significant positive correlation between knowledge creation and organizational performance, employee engagement, creativity, time management and innovative ideas, but this finding with similar findings of Biglari (1387), it is not compatible. He also mentioned that because of the significant impact on innovative idea has not been verified. Based on time Management of Managers they will achieve and increase incidence ideas and knowledge to find new communication, and elements of knowledge to create knowledge. Findings in relation to the second hypothesis of the study showed no significant relationship between two variables, so the null hypothesis is accepted and the opposite hypothesis was rejected. Similar to this research with the findings of Akbarinia (1392), Zameni and co-workers (1390), NiazAzari et al (1390), Kazemi (1389), Biglari (1387), it is not compatible. They also stated that the acquisition of knowledge and organizational performance, time management, creativity, innovative ideas there is a significant positive correlation. Thus it can be stated that these managers are able, through their actual ability to collect and store existing knowledge, organizational to promote knowledge in Education.

The findings of the study in relation to the third hypothesis showed no significant relationship between two variables, so the null hypothesis is accepted and the opposite hypothesis was rejected. Similar to this research finding by Akbarinia (1392), Zameni, and co-workers (1390), NiazAzari et al (1390), Biglari (1387), it is not compatible. They have also mentioned that storage and organization of the functional organization, time management, creativity, innovation, there is a significant positive correlation. Thus it can be stated that empowered

managers can avoid destruction Knowledge of the education system And other educational organizations to organize you keep the knowledge to deal with teachers and students Data recovery and enjoy the day.

The fourth hypotheses of the study's findings regarding the relationship between two variables were significant, so the null hypothesis is rejected and the opposite hypothesis was accepted. These findings are similar to findings of Chen Chang and colleagues (chen, shiuann et al, 2012), Lin and colleagues (Lin et al, 2009), Kim and Joe (Kim and Ju, 2008), Akbarinia (1392) patrol and colleagues (1392), NiazAzari et al (1390), Zamani and co-workers (1390), Ebrahimi and Vahidi (1388), Biglari (1387), RahmanSereshtrand Afsar (1387), has been competitive. Because they also expressed. Significant positive correlation between emissions and share knowledge with their attitude, competitive advantage, organizational performance, employee engagement, creativity, and time management, enjoyment of fan technology, innovation and competitive strategies. Thus it can be stated that these managers With optimal control and scheduling regular time to share the knowledge sharing lies and business exist between individuals can Creating positive attitudes and improve working and living conditions Provided for teachers and students To those of the existing knowledge and be aware of their training needs.

The fifth research hypotheses regarding the relationship between two variables were significant, so the null hypothesis is rejected and the opposite hypothesis was accepted. These findings are similar to findings of Choi and colleagues (Choi et al, 2008), Akbarinia (1392), NiazAzari et al (1390), the Zamani and co-workers (1390), Biglari (1387), have also compatible. Thus it can be stated that managers can you can manage and run time tools useful knowledge indirectly the process of applying knowledge in Education And other organizations had a positive effect on educational To provide for people's needs should be considered during management. Considering that the research literature on the positive role of other factors examined in this study, see It's these factors were selected for review. But after analyzing the significant relationship between knowledge acquisition and storage depen where it can be concluded that the review of these factors had been taken on the school Did not confirm the above factors into their corporate culture encourages knowledge a business management and storage, The lack of an organizational structure to coordinate the activities associated with the acquisition and storage appropriate relevant knowledge over tim on analyzing the results, it was observed that the attitude of people towards the creation, dissemination, application of knowledge to control has been very positive. Administrators believe that these factors contributed to their tasks and increase personal knowledge they will be over time, such that they prefer to have the opinion and comments Discuss it with others and manage their time to get it to work. Therefore, the education system recommendations based on the findings of the study are as follows:

- Strengthen the spirit of cooperation and teamwork encourage the participation of managers at the right time in order to exchange information and knowledge creation
- Strengthen and exchange of information to facilitate the acquisition and storage of corporate data to facilitate access and cooperation among team members to do research Principals of schools , universities, andManagers
- Instituting a culture of optimal control of time-sharing and dissemination of knowledge and collaborative approach to creation, design and implementation of the research group Between members of the organization and to strengthen the role of education, including school administrators to provide guidance and support facilities necessary funds and Bbvjdj necessary to facilitate access and cooperation among members of the research group
- Design of a graphical map of physical resources, such as written documents and software resources, such as databases and data experts who have experience and expertise because they are becoming aware of the tangible and intangible assets of knowledge and use of Managers in their decision making process schools and universities.



- Communicate with centers and research and research on the subject of business services with the aim of enabling directors of the Bio expert knowledge people at the right time and give other experiences success offensive research centers of the managers
- Formation of multidisciplinary gathering of people with different expertise to carry out scientific research in the time and have different expertise, skills and experiences The underlying idea of the incidence of the informal learning Nu
- The necessity of using expert systems in processing routine and update it with more attention and time control strategy for implementing organizations of these systems.
- Recommendations for future researchers to more detailed and more accurate indicators and universities unconfirmed study in schools with regard to the results of the research and evaluation of social norms of behavior acquire and store knowledge.

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