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Essential Requirements for the Use of Knowledge Management in Improving the Professional Performance of Female Social Workers in Kindergartens

A Thesis Proposal for MA Degree in Social Work

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First: The problem of the study and its importance:

Knowledge in our contemporary societies now occupies a more tangible reality than before in terms of its reality and scientific components. It occupies a prominent place in all disciplines and social sciences, where knowledge is the ability to translate information into a tool to achieve a specific task and find a specific thing.

Knowledge today constitutes the basis of the strength of societies and the basis of their success and progress. In contemporary societies, there is what is called the knowledge society, which is characterized by the production of knowledge, which is considered the most important factor in production and outweighs the capital and effort expended at work. It aims to have an appropriate learning environment, knowledge building, and other matters.

The field of social knowledge is one of the fields that is concerned with individuals. Social knowledge is a method that helps people acquire, organize, and analyze information. It is concerned with attention, perception, memory, thinking, and language in the social context. This is what makes us take into account how situations in different social contexts affect cognitive processes within people.

Knowledge management is considered one of the fundamental topics as one of the contemporary intellectual developments that has an effective impact in disseminating knowledge across various fields and institutions.

On the other hand, we find that the importance of knowledge management appears in that it distinguishes the value in originality, innovation, speed of mind, adaptability, intelligence, and learning. It also seeks to activate the institution's capabilities in these aspects and is also concerned with critical thinking, innovation, relationships, patterns, skills, cooperation, and participation, and supports and supports individual learning and group learning.

It strengthens the conflict between community members and encourages their participation in experiences, successes, and even failure.

We also find that knowledge management in kindergarten institutions is what results from the interaction of its individuals and their dealings with the environment surrounding the institution, as this knowledge is formed from the outcome of experiences, expertise, directives, information, studies, decisions, policies and strategies that form the intellectual base that directs and organizes all activities in the institution.

Knowledge management seeks to make kindergarten institutions more effective and more successful in order to improve performance, enhance cooperation between social workers and employees, and enable and enhance innovation.

Many institutions in general and kindergarten institutions in particular have adopted the application of knowledge management due to its importance and encouraging employees to understand and work with it.

Hence, it is necessary to pay attention to female social workers in kindergartens and identify the most important needs in order to improve their professional performance, fill those needs, and enable the specialist to activate her role more.

Professional performance is considered the backbone of social service because it represents an important position in strengthening the performance of social workers, by providing them with various knowledge, skills, and information that are most closely related to their work methods in kindergarten institutions, in order to hone their skills, develop their abilities, help them invest their energies, and develop methods for performing their professional role while providing Opportunities to permanently improve their professional situations.

The social worker is considered the professional responsible for practicing social service in its various fields and the tool through which its goals are achieved through commitment to the philosophy of social service, its

principles and scientific methods. Therefore, developing the capabilities and capabilities of the social worker takes an important dimension in terms of the need to pay attention to them.

Hence, the problem of the study crystallizes in a main issue, which is that female social workers in kindergartens may need to apply knowledge management in its various dimensions (organizational culture - infrastructure and technology - professional commitment - organizational structure) by using those dimensions of knowledge management to improve their professional performance, which is reflected in their The skill, cognitive and value aspects of their work in the kindergarten institution.

Second: Objectives of the study :

The study is based on a set of objectives:

- 1- Determine the requirements for using knowledge management for female social workers in kindergartens (organizational culture - infrastructure and technology - professional commitment - organizational structure).
- 2- Determining the requirements for improving the professional performance of female social workers in kindergartens (cognitive - skills - values).
- 3- Determining the nature of the correlation between the use of knowledge management and improving the professional performance of female social workers in kindergartens.
- 4- Finding proposed mechanisms from a social service perspective to improve the professional performance of female social workers using knowledge management in kindergartens.

Third: Study questions:

The objectives of the study can be achieved by answering the following questions:

- 1- What are the requirements for using knowledge management for female social workers in kindergartens (organizational culture, infrastructure and technology, professional commitment, organizational structure)?
- 2- What are the requirements for improving the professional performance of female social workers in kindergartens (cognitive, skills, values)?
- 3- What is the nature of the correlation between the use of knowledge management and improving the professional performance of female social workers in kindergartens?

Fourth: Concepts of the study:

The concepts of the current study are defined in the following concepts:

- 1- The concept of requirements.
- 2- The concept of knowledge management.
- 3- The concept of the professional performance of the social worker.

Fifth: Methodological procedures for the study.

1- Study type :

This study belongs to the type of analytical descriptive studies that seek to determine the necessary requirements using knowledge management to improve the professional performance of female social workers in kindergartens.

2- Method used :

The researcher relied on the comprehensive social survey approach of female social workers in public and private schools with kindergartens, and the sample includes experts from faculty members in all social work colleges and institutes nationwide.

3- Fields of study:

- a) **Human domain:** The study was applied to a number of social workers in public and private kindergarten schools, amounting to 80 social workers, and to 27 individual experts.
- b) **Spatial domain:** All public and private schools have kindergartens attached, numbering 25 public schools + 15 private schools.
- c) **Time domain:** The period of data collection in the field of study.

4- Study tools:

The researcher used:

- a) A measure of the necessary requirements for using knowledge management in improving the professional performance of female social workers in kindergartens.
- b) A measure of requirements for improving the professional performance of social workers in kindergartens.
- c) Interview guide for experts.

Sixth: Study results :

Results of the first main question: What are the requirements for using knowledge management for female social workers in kindergarten?

1- Special requirements after organizational culture:

It is clear that the sample responses were at a high level, as the weighted total reached 2708, with an average of 208.3, with a relative strength of 86.79%. This indicates the demand among female social workers following the requirement of organizational culture.

2- Infrastructure and technology requirements:

The response of the sample was at a high level, as the weighted total reached 2115, with an average of 211.5, and a relative strength of 88.13. This

indicates the demand among female social workers due to the requirements of infrastructure and technology.

3- Special requirements Professional commitment:

The responses of the study sample were at a high level, as the weighted total reached 2606, with an average of 217.17, and a relative strength of 90.49. This indicates the demand among female social workers after the professional requirement.

4- Results for the organizational structure requirement:

The responses of the study sample came at a high level, as the weighted total reached 2606, with an average of 217.17, and a relative strength of 90.49. This indicates the demand among female social workers for the dimension of the organizational structure requirement.

Results of the second main question: What are the requirements for improving the professional performance of female social workers in kindergartens?

1- Cognitive requirements:

The responses of the study sample came at a high level, as the weighted total reached 2566, with an average of 213.83, with a relative strength of 89.10. This indicates the demand among female social workers for the knowledge requirements necessary to improve professional performance.

2- Skill requirements:

The responses of the study sample came at a high level, as the weighted total reached 2.89, with an average of 222.69, and a relative strength of 92.79. This indicates the demand among female social workers for the dimension of the skill requirements necessary to improve professional performance.

3- Value requirements:

The responses of the study sample came at a high level, as the weighted total reached 2745, with an average of 228.75, with a relative strength of 95.31. This indicates the demand among female social workers for the value requirements dimension necessary to improve professional performance.

Seventh: Mechanisms for using knowledge management to improve the professional performance of female social workers in kindergartens:

1- Mechanisms for using organizational culture to improve the professional performance of female social workers from the point of view of the experts:

- a) Organizing workshops to train female social workers on how to form groups to collect knowledge about kindergartens.
- b) The Kindergarten Foundation provides modern technology systems that help acquire knowledge in the field of kindergarten.
- c) Organizing training courses to provide female social workers with scientific research skills to benefit from them in developing their knowledge.
- d) Preparing intensive training programs to develop the skills of female social workers in kindergartens.
- e) Organizing lectures to provide social workers with the latest knowledge related to confronting children's problems in light of the digital age.
- f) Seeking the help of experts to spread the culture of digital knowledge in kindergartens.
- g) Providing effective communication channels between female social workers and a means of collecting work patterns.
- h) Providing an organizational environment in the kindergarten institution to meet the moral needs of female social workers.

2- Mechanisms for using infrastructure and technology to improve the professional performance of female social workers in kindergartens:

- a) Providing an e-mail service for the kindergarten institution to facilitate communication between specialists, workers and parents.
- b) Create an official page for the organization on social media.
- c) The kindergarten institution provides an internal communications network to exchange information among the work team.
- d) Providing all appropriate hardware and software to process and store information, scanners, photocopiers, color printers, and display screens.

3- Mechanisms for using professional obligation to improve the professional performance of social workers in kindergartens:

- a) Organizing training activities to improve the professional capabilities of female social workers.
- b) Providing female social workers with knowledge about pioneering experiences to develop their work in the kindergarten institution.
- c) Designing programs that contribute to developing teamwork skills among female social workers in kindergartens.
- d) Supporting the formation of good professional relationships between specialists and the work team.
- e) Using creative talents from abroad to help social workers generate new knowledge.
- f) Preparing training courses to develop cognitive aspects in the field of kindergartens.
- g) Registration skill training.
- h) Female specialists organize awareness and educational seminars for children in kindergartens.

4- Mechanisms for using the organizational structure to improve the professional performance of female specialists in kindergartens:

- a) Encouraging female social workers to rely on the principle of justice in providing professional services to all children.
- b) Choosing an administrative structure capable of achieving justice among the specialists in the work team.
- c) Providing an organizational climate that supports the values of participation between specialists and the work team.
- d) Instilling a spirit of positive competition between female social workers and the organization's work team.
- e) Supporting the patterns of distinguished professional performance of female social workers by those in charge of the kindergarten institution.
- f) Establishing a clear vision on how to organize the knowledge and information necessary to develop the work.