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THE EFFECT OF CRITICAL THINKING AND KNOWLEDGE SHARING ON THE PROFESSIONAL PERFORMANCE OF SPORTS TEAM LEADERS AT TRABZON UNIVERSITIES, TURKEY

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Abstract:
The purpose of this study was to investigate the effect of critical thinking and knowledge sharing on the professional performance of sports team managers in Trabzon. In terms of the purpose of the research is the applied type and in terms of method is descriptive and correlational, and in terms of information gathering method is a survey method. The statistical population of this study included all managers of sports teams of Trabzon universities (N=300). Morgan table was used to determine the sample size and 169 people who were selected by simple random sampling method. To collect the required data, Paterson professional performance (1998), Ricktes Critical Thinking (2003) and Yong Chi Knowledge Sharing Questionnaire (2006) were used to answer the questionnaire. SPSS software was used for data analysis and multivariate regression coefficient was used to analyze the hypotheses. The results of the research indicate that critical thinking and knowledge sharing on the professional performance of sport team managers in Trabzon city have a significant positive effect ($p < 0.05$).

Keywords: critical thinking, knowledge sharing, professional performance

1. Introduction

Human resources are the most valuable assets of any organization. Because other factors, such as technology, capital, etc., are dependent on human resources. In spite of the technical and technical progress, no factor has succeeded in replacing human resources with human being as a key factor in the organization, and the management of

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the organization should strive to properly recognize this capital and develop its potential and talents. And effectively mobilize it to advance the organization's goals (Alwani, 2003).

Professional performance in the field of management is an important factor in the development and advancement of organizational goals and is a cognition of how the goals of an organization or institution are measured. Professional performance is to achieve or exceed organizational and social goals and carry out the responsibilities placed on individuals (Hersey and Blanchard, 1992). In general, there are many factors affecting professional performance, one of which is critical thinking. The unique feature of man and the distinctness of other beings is the power of his thinking. Thinking has different types, one of the most important of them is critical thinking. The philosophers and philosophers of psychology, philosophy and art have provided various definitions of critical thinking. One of these definitions expressed by John Dewey in the book "How to think", states: "*Critical thinking is an action in which the existing situation leads to the confirmation or production of other facts, or a way in which future beliefs are based on past beliefs*" (Shabani, 2012). Critical thinking means normal skepticism. Individuals with critical thinking with features; are acceptance of new ideas, flexibility, tendency to change, innovation, creativity, analyticity, daring, tiredness, enthusiasm, energetic, risk-taking, knowledge, aptitude, observation and thinking (Popil, 2010). Critical thinking is considered as an essential cognitive process for the growth and enjoyment of knowledge, and this kind of thinking is applicable to problem solving and decision making in any context, whether social, clinical, ethical, managerial or political (Guille et al., 2010). Another variable that influences professional performance is knowledge sharing. Knowledge sharing is one of the strategic steps of the knowledge management process. In fact, organizations must specifically control and manage the proper type of knowledge associated with their processes and consider knowledge as an important source for the creation and maintenance of a competitive advantage in the organization, and in particular, sharing knowledge for improvement the performance of government processes in a competitive environment (Brent, 2007).

Knowledge sharing is a culture of knowledge-based interactions that involves the exchange of tacit and explicit knowledge, the experiences and skills of managers between organizational units or the whole organization (Yong-chi, 2006). If knowledge is personalized and not shared, the managers of the organization will be individually involved in the learning process and will not be willing to share their knowledge with other project members (McNeil, 2003). In fact, sharing knowledge can simultaneously affect individual abilities and organizational competencies and lead to strengthening

the ability of intellectual capital of the organization in the field of human and organizational capital (Watanabe, 2008).

Given the above, the main purpose of the present research is to answer the question of how critical thinking and knowledge sharing affect the professional performance of sports team managers in Trabzon.

2. Materials and Methods

In terms of the purpose of the research is the applied type and in terms of method is descriptive and correlational, and in terms of data collection is is a survey method. The statistical population of this study includes all managers of sports teams of Trabzon universities in number of 300. Morgan table was used to determine the sample size and the number of statistical samples was 169 people who were selected by random sampling method.

2.1 Information gathering tools

To collect the required data, Paterson professional performance (1998), Ricktes Critical Thinking (2003) and Yong Chi Knowledge Sharing Questionnaire (2006) were used to answer the questionnaire.

2.2 Reliability and reliability of the questionnaire

To assess the validity of the questionnaire, content validity was used, so that the questionnaires were presented to the professors and their views on whether the questionnaires were a good tool for measuring the variables were asked and was confirmed by them. Cronbach's alpha coefficient was used to measure the reliability of questionnaires.

Table 1: Reliability coefficients for each variable

Variable	Cronbach's alpha coefficient variable
Critical thinking	0.87
Critical thinking	0.81
Professional performance	0.90

2.3 Method of information analysis

After completing the questionnaire, the collected data were coded based on variables measurements and analyzed by SPSS software. First, using the Kolmogorov-Smirnov test, the normal distribution of data was tested. Regarding to normality, for analyzing hypotheses, multiple regression coefficient has been used.

3. Results

According to the results of the study, 62.7% of the respondents are male and 37.3% are women. For age distribution, it should be said that 11.8% of respondents with the lowest frequency are 50 years and older and 38.5% with the highest frequency of 30 to 40 years old.

Also, 2.4% of respondents with the lowest frequency of doctoral education and 52.1% with the highest frequency of master's degree.

3.1 Model the Effect of Critical Thinking on Professional Performance

Table 2: Regression model of critical thinking on professional performance

Correlation coefficient	Coefficient of determination	Modified coefficient	Watson's camera
0.617	0.365	0.380	0.617

According to Table 2, the correlation coefficient between critical thinking with professional performance is 0.61 and coefficient of determination is 0.38. If the camera-Watson statistic is within the acceptable range of 1.5 to 2.5, the lack of correlation between the errors is accepted. Given that the Watson camera's stature is 2.35, it can be said that the lack of correlation between the errors is accepted.

Table 3: The Results of Multivariate Regression of the Effect of Critical Thinking on Professional Performance

The predicted variables	Non-standard coefficients		Standard coefficients	T	P
	B	SE	BETA		
Fixed value	2.530	.188	13.458	13.458	.000
Creativity	.087	.143	.605	.605	.546
Mature	.588	.157	3.742	3.742	.000
Commitment	.146	.064	2.291	2.291	.023
Critical thinking	.534	.135	3.947	3.947	.000

According to the results of Table 3, considering the significant level of test error, it can be said that critical thinking affects professional performance. Also, the beta coefficient shows that maturation is 0.88, commitment 0.22, and critical thinking predict 0.65 from changes in professional performance.

3.2 The Effect of Knowledge Sharing on Professional Performance

Table 4: Summary of regression model -
The Effect of Knowledge Sharing on Professional Performance

Correlation coefficient	Determination coefficient	Modified coefficient	Watson's camera
0.592	0.351	0.327	2.080

According to Table 4, the correlation coefficient between knowledge sharing with professional performance is 0.59 and the coefficient of determination is 0.35. However, if the camera-Watson statistic is within the acceptable range of 1.5 to 2.5, a lack of correlation between errors is accepted. Given the fact that the Watson camera's statistic is 2.08, so it can be said that the lack of correlation between the errors is accepted.

Table 5: Results of multivariate regression coefficient -
The Effect of Knowledge Sharing on Professional Performance

Predicted variables	Non-standard	Coefficients	Standard coefficients	T	P
	B	SE	BETA		
The fixed value	1.331	.258		5.167	.000
Ordered	0.525	0.069	0.423	3.222	0.025
Explici	0.422	0.061	0.377	3.070	0.032
Hidden	0.101	0.101	0.111	0.997	0.320
Bachelor	0.361	0.082	0.291	2.057	0.045
Strategic	0.012	0.080	0.017	0.147	0.884
Knowledge sharing	0.944	0.326	0.844	5.898	0.004

According to the results of Table 5 and considering the significant level of test error, it can be said that knowledge sharing has an impact on professional performance. Also, the beta coefficient indicates that the knowledge sharing arrangement of 0.42, explicit 37.0, expert knowledge of 0.29, and knowledge sharing predict 0.84 of the changes related to professional performance

4. Discussion and Conclusion

The results of this study, on the one hand, are consistent with the findings of Hadizadeh Moghadam et al. (2012). They concluded that there is a positive and meaningful relationship between knowledge sharing and innovation in the Refah Kargaran Bank. Also, according to the statistical results based on regression analysis, it can be claimed that the more knowledge sharing between the bank's employees, the higher the level of innovation. Also, result of Shamei et al. (2012) show that the effect of explicit knowledge

sharing on the performance (financial, customer, and growth and learning) of the company is beyond the internal processes. On the other hand, the effect of tacit knowledge sharing on all performance criteria except the customer's level was confirmed.

On the other hand, the results of this research are consistent with the results of the research by Mozaffian and Ghanizadeh (2011), which showed that there is a significant relationship between critical thinking and student self-efficacy and among the five critical thinking structures, interpretation and interpretation have the highest correlation with critical thinking and gender as a moderating factor has no effect on the relationship between critical thinking and self-efficacy.

Overall, the results of the research show that critical thinking and knowledge sharing on the professional performance of sport team managers in Trabzon universities have a significant positive effect. Regarding the realities of the importance of thinking and teaching critical thinking skills and analytic writing, one can be said that one of the main goals of education is to foster intellectual thinking and thought. Educational scholars have presented a variety of perspectives on this issue. According to Persisen's view (1986), the interest in the development of thinking abilities in educational circles is not a new phenomenon, but this is rooted in history and in the depths of history, in other words, some of the golden age of Greece has begun this enthusiasm, and its origins are attributable to the Plato Academy they give. Throughout history, many politicians, educators and philosophers have been concerned about art and science of thought. Skrion (1996) considers critical thinking to be a systematic, clever, active, and expert process in conceptualizing, applying, analyzing, combining and evaluating information collected or generated through observation, experience, thinking, and reasoning. In explaining the results, it can be said that with increasing critical thinking of managers, the professional performance of sport team managers in Trabzon universities is also increasing. In other words, the higher the level of creativity of maturity and commitment, the level of professional performance of managers also increases.

On the other hand, it should be noted that the role of knowledge sharing in knowledge management is so important that some authors state that "*the existence of knowledge management is to support knowledge sharing"*. One of the reasons for knowledge sharing is that knowledge sharing reduces costs, improves performance, improves customer service delivery, shortens the development time of new products, reduces latency in deliveries of goods to customers, and ultimately reduces the cost of finding and accessing the valuable knowledge of the inside of the organization. In explaining the results, it can be said that with the increase of knowledge sharing, the professional

performance of sport team managers in Trabzon universities is also increasing. In other words, we can say that the more organizational, explicit, bachelor and strategic knowledge is increased, the level of professional performance of managers also increases.

5. Research suggestions

1. Sporting team managers in Trabzon city are involved with various critical subjects in different subjects and phenomena.
2. Trabzon City sports team managers apply their knowledge on diverse topics and issues in order to strengthen the critical creativity of their thinking.
3. Managers do not judge others promptly and try to review cases with fair criticism.
4. Trabzon City sports team managers are so busy doing things that they can finally learn the right way.
5. The sports team managers at Trabzon University will explain the new knowledge applied at the university, step by step.

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