

Degree of Application of Knowledge Management of Government High School Principals in al-Karak Governorate from Teachers' Point of View

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Abstract

The objective of the study was to identify the degree of application of the knowledge management of government high school principals in the al-Karak governorate from the teacher's point of view, and its relationship with some demographic variables. The current study followed the analytical descriptive curriculum. In order to achieve the objectives of the study, the study tool was developed: Knowledge management, verified honesty and stability, and applied to a sample selected in a simple random manner consisting of (25) from teachers, the results indicated that the area of diagnosis of knowledge was first and high, and as the results indicated, the degree of application of its knowledge management (Knowledge assessment, knowledge planning, knowledge sharing, knowledge application) The government high school administrators in Karak governorate from the teachers' point of view have come up moderate, showing no statistically significant differences at the indicative level ($\alpha \leq 0.05$) In the degree of application of the knowledge management of the government high school principals in the governorate of Karak from the teacher's point of view attributable to sex and scientific qualification, and showed statistically significant differences in the level of indication ($\alpha \leq 0.05$) The degree of application of the knowledge management of State high school principals in the Karak governorate from the teacher's point of view is attributable to experience. Based on the results of the study, some recommendations have been made, including seminars, lectures, workshops and training courses, and conferences in knowledge management to sensitize school administrators on what knowledge management is, processes and role in improving quality performance.

Keywords: knowledge management, high schools.

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INTRODUCTION

Knowledge has received the attention of philosophers since ancient times, and has been heightened by organizations in the late twentieth century because of the world's significant changes in political, social and economic aspects, such as: The emergence of globalization, increased competition, freedom of communication, movement and knowledge-sharing, and the accompanying increasing pressure on organizations to improve the quality of their services products and reduce their cost of achieving a competitive advantage. Organizations' responses to those challenges had to look for modern management methods that would enable them to survive, sustain and increase their ability to achieve their objectives efficiently and effectively. The concept of knowledge management has emerged ", which means identifying information of value and how to benefit from it. Knowledge management is an essential element for the survival and excellence of the Organization, the development of its performance and the achievement of its strategic objectives. Building knowledge management in the organization brings a number of benefits, for example: increasing efficiency and effectiveness, improving decision-making, improving performance, increasing productivity, improving creativity, achieving competitive advantage and responding quickly to changes in the environment. (Angel & Archaeology, 2002, p. 19) Hijazi said that knowledge management is one of the modern management strategies and methods for developing and achieving competitive advantage. (Hijazi, 2005, p. 11).

Knowledge management is one of the contemporary intellectual developments that initially proposed new frames and entrances in the study and understanding of work new and accelerating changes in the field of employment, The aim of this resource is to increase and expand the knowledge outcomes of the institution, its management and its subordinates, and to develop their knowledge and expertise so as to achieve learning levels that reflect on their headquarters in finding, creativity and innovating new solutions confrontation, i.e., the evolution and achievement of the ears (Noraldine, 2010).

Knowledge management includes a number of processes that the head of the school interrogates his learning and development so that he can manage his knowledge, through which he can master the work and bring it out with quality and high efficiency. The quality of the work is knowing the work he is doing and how to do God; Knowledge in accessing quality; That is, whenever knowledge is comprehensive the work is outstanding (Qizan, 2014).

Knowledge management defines the full and full use of all the information, data and potential of the organization and ideas, skills, creative and innovative capabilities, motivation and sense, and experience gained from past experiences of the Foundation's subordinates In other words, it is a combination of everything that the Foundation has in its possession, data, facts, beliefs, expectations and concepts, Among all the skills, expertise and creative abilities of the working subordinates (Al-Anzi, 2019:13).

Bari Shehada said that one of the reasons for interest in knowledge management is to lead the decision-making process In order to improve their schools, school administrators must possess knowledge management skills that enable them to generate, organize and disseminate knowledge, Possess the skills of using information technology in all its forms and should involve teachers in decision-making and educational planning and share Information and experience with them to be employed in the service of the school and thus of the individual and the community. (Shehada, 2006, p. 33) Although researchers and scholars disagree on the Department's functions and operations, what can be agreed is that it is an integral part that cannot be divided into fragmented elements. These processes are complemented by decision-making at the centre of the management process. Sound decision-making support depends primarily on information and data of interest to the educational process, as any scientific findings leading to wise decisions must be derived from accurate data and information. (Al-Khatib and Zegan, 2009, p. 59).

Based on the foregoing, the researcher found grounds to undertake this field study to examine the role of knowledge management in decision-making from the point of view of the managers and teachers of secondary education schools in the city of Karak, considering that the head of the school is an educational leader and facilitator who plays an important role in disseminating knowledge and spreading the culture of cooperation.

STUDY PROBLEM AND QUESTIONS:

The 2009 International Conference on Management Development in Riyadh, entitled "Towards outstanding performance of the government sector", also emphasized the need for organizations to become knowledge-based organizations in the light of the lack of a clear methodology and insufficient interest in knowledge management. (Muslim, 2009, p. 3) By sharing some of the material in educational literature and readings on the topic of contemporary administration Knowledge Management ", which spoke of the concept of knowledge management and, by sharing previous studies on the subject, noted that although the concept of knowledge management and its applications were widespread in the business and trade sector, research, experiences and applications of the concept continued in educational institutions, non-profit organizations and service society organizations of various kinds limited and insufficient, but still has some problems with the application and the researcher found no study on the subject of knowledgemanagement in Jordan in the field of education in the field of schools according to the researcher's knowledge.

Based on the importance of knowledge management in planning and decision-making, and of the high school that prepares individuals for life (Labour market and university education). It is necessary to keep abreast of the accumulation of knowledge and the proliferation of means of communication. Modern life has imposed a quality of individuals with creative thinking and adaptation of modern technology. This type of individual needs a modern school in order to fulfil its expected roles in society. This has led the researcher to address this problem and to research the role of knowledge management as a contemporary management concept in decision-making. The problem with research is summarized in the following question:

THE APPLICATION OF THE KNOWLEDGE DEPARTMENT OF STATE HIGH SCHOOL PRINCIPALS IN KARAK GOVERNORATE FROM THE TEACHER'S POINT OF VIEW DERIVES FROM THE FOLLOWING SUB-QUESTIONS:

- 1- What degree is the application of knowledge management by high school principals from the point of view of their teachers in Karak governorate.
- 2- Are there statistically significant differences at the indicative level ($\alpha = 0.05$) in the responsiveness of study sample individuals to the degree to which State high school administrators' knowledge management contributes to kirk attributable to variables (sex, scientific qualification, years of service)?

THE IMPORTANCE OF THE STUDY:

THE IMPORTANCE OF THE STUDY WILL INCLUDE TWO ASPECTS:

FIRST: THEORETICAL SIGNIFICANCE:

- Enriching theoretical literature on study variables.
- Provide some recommendations and suggestions that specialize in knowledge management.
- Submission of proposals to decision makers in the Ministry of Education on the importance of knowledge management.

SECOND: PRACTICAL IMPORTANCE

- This study will be based on demonstrating the importance of the relationship between knowledge management and the quality of decision-making for school principals from the point of view of educators.
- Provide researchers with measures with good psychometric characteristics for measurement.

- This study will address a process that is considered to be complex on global measurements for the individual: decision-making is the core and core of management in educational institutions.

OBJECTIVES OF THE STUDY

- 1- Recognize the concept of decision, decision-making process and influencing factors.
- 2- Recognize the reality of managers' and teachers' practice of decision-making in government high schools in Jordan.
- 3- Identifying the role of knowledge management in government high schools in Jordan.
- 4- Recognize the influence of some variables (sex, years of experience, academic qualification) in the views of managers at government high schools in Jordan on the reality of their knowledge management.
- 5- Recognize the influence of some variables (sex, years of experience, academic qualification) in the views of managers at government high schools in Jordan on the reality of their Decision-making.

LIMITATIONS AND LIMITATIONS OF THE STUDY:

THE LIMITS OF THE PRESENT STUDY ARE AS FOLLOWS:

- 1- Human boundaries: This study will be applied to a sample of teachers and teachers in secondary schools in Karak governorat.
- 2- Time limits: This study will be conducted during the second semester of the 2021/2022 academic year.
- 3- Spatial boundaries: This study will be applied in government schools in Karak governorate, where four directorates (Al-Qasbah Brigade Directorate, Al-Qasr Brigade Directorate, Southern Al-Ghawar Brigade Directorate, Directorate of the Southern Mazar Brigade).
- 4- Substantive boundaries: management of government school principals' knowledge and their relationship to quality decision-making

GENDER VARIABLE: TWO LEVELS (MALE, FEMALE).

1. Variable number of years Education experience: three levels (less than five years, five years to ten years, ten years and more).
2. Academic qualification variable: two levels (diploma of educational qualification, non-diploma of educational qualification).

II: Subordinate variables:

1. Opinions of high school teachers in Karak governorate on the reality of the practice of knowledge management in their schools.

PROCEDURAL DEFINITION:

-Knowledge Management: is a structured effort to share knowledge within and outside the organization through the use of systems and practices to account, generate, store, organize and apply knowledge in all administrative activities. (Al-Anzi, 2019:19).

-It is a set of ideas and perceptions generated by the previous knowledge and experience of school principals using ICT and advanced computers. This will be measured by the responses of the study sample individuals on the scale of application and the contribution of knowledge management to be prepared

THEORETICAL LITERATURE AND PREVIOUS STUDIES

In this chapter we will address theoretical literature and previous studies relevant to the topic of the study (knowledge management, decision-making, previous studies, commentary on studies)

FIRST: THEORETICAL LITERATURE

Recent theoretical literature on knowledge management includes:

The rapid development has resulted in the development of educational services to comply with modern technology and the requirements of the times. Therefore, educational institutions have been required to continuously improve the outcomes and quality of education through the innovation of knowledge and the generation of new ideas, using modern means and methods to bring the institution to the forefront and institutional excellence and upgrade. Knowledge has become the primary strategic source in building the competitive advantages of all types of institutions and in achieving management excellence, innovation and creativity at work and is one of the pillars on which all institutions must rely if they are to remain continuous and able to increase their effectiveness, Knowledge is rapidly doubling, requiring all institutions to formulate mechanisms to manage the knowledge information revolution (Increases, 2008).

Knowledge tool concept: information and causal linkages that help to create meaning for information. Knowledge management creates these linkages. They are a combination of experience, values and contextual instructions, and expert insight that provides a general framework for evaluating and integrating new experiences and information (Ali, Kandil and Omari, 2009:25).

The importance of knowledge management is through its contribution to improving decision-making through speed. And developing the capability of subordinates by increasing their knowledge of their functions and those of others, It helps to search for new ways of working more creatively and their tendencies to work seriously and reduce costs, improve the efficiency and performance of the enterprise's subordinates, and provide a positive and motivating environment for individuals (Hijazi, 2005).

THE PURPOSE OF KNOWLEDGE MANAGEMENT IS DETERMINED BY THE POINTS PROVIDED BY THE KNOWLEDGE MANAGEMENT PROVIDED BY AL-BATEIN AND AL-MAQABA 'A, 2010.

- Enhance cooperation between the departments of the Foundation by sharing the knowledge available in the Institution.
- Promote creativity and show through the interaction of subordinates and exchange ideas among themselves and benefit from their creative experiences and ideas.
- Acquire knowledge from subordinates by increasing knowledge sharing among them.

KNOWLEDGE OBJECTIVES: ONE OF THE GENERAL OBJECTIVES OF KNOWLEDGE MANAGEMENT IS THE EDUCATIONAL INSTITUTION (BANI ISSA, 2018) AS FOLLOWS:

- 1- Create a unified source of knowledge and circulate it to members of the institution.
- 2- Facilitate and streamline unnecessary operations.
- 3- Upgrading and advancing the educational institution and improving its image.
- 4- Embrace creative ideas by encouraging the flow of ideas freely.
- 5- Create a cooperative interactive environment for the transfer of cumulative experiences in the educational institution.

Knowledge management aims to organize knowledge to plan for strategic objectives, contribute to the resolution of the school's problems, dedicate institutional knowledge, integrate knowledge and information technology requirements, and work on flexibility and effectiveness of work. Hariri (2012) referred to types of knowledge, including:

- External knowledge: It is derived by the individual or institution from external sources of any of the surrounding environment, and this kind of knowledge represents the predominance of the flow of knowledge that the technologies of communication and information systems have facilitated access to

Technological knowledge: knowing how to be part of the implicit knowledge and expressing the ingenuity, experience and skill of work.

- Shallow knowledge: knowledge that indicates little understanding of problem indicators is about superficial understanding and lack of depth.
- Targeted knowledge: knowledge based on the number of years of work experience to become an indicator of individual behaviour
- Deep knowledge: knowledge that requires deep analysis of the objects or problems and addresses all their details and causes accurately, attentively and thoroughly studied.
- Causal knowledge: Knowledge based on connecting concepts with each other using methods of extrapolation, analysis, reasoning and linking cause to result.

PREVIOUS STUDIES

This section contains a presentation of previous studies on knowledge management, decision-making and related matter:

Awad (2018) conducted a study aimed at identifying the impact of knowledge management on Eldari's creativity in private schools in Allerdeen. The study used the analytical descriptive curriculum, and was identified as a data-gathering tool, with the school community of all staff working in private schools in Amman's capital governorate, reaching the study sample. 414) Working and working in private schools, the results showed the impact of knowledge management dimensions in Eldari's creativity in private schools in Oman

Ma ' 217) is a faculty member of a university that has shown that the level of knowledge management of faculty members of a university is moderate, that the level of performance of faculty members of a university is moderate, and that there is a positive relationship between the level of knowledge management and performance of faculty members of a university.

METHODOLOGY AND PROCEDURES

Study curriculum: The current study followed the analytical descriptive curriculum.

The school community is one of all 2,645 secondary school teachers in Jordan, 1222 teachers and 1423 teachers, according to the statistics of the Jordanian Ministry of Education for the academic year 2021/2022.

TABLE (1): DISTRIBUTION OF MEMBERS OF THE SCHOOL COMMUNITY BY DIRECTORATE AND GENDER

Location	Male teachers	Female teachers	Total
Al karak	385	578	963
Minors	237	235	472
Southern Al AGawar	337	255	592
Southern Al mazar	263	355	618
Total	1222	1423	2645

SAMPLE STUDY:

The sample was selected in the random caste way, stratified by sex, where it was randomly selected (8) male

schools and (12) female schools, and the sample size was relied upon by Thompson equation (Thompson, 2002)", the questionnaire was applied to all teachers and teachers in selected schools, where it was distributed electronically to (350) teachers (13.2%) of the school community, who responded (349) A teacher and a teacher, thus constituting approximately 13.2% per cent of the study community, table (2) shows the distribution of the study sample by sex, scientific qualification and experience:

TABLE (2): DISTRIBUTION OF STUDY SAMPLE INDIVIDUALS BY SEX, SCIENTIFIC QUALIFICATION AND EXPERIENCE

Variable	Variable Category	Number
Gender	Male	161
	Female	168
Award	Practical qualification	254
	Bachelor's degree and below.	
	Postgraduate Studies.	95
Experience	Less than 5 years	50
	5-10years	132
	years and more15	126
	10-5years	91
Total		349

STUDY TOOL

In order to achieve the objectives of the study, the researcher developed a questionnaire after consulting educational literature on the subject and reviewing previous studies, where it was finalized from a paragraph (46).

THEY ARE DIVIDED INTO FIVE AREAS:

- 1- Area of knowledge diagnosis: represented by 9 paragraphs (1-9).
- 2- Area of knowledge management: represented by 10 paragraphs (10-19).
- 3- Knowledge-sharing area: represented by 12 paragraphs (20-31).
- 4- Area of application of knowledge: represented by 11 paragraphs (32-42).
- 5- Area of knowledge assessment: represented by 4 paragraphs (43-46).

BELIEVE THE TOOL

The veracity of the questionnaire was also ascertained using the sincerity of internal consistency by calculating the link between the degree of the paragraph and the degree to which the paragraph belongs on a reconnaissance sample of 30 individuals randomly selected from within the community who were not included in the study sample, and table (3) shows the factors of the association:

TABLE (3): THE INTERNAL CONSTRUCTION OF THE IDENTIFICATION BY CALCULATING THE PEARSON CORRELATION FACTOR BETWEEN THE GRADE ON THE PARAGRAPH AND THE SUBSECTION ON THE AREA TO WHICH THE PARAGRAPH BELONGS (N = 30)

Paragraph	Binding coefficient	Paragraph regulation	Binding coefficient	Paragraph Sharing	Binding coefficient	Paragraph Application	Binding coefficient	Paragraph Evaluation	Binding coefficient
1	5.44	10	468.	20	394.	32	442.	43	626.
2	697.	11	459.	21	655.	33	594.	44	709.
3	444.	12	594.	22	537.	34	603.	45	583.
4	503.	130	552	23	400.	35	398.	46	650.
5	552.	14	403.	24	628.	36	492.		
6	528.	15	454.	25	581.	37	532.		
7	459.	16	736.	26	458.	38	630		
8	902.	17	676.	27	319.	39	472.		
9	459.	18	363.	28	325.	40	571.		
10	*376.	19	467.	29	606.	41	482.		
11	**634.			30	491.	42	490		
12	**572.			31	649.				

Table (3) shows that good internal building veracity indicators have been Identified, with correlation factors ranging from 0.363-0.709. The correlation factor between the degree on the field and the overall degree is also

calculated on the identification as in table (4):

TABLE (4): CORRELATION COEFFICIENT BETWEEN THE GRADE ON THE FIELD AND THE OVERALL DEGREE ON THE RESOLUTION

Filed	Binding coefficient
Diagnosis of knowledge	**601.
Knowledge planning	**659.
Knowledge Application	**818.
Knowledge calendar	**624.

* Statistically significant at the level of significance ($\alpha \leq 0.01$).

Data in table (4) show that correlation factors in areas ranged from (0.601-0.818) to all of which are statistically significant, indicating that the identification has appropriate internal consistency indicators.

TOOL STABILITY

The indicators of scale stability were verified in two ways: the first using replay stability (Test Retest), where the questionnaire was applied to the survey sample and is from outside the study sample and within its community. (30) individuals, their grades were then monitored, and then reapplied to the same members of the reconnaissance sample 14 days after the first application. Pearson's correlation factor was calculated between the scores on the two application times. The stability of the questionnaire was also calculated using the Cronbach Alpha formula for internal consistency on the same reconnaissance sample. Table (4) shows the determination factors

TABLE (5): DETERMINATION COEFFICIENTS.

Field	Number of paragraphs	Alpha Kronbach	Return
Diagnosis of Knowledge	9	81,.	83,.
Knowledge Planning	10	82,.	83,.
Knowledge sharing	12	83,.	83,.
Knowledge Application	11	84,.	81,.
Knowledge calendar	4	82,.	82,.
Total	46	90,.	88,.

Table (5) shows that the return stabilization factor for the entirety of the resolution was (0.88) and areas ranged from (0.81-0.83). The Kroenbach alpha persistence factor for the overall resolution was 0.90 and areas ranged from 0.81-0.84.

STUDY PROCEDURES:

1. The researcher reviewed theoretical literature and previous studies on the subject of the study.
2. The study tool (identification) has been developed through access to theoretical literature and previous studies relevant to the study's topic.
3. The questionnaire was presented to a group of arbitrators who are members of the teaching staff of Jordanian universities, specialists in educational administration and appropriate adjustments have been made in the light of their guidance and suggestions.
4. The consistency and sincerity of the study tool, and the compatibility of the subject matter of the study, were verified by the use of the alpha kronbach coefficient.
5. The questionnaire was applied to the sample study from teachers of the directorates of education in Karak governorate, and then collected, organized and unloaded the questionnaires.
6. Statistical packages (SPSS) for humanities and social sciences were used to analyze data and draw findings.

STATISTICAL TREATMENTS

To answer the second study questions, the following statistics were used:

1. Computational averages and standard deviations to answer the first question.
2. Triple variation analysis to answer the second question:

RESULTS AND DISCUSSION OF THE STUDY

Question 1: What is the application of the knowledge management of State high school principals in Karak governorate from the teacher's point of view?

To answer the question, calculation of arithmetic averages, standard deviations and table (6) shows this.

TABLE (6): COMPUTATIONAL AVERAGES AND STANDARD DEVIATIONS OF THE WHOLE AND AREAS TO THE DEGREE OF APPLICATION OF THE KNOWLEDGE MANAGEMENT OF GOVERNMENT HIGH SCHOOL PRINCIPALS IN KARAK GOVERNORATE FROM THE TEACHER'S POINT OF VIEW

Field	arithmetic average	standard deviation	Rank	Grade
Knowledge Diagnosis	30.	3.68	1	High
Knowledge planning	75.	3.51	2	Medium
Knowledge sharing	58.	3.56	3	Medium
Knowledge Application	50.	3.48	4	Medium
Evaluation knowledge	45.	3.45	5	Medium
Total	41.	3,54	-----	Medium

It is noted from Table (6) that the degree of application of the Department of Knowledge of Government High School Principals in Karak Governorate from the teacher's point of view is average with an average calculation (3.54) and a standard deviation (0.41), where the field of (Diagnosis of knowledge) is in first place, high level, average arithmetic (3.68) and standard deviation (0.29), while field came (Knowledge calendar) is last ranked at an average level with an average arithmetic (3.45) and a standard deviation (0.45).

The results indicated that the degree of application of the knowledge management of government high school principals in the Karak governorate from the teacher's point of view had been moderate and can be attributed to the fact that schools need to embrace and operationalize knowledge management concepts in their various administrative and educational processes, Based on an educational strategy, as the strategy's existence crystallizes a long-term vision of what the school will be like in the future, Schools are still not fully ready to apply the principles of knowledge management.

For solutions after the diagnosis of knowledge is first and foremost, the researcher considers that the concept of knowledge generation sometimes overlaps with the concept of knowledge diagnosis, in terms of sharing good creative opinions and ideas and contributing to different types of knowledge bulletins as a source of knowledge that needs a clear strategic plan to manage them better. This may also be due to the lack of discrimination and bias among senior leadership in providing knowledge management and ownership requirements between the sexes. It also provides education and awareness of the value of knowledge through periodical bulletins and workers' guidance of where knowledge exists, and encourages entrepreneurship and teamwork among workers.

As for last-place follow-up and evaluation solutions, this process requires methodology, measurement tools and skills, which are interrelated with the systematic collection of data on specific indicators to help determine whether work is on track to achieve the desired results. The follow-up and evaluation system must therefore be integrated, not only accurate and objective, but must reflect the methodology and specific needs of any programme, and this science must be in all. Every stage of the programme cycle is designed to enable the system's presses to function effectively, so it requires training by the Ministry for school principals, but it seems that the Ministry of Education does not attach importance to this subject.

The calculation averages and standard deviations of the paragraphs of each identification area are as follows:

FIRST: KNOWLEDGE DIAGNOSIS AREA

TABLE(7): COMPUTATIONAL AVERAGES AND STANDARD DEVIATIONS OF KNOWLEDGE DIAGNOSTIC PARAGRAPHS

Number	Paragraph	arithmetic average	standard deviation	Rank	Grade
9	There are various learning teams in the school	3.89	76.	1	High
6	The director encourages scientific dialogue among fellow teachers to exchange views at the school	3.74	57.	2	High
2	The principal promotes a culture of dialogue in the school community	3.68	73.	3	High
5	Provides a clear vision for the application of knowledge management	3.67	62.	4	Medium
7	Mercer continues to work in school on an ongoing basis	3.65	70.	5	Medium
1	The manager teaches teachers about the cognitive developments I get	3.64	70.	6	Medium
8	The manager teaches teachers about the cognitive developments I get	3.63	65.	7	Medium
3	The Director provides an organizational climate that encourages the application of new ideas	3.61	82.	8	Medium

Number	Paragraph	arithmetic average	standard deviation	Rank	Grade
4	Provides sufficient time for his subordinates to exchange information	3.59	73.	9	Medium
	Knowledge Diagnosis	3.68	30.	-----	High

Note from Table (7) that paragraph No. (9), which states that "There is a miscellaneous learning facility in the school", is first, high, with an average calculation (3.89) and a standard deviation (0.76), while paragraph No. (4), which provides that "is last, with an average calculation (3.59) and standard deviation (0.73).

II: KNOWLEDGE PLANNING AREA

TABLE(8): COMPUTATIONAL AVERAGES AND STANDARD DEVIATIONS OF KNOWLEDGE PLANNING PARAGRAPHS

Note from table (8) that paragraph (12), which states that "The principal shall involve teachers in setting the school's objectives", is first, high, with an average calculation (3.75) and a standard deviation (0.75), while

Number	Paragraph	arithmetic average	standard deviation	Rank	Grade
12	The principal involves teachers in setting the school's objectives	3.73	75.	1	High
13	The Director shall develop an overview of school activities programmes in cooperation with teachers	3.69	93.	2	Medium
16	The Director organizes the knowledge associated with school performance to be able to deal with the problems they face	3.63	86.	3	Medium
10	The director identifies the gap between the existing knowledge and the knowledge to be possessed by teachers	3.59	83.	4	Medium
18	Relies on an electronic database in the organization of information	3,55	91.	5	Medium
11	The Director develops an integrated plan to introduce knowledge management concepts to the school	3,53	99.	6	Medium
17	The director works to develop and qualify teachers in line with the concept of knowledge management	3,38	98.	7	Medium
14	Arranges the work it performs according to its priorities	3,37	1,01	8	Medium
15	The principal documents all new ideas regarding school performance	3.34	94.	9	Medium
19	The principal uses various electronic methods to save knowledge about school performance in an accessible manner	3.24	83.	10	Medium
	Knowledge planning	3.51	,.57	_____	

paragraph (1) is (19) Which stipulates that "the principal shall use different electronic methods to preserve the knowledge of school performance in an accessible manner" at the last and intermediate level, with an average arithmetic (3.24) and a standard deviation (0.83).

THIRD: KNOWLEDGE SHARING AREA

TABLE (9): COMPUTATIONAL AVERAGES AND STANDARD DEVIATIONS OF FIELD PARAGRAPHS SHARING IDENTIFIER.

Number	Paragraph	arithmetic average	Standard deviation	Rank	Grade
30	The head teacher promotes a supportive climate for sharing knowledge in ideas among all teachers	3.77	60.	1	High
29	The school's principal adopts an internal mechanism for disseminating and disseminating knowledge	3.77	96.	2	High
24	The school director provides programs and activities that help teachers acquire knowledge	3.72	88.	3	High
26	The Director seeks to acquire knowledge from local, regional or international institutions	3.71	98.	4	High
22	The school's principal provides a website to disseminate knowledge	3.63	89.	5	Medium
23	The headteacher operates the role of school radio in disseminating the results of the knowledge application	3.58	96.	6	Medium
28	Exchanges information with school staff	3.56	97.	7	Medium
21	Depends on subordinates who have outstanding knowledge	3.53	94.	8	Medium
25	The headteacher is keen to inform the staff of the knowledge developments.	3.51	97.	9	Medium
	Knowledge sharing	3.56	59.		

Note from Table (9) that Paragraph (30), which states that "the Head of School promotes a supportive climate for the exchange of knowledge in ideas among all teachers", is first, high, with an average calculation (3.77) and a standard deviation (0.70), while Paragraph No. (31) Which stipulates that "the headteacher encourages his pupils to invest knowledge in their school and daily lives" at the last and intermediate level with an average calculation (3.19) and a standard deviation (0.92).

IV: AREA OF APPLICATION OF KNOWLEDGE

TABLE(10): COMPUTATIONAL AVERAGES AND STANDARD DEVIATIONS OF KNOWLEDGE FIELD PARAGRAPHS.

Number	Paragraph	arithmetic average	Standard deviation	Rank	Grade
42	The school connects with other educational departments with an in-house network	3.86	78.	1	High
34	The manager provides knowledge stations to enhance communication with the local community	3.68	72.	2	High
41	Encourages a female employee to employ the knowledge gained in solving problems	3.56	83.	3	Medium
33	The headteacher has means to help apply knowledge	3.51	87.	4	Medium
35	The director encourages the application of new knowledge and ideas in school performance through the development of women's plans	3.48	73.	5	Medium
35	The head teacher discusses with teachers the problems they face.	3.44	96.	6	Medium
37	The knowledge application requirements manager provides	3.43	82.	7	Medium
36	The school manager is working to recruit available knowledge to find new knowledge	3.35	78.	8	Medium
38	Recognizes the importance of using knowledge management in achieving the school's goals	3.34	92.	9	Medium
40	Knowledge is used to make and implement school decisions in a scientific manner	3.32	65.	10	Medium
39	The school's principal is based on the dissemination of creative ideas and the modernization of knowledge	29.	93.	11	Medium

Number	Paragraph	arithmetic average	Standard deviation	Rank	Grade
	Knowledge Application	3.48	50.	-----	-

Note from table (10) that paragraph (42), which states that "the school connects with other educational departments with an internal communication network", is first, high, with an average calculation (3.86) and a standard deviation (0.78), while paragraph (1) (39) Which stipulates that "the principal of the school is based on the dissemination of creative ideas and the modernization of knowledge" at the last and intermediate level with an average calculation (3.29) and a standard deviation (0.93).

V. AREA OF KNOWLEDGE ASSESSMENT

TABLE (11): COMPUTATIONAL AVERAGES AND STANDARD DEVIATIONS OF QUANTIFICATION PARAGRAPHS.

Number	Paragraph	arithmetic average	Standard deviation	Rank	Grade
46	The headteacher seeks cognitive competition between his school and other schools	3.69	80.	1	High
43	Discusses with teachers what has been implemented and what has not been done with knowledge plans and their scientific and educational programmes	3.46	82.	2	Medium
44	The head teacher follows up on how teachers implement knowledge plans and accompanying activities programmes	3.40	69	3	Medium
45	The manager works on calendar alternatives before making the right alternative	3.25	67.	4	Medium
	Knowledge Evaluation	3.45	45.	-----	Medium

Note from Table (11) that paragraph (46), which states that "the Head Teacher shall endeavour to compete for knowledge between his school and other schools", is first and high, with an average arithmetic (3.69) and a standard deviation (0.80), while Paragraph No. (45) which stipulates that "the manager shall evaluate the alternatives before taking the appropriate alternative" at the last and intermediate level, with an average calculation (3.25) and a standard deviation (0.67).

1. Findings related to the second question: Are there statistically significant differences in the level of significance ($0.05 \geq \alpha$) in the degree of application of the knowledge management of State high school principals in the Kirk governorate from the point of view of teachers attributable to demographic variables (gender, experience and scientific qualification)?

To answer the question, calculation of calculation averages and standard.

DEVIATIONS AS IN TABLE (11):

TABLE (12): COMPUTATIONAL AVERAGES AND STANDARD DEVIATIONS TO THE DEGREE OF APPLICATION OF THE STATE HIGH SCHOOL ADMINISTRATORS' KNOWLEDGE MANAGEMENT IN KARAK GOVERNORATE FROM THE TEACHER'S POINT OF VIEW ATTRIBUTABLE TO DEMOGRAPHIC VARIABLES (GENDER, EXPERIENCE, SCIENTIFIC QUALIFICATION)

Variable	Variable Category	Arithmetic Average	Standard deviation	Number
Gender	Female	3.5636	38700.	188
	Male	3.5174	45117.	161
Experience	Less than 5 years	4654.	40507.	91
	10_5yrars	3.5234	42753.	132
	More 10 years	3.6177	40739.	126
Award	Bachelor's degree and below	40739	3.5413	254
	Postgraduate Studies	3.5449	44685.	95

Table (12) notes that there are apparent differences between the arithmetic averages of the degree of application of the State high school administrators' knowledge in Karak governorate from the point of view of teachers by sex, experience and scientific qualification. For the indication of differences, the quadruple variation analysis (4Way ANOVA) was used, as in table (12):

TABLE (13): RESULTS OF THE TRIPARTITE VARIATION ANALYSIS (3 WAY ANOVA) TO INDICATE DIFFERENCES BETWEEN AVERAGES OF CALCULATION IN THE DEGREE OF APPLICATION OF THE KNOWLEDGE MANAGEMENT OF GOVERNMENT HIGH SCHOOL MANAGERS IN THE KIRK GOVERNORATE FROM THE TEACHER'S POINT OF VIEW BY SEX, EXPERIENCE AND SCIENTIFIC QUALIFICATION.

Source of variation	Total boxes	Degree of freedom	Average boxes	F	Connectedness
Gender	184.	1	184.	1.068	302.
Experience	1.309	2	654.	3.799	023.
Award	009.	1	009.	055.	815.
Error	59.265		.344		172
Total	4439.960	349	-----	-----	-----
Total Corrected	60.760	348	-----	-----	-----

Table (13) notes that there are no statistically significant differences at the indicative level ($\alpha \leq 0.05$) in the degree of application of the Government High School Administrators' knowledge in the Kirk governorate from the point of view of teachers attributable to sex and scientific qualification, with calculated values (1.068, 0.055) respectively, while there are differences attributable to experience. The calculated values of (q) = 3.799, and in order to determine the trend of differences for experience, the Chavet test was used as in the table:

TABLE (14): RESULTS OF THE CHEVÉ TEST OF THE DISTANCE COMPARISONS OF THE TREND OF DIFFERENCES IN THE DEGREE OF APPLICATION OF THE KNOWLEDGE MANAGEMENT OF STATE HIGH SCHOOL PRINCIPALS IN THE KIRK GOVERNORATE FROM THE TEACHER'S PERSPECTIVE ACCORDING TO EXPERIENCE

Experience A	Experience B	The difference between the two averages	Connectedness
less than 5 years	10-5years	0580.-	591.
Years and more 10	Years and more 10	*1523.-	030.
Years and more 10	Years and more 10	0943.-	191.

Table(14) notes that differences In the degree of application of the Government High School Administrator's knowledge management in Karak governorate from the point of view of teachers between experienced (less than 5 years) and experienced (10 years and more) and for the benefit of the most experienced (10 years and more).

The results indicated that there were no statistically significant differences at the indicative level ($\alpha \leq 0.05$) Degree of application of the knowledge management of State high school principals in Karak governorate from the teacher's point of view attributable to sex s views and ideas regarding the level of knowledge management and application in their schools, This can be explained by the fact that school principals, male or female They work in the same field, they follow one educational department, they are subject to the same laws and regulations, That is, they face the same school educational reality and receive the same methods of professional preparation through courses and workshops, They are selected within the same criteria, and therefore it is normal for all managers, regardless of their gender, to be at a close level, especially as it is a relatively modern management method. This may also be attributed to the fact that both sexes of school principals in the Jordanian Ministry of Education recognize the importance of managing knowledge in the school's administrative work to the same degree, as they live in similar conditions and perform the same work, receive the necessary preparation and training through workshops and that the administrative functions are one for males and females.

As regards the absence of differences attributable to scientific qualification, this may be due to similar circumstances surrounding teachers and school principals, through which they perform their work, and all teachers have sufficient teaching experience and follow up on scientific developments in their fields of specialization. The Department provides them with the needs to apply knowledge management in their work regardless of their scientific qualifications, as long as they are in the same educational environment, and they work towards achieving the goals, as may be attributed to the fact that knowledge management in their journals cannot be acquired through university courses but through their application and realistic practice in the workplace.

As for differences attributable to the experience variable in favour of the most experienced education ", which can be explained by the fact that the teacher has participated in many tasks in several schools and with more school principals, So because of his high experience, he has reached a stage where he can handle, generate, transmit, store, share and diagnose knowledge. As a result of its advanced stage of extensive experience, He had learned more and produced more research and had participated in many related conferences and seminars. This demonstrates from the researcher's view that the perception, relevance and practice of knowledge management by sample study individuals increases by increasing the number of years of experience, reflecting the importance of experience (accumulated knowledge) in knowledge management. According to the researcher, the reason may be that teachers with long years of managerial experience may have received training courses and workshops

aimed at preparing them more professionally and their participation in conferences more, so the content of these courses and workshops earned them knowledge and insight. So their view of knowledge management and their appreciation of its reality was more than less experienced, They also have a better understanding of the results of the application of knowledge management and its role in achieving the best and raising the name of the school and directorate to achieve the best results among the rest of the schools and directorates s knowledge management concept, activities and processes. And their importance in enhancing their work.

RECOMMENDATIONS

- 1- Holding seminars, lectures, workshops, training courses and conferences in the field of knowledge management to sensitize school principals on what knowledge management is, its processes and its role in improving performance quality.
- 2- Create a database of the names, experiences and knowledge creations of school principals and principals so that their experiences can be used to develop and upgrade knowledge.
- 3- Further studies on the practice and application of the knowledge management of school principals, and research into the difficulties encountered during their application in their schools.

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