

The reality of knowledge management for principals in the Hebron governorate and its relationship to some demographic variables from the teacher's perspective

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Abstract

The study aimed at identifying the reality of knowledge management among public school principals in Hebron Governorate and its relationship with some variables from the teachers' point of view. For achieving the study objectives, the team of researchers used the descriptive analysis approach. The study was applied based on the stratified random sample, as the study sample consisted of (650) teachers from schools in Hebron Governorate. For the purpose of data collection, a questionnaire was prepared to measure the knowledge management practiced by school principals in Hebron Governorate from the teachers' point of view. The questionnaire was formed of (38) under five sections (knowledge diagnosis, knowledge generating, knowledge storage, knowledge distribution, knowledge application). The study found that the degree of practicing knowledge management by the school principal from the point of view of teachers in Hebron Governorate was medium in all fields. And that there were no significant differences between the estimates of the study sample members towards knowledge management processes due to the variables of: gender, academic qualification, and specialization, while there were differences in the variables of (knowledge generation and knowledge storage), in favor of the natural sciences specialization.

Keywords: knowledge management, public schools' principals, Hebron Governorate, teachers.

INTRODUCTION

The present time is characterized by scientific development and knowledge growth in all fields and areas, and the concepts and methods of investing the vast amount of flowing knowledge have developed to a large degree and on a large and comprehensive scale in all its dimensions, which prompts institutions to think about how to benefit from them, and therefore it is necessary to move forward to keep pace and cope with these developments efficiently, to serve the goals and mission of the institution.

Everything that happens within facilities, companies, and institutions depends mainly on knowledge. Products and services are created and improved based on that knowledge and information owned by the work team. The ability to effectively participate and provide values to customers depends on knowing their needs, through knowing best the commercial and operational practices. The absence of knowledge within the institution disrupts its work, and the presence of knowledge alone is not enough for the institution to do the work in the correct manner, but rather it must be able to flow easily within the institution in order to become useful, and here comes the role of

knowledge management (Al-Bilawi and Hussein, 2007).

Knowledge management includes strategies and structures that maximize intellectual and information resources, by carrying out technological processes related to knowledge creation, collection, and use; In order to reach a new value, we have improved individual efficiency and effectiveness and cooperation in that organization (Kandalji, 2006), so harnessing knowledge and directing it in a way that makes the institution or facility go on the path of growth, development and prosperity, constitutes the core of knowledge management by directing all efforts towards a specific goal that becomes easy to achieve, because any problem faced by the institution bears part of the administrative methods and strategies that are followed in that institution (Hegazy, 2005), and here also comes the role of knowledge management, which has to find the organizational and administrative solution in facing that problem, and overcoming any other challenge facing the institution. (Shehadeh, 2006).

Modern systems and strategies adopted by institutions, especially educational institutions, always aim to develop different levels of working humankind, and produce new knowledge that society needs, so that this knowledge and ways of obtaining and using it become the basis for the educational system applicable in society (Shehata, 2004). Therefore, the importance of the educational system lies in changing the society, which represents the focus of development and reform. The school as an educational institution works to meet the needs of society and its development and constitutes an integrated system composed of many individuals and employees, as well as a set of rules, instructions and strategies in place, which regulate the role of each individual in it. (Hegazy, 2005).

Knowledge management allows employees to know and understand the importance of their efforts, and it also helps the organization to reach its comprehensive goals, by making the right decisions that direct those efforts towards

achieving the desired goal. It achieves better results (Ibrahim, 1998).

Without knowledge management, members of the educational institution lose the approach that enables them to reach the goal they seek to achieve. Knowledge management is the compass that guides employees towards the right path and the map that guides them to the correct approach that leads them to their goal and guides them on the best ways; to achieve their mission (Ma'ayah and Adel, 2009).

The study problem: Through the research team's review of what was mentioned in the educational literature, and the readings that dealt with the topic of contemporary management, which talked about the concept of knowledge management, and through reviewing the previous studies related to this topic, I noticed that despite the spread of the concept of knowledge management and its applications on a large scale in the business and trade sector, research, experiments and applications of this concept in educational institutions, non-profit organizations and community service organizations of all kinds, they are still limited and insufficient, and (Abu Muammar, 2017) recommends conducting more studies in connection with the quality of administrative work, and in the impact of the application of knowledge management processes on the behaviors of strategic decision-making, and (Othman, 2010) urges the Ministry of Education to start applying knowledge management in Palestinian public schools and work to promote positive trends towards the application of knowledge management in Palestinian public schools. The research problem is summed up in the main question: What is the reality of knowledge management among public school principals in Hebron Governorate and its relationship to some variables from the teachers' point of view?

Study Questions

The first question: What is the reality of knowledge management for public schools' principals in Hebron Governorate from the teachers' point of view?

The second question: Do the study sample members' estimates of the reality of knowledge management differ among public schools' principals in the Hebron Governorate according to (gender, educational qualification, and specialization)?

Study hypotheses

The first hypothesis: "There are no statistically significant differences at the significance level (0.05 ($\alpha \leq$) between the estimations of the study sample members of the reality of knowledge management among public schools' principals due to the gender variable).

The second hypothesis: "There are no statistically significant differences at the significance level (0.05 ($\alpha \leq$) between the estimations of the study sample members of the reality of knowledge management among public schools' principals due to the educational qualification variable."

The third hypothesis: "There are no statistically significant differences at the significance level (0.05 ($\alpha \leq$) between the estimations of the study sample members of the reality of knowledge management among public schools' principals due to the specialization variable."

Objectives of the study:

1. Identifying the reality of knowledge management practiced by public schools' principals in Hebron Governorate from the teachers' point of view.
2. Identifying the effect of the variables (gender - academic qualification - specialization) in teachers' opinions about the reality of knowledge management among public schools' principals in Hebron governorate.

The significance of the study

1. Knowledge management forms the core of this study and is in fact one of the most important organizational concepts, and one of the important and vital topics in modern management thought, as it constitutes an important source of the survival and sustainability of institutions, and this study might be important for decision makers.

2. The researchers hope that the study will add something new to knowledge and scientific research through the results obtained, and they also aspire to draw the attention of those in charge of educational institutions, especially government ones, to employ knowledge management in decision-making.

3. It is hoped that this study will contribute to diagnosing negative trends in the decision-making process, resulting from a failure in the employment of knowledge management, and thus finding sound behaviors to get rid of these negatives.

4. This study may raise the interest of researchers to carry out other similar studies or closely related to the current research topic, and to deal with it from aspects other than the aspect that the researchers will address.

The limits of the study

Time limits: The study was conducted in the second semester of the year 2019/2020.

Spatial limits: The study was limited to government schools in Hebron Governorate.

Human limits: the study was limited to all teachers in public schools in the Hebron Governorate.

Terminology of study

Knowledge management: "A set of activities and processes that help the organization to generate, obtain, select, use, organize, and disseminate knowledge, and work to transform knowledge, including data, information, experiences, trends, and capabilities into products (goods or services), and use the outputs of knowledge management in making decisions, solving problems, drawing learning processes, and building an integrated system for strategic planning. (Al-Zamil, 2006, p. 36)

The researchers define it procedurally as a set of activities, processes, and practices carried out by the school principal in organizing information sources; to access the best applications in solving problems and mapping learning processes; to achieve strategic success.

The school principal: “represents the body authorized to implement plans and programs, in accordance with drawn up policies, accompanied by regulations and instructions issued by the Ministry of Education through the Education Department in line with the general directives of the state” (Al-Aghbari, 2000, p. 67).

Previous studies:

The researchers reviewed many research and studies related to the reality of knowledge management and its role in the decision-making process, which are closely related to the subject of the study, in order to show its relationship to the study and to identify the methods and procedures that it adopted. (Obeid, 2015) study aimed at finding the relationship between knowledge management dimensions (information technology, human resources, organizational participation, organizational culture) and decision-making processes for the administrative category in commercial banks in the Gaza Strip, as well as a revealing the impact of variables (gender, age, practical qualification, years of experience, workplace, age of the organization). The researcher used the descriptive analytical approach, and applied the questionnaire as the study tool. The most important results of the study were that the respondents' perceptions of the dimensions of knowledge management came to a high degree, and that there were statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the respondents' responses about knowledge management in commercial banks working in the Gaza Strip due to demographic variables (educational level, number of years of service in the organization, job title), while the study showed the absence of these differences for demographic variables (sex, age, and the age of the organization). One of the recommendations was to increase attention to the dimensions of knowledge management and its activation in banks, and to work to enhance the culture of knowledge management among employees and develop their skills. And Hallaq's study (2014), which aimed to identify the role of knowledge management practiced by principals and teachers in the decision-making process in

public secondary schools in the city of Damascus from the point of view of principals and teachers. The most important results are that the reality of knowledge management practice in public secondary schools in the city of Damascus from the teachers' point of view (3.68), which is a high practice reality, and the presence of statistically significant differences between the average responses of public secondary school teachers about the reality of knowledge management practice in their schools due to the gender variable and educational qualification. And there were no statistically significant differences between the average responses of public secondary school teachers about the level of knowledge management in their schools due to the variable years of experience. And the study ((Downes, 2014)), which aimed to assess the effectiveness of knowledge management in non-profit community service organizations in Australia and to identify the factors that affect them. To achieve the objectives of the study, the researcher adopted the descriptive analytical approach using the questionnaire tool, which was applied to a sample of (400) workers who were randomly selected from the study population consisting of (100) non-profit institutions in Australia.

After collecting and analyzing the data, the results of the study showed that the extent and effectiveness of knowledge management practices in those institutions was average, and that the interaction and social cooperation among workers in the institutions constituted the basic approach to knowledge exchange, sharing and best practice. (Tim and Saadat, 2011) conducted a study aimed at identifying the degree of knowledge management practice among the principals of public schools in the Jenin district. The researchers used the descriptive analytical approach, and the researchers applied the study tool, which is a questionnaire consisting of (61) items on a sample of (90) male and female managers. And the results of the study showed: that there are no differences in the degree of knowledge management practice among the sample members, due to the study variables (gender, academic qualification and experience), and the

field of implementation and follow-up came in the first place, and the field of planning ranked fourth. The study came out with a set of recommendations, including: interest in building information and communication technology infrastructure in schools, and the initiative of the Ministry of Education to develop an appropriate strategy for the practice of knowledge management in educational institutions. (Alyan and Abu Fara, 2010) conducted a study aimed at identifying the reality of knowledge management in civil institutions in East Jerusalem by monitoring the reality of the application of the various processes of knowledge management (knowledge diagnosis, knowledge planning, knowledge updating, dissemination, sharing and distribution of knowledge, generation and acquisition of knowledge, organizing and storing knowledge and retrieval of knowledge, application of knowledge, follow-up and control of knowledge in civil institutions in East Jerusalem), and it also aimed to identify the level of effectiveness of the activities of NGOs operating in East Jerusalem, and to highlight the role of knowledge management in achieving the effectiveness of the activities of these institutions. The researchers used the descriptive approach and a questionnaire, and one of the results of the study was that civil institutions in East Jerusalem with its different sectors use knowledge management through the practice of their various operations, and the results also showed a significant relationship at the level of statistical significance ($\alpha \leq 0.05$) between knowledge management applications and the effectiveness of the activities of NGOs in East Jerusalem. . In a study by Othman (2010) that aimed to identify the attitudes of public secondary school principals towards the application of knowledge management in the northern governorates in Palestine, and to show the impact of each of the variables of gender, years of administrative experience, specialization, academic qualification, school location, and the location of the governorate on their attitudes towards applying knowledge management. The descriptive analytical approach was adopted using a questionnaire divided into

eight areas (understanding the concept of knowledge management, the appropriate timing of knowledge, administrative transactions, organizing knowledge and determining its sources, organizational communication and communication, decision-making, planning, and knowledge management objectives). The secondary school towards the application of knowledge management in the northern governorates of Palestine was positive, and there are no differences in the degree of attitudes of secondary government school principals towards the application of knowledge management in the northern governorates of Palestine due to the variables of gender, years of administrative experience, specialization, educational qualification, and school location. There are differences in the degree of attitudes of secondary government school principals towards the application of knowledge management in the northern governorates in Palestine due to the variable location of the governorate in the field of understanding the concept of knowledge management between the governorates of the northern and central West Bank, and in favor of the northern West Bank.

Commenting on previous studies

After the previous studies were presented, the team of researchers notes several aspects of those studies, the topics they dealt with, the tools they used, samples, and the results they reached, which can be summarized as follows:

With regard to the goal, most studies have targeted knowledge management, in terms of importance, role, impact, effectiveness, and trends, such as the study (Obeid, 2015), the study (Downes, 2014), the study of Hallaq, 2014, the study (Tim and Saadat, 2011), and the study (Alayan and Abu Fara, 2010), and the study of Othman (2010).

The current study differs with most of the previous studies in the objective, as the current study dealt with knowledge management among government school principals in Hebron governorate and its relationship to some variables from the teachers' point of view, although it agreed with some previous studies

in the sub-objectives related to the role and importance of knowledge management.

With regard to the method, the current study agrees with all previous studies in using the descriptive analytical method, and with regard to the tool: the current study agrees with previous studies in using the questionnaire as a study tool with a difference in themes and fields.

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civil institutions operating in East Jerusalem, and to highlight the role of knowledge management in achieving the effectiveness of the activities of these institutions. The researchers used the approach It was descriptive and a questionnaire, and one of the results of the study was that civil institutions in East Jerusalem with its different sectors use knowledge management through the practice of their various operations, and the results also showed a significant relationship at the level of statistical significance ($\alpha \leq 0.05$) between knowledge management applications and the effectiveness of the activities of NGOs in East Jerusalem. . In a study by Othman (2010) that aimed to identify the attitudes of secondary government school principals towards the application of knowledge management in the northern governorates in Palestine, and to show the impact of each of the variables of gender, years of administrative experience, specialization, academic qualification, school location, and the location of the governorate on their attitudes towards applying knowledge management. The descriptive analytical approach was adopted using a questionnaire distributed over eight areas (understanding the concept of knowledge management, the appropriate timing of knowledge, administrative transactions, organizing knowledge and determining its sources, organizational communication and communication, decision-making, planning, and knowledge management objectives). The secondary school towards the application of knowledge management in the northern governorates of Palestine was positive, and there are no differences in the degree of attitudes of secondary government school principals towards the application of knowledge management in the northern governorates of Palestine due to the variables of gender, years of administrative experience, specialization, educational qualification, and school location. There are differences in the degree of attitudes of secondary government school principals towards the application of knowledge management in the northern governorates in Palestine due to the variable location of the governorate in the field of understanding the concept of knowledge

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With regard to the method, the current study agrees with all previous studies in using the descriptive analytical method, and with regard to the tool: the current study agrees with previous studies in using the questionnaire as a study tool with a difference in themes and fields.

What distinguishes the current study from the rest of the studies is the absence of studies within the limits of the research team's knowledge that dealt with the knowledge management of school principals and its relationship to some variables from the teachers' point of view, both within Palestine, and this is what gives an element of importance to the current study. In addition to enriching and strengthening the theoretical framework and identifying appropriate statistical methods for data processing and using them in building

the items of the study tool, in light of the questions answered by the current study.

Method and Procedure

The study aimed to identify the reality of knowledge management among public school principals in Hebron governorate and its relationship and relationship to some variables from the teachers' point of view. The study and its sample, the method in which it was chosen, the study tool, the methods of its preparation, the procedures of validity and reliability, the steps of their application, the design of the study and its procedures, and the statistical treatment used and necessary to analyze the data and reach the results.

Study Approach

Based on the problem of the study, and after reviewing previous studies, and reviewing research curricula, the researchers determined the appropriate approach for the current study, which is the descriptive-analytical approach. Due to its relevance to the objectives of the research, where (Omar, 2009) believes that the descriptive method has been linked since its inception to the study of problems related to human fields, and it is the most used method in human studies so far. This is a result of the difficulty of using the experimental method in the human fields, and the importance of the descriptive method is highlighted in that it is the only possible method for studying some human subjects, and its use is not limited to human fields, but can be used in the field of various natural phenomena. The descriptive method depends on the study of the phenomenon as it exists in reality. It is concerned with describing it accurately, and expressing it qualitatively or quantitatively. The qualitative expression describes the phenomenon and shows its characteristics, while the quantitative expression gives us a numerical description that shows the amount or size of this phenomenon and the degrees of its relationship with other phenomena (Obaidat et al., 1999), which is one of the forms of analysis and interpretation. The organized scientific method to describe a specific phenomenon or

problem and depict it quantitatively by collecting data about the phenomenon, analyzing it and subjecting it to careful study (Ali, 2011).

Study population: It is a set of clearly defined statistical units, from which it is intended to obtain data (Al-Azzawi, 2008), and the study population consists of all male and female teachers affiliated with the Education Office in Hebron Governorate, whose number is (9282) male and female teachers, and table (1) It shows the distribution of the study community members according to the directorate to which they belong:

Table (1) *Distribution of study population members according to the district*

Total	Female	Male	Directorate
2696	1630	1066	Hebron
1848	996	852	North Hebron
3327	1947	1380	South Hebron
1411	787	624	Yatta
9282	5360	3922	Total

Study sample: that part of particulars of the educational phenomenon, the subject of the research, which the researcher chooses according to certain conditions; to truly and honestly represent the original research community (Al-Azzawi, 2008). The researchers chose the sample from the study population by means of a stratified random sample, which numbered (650) male and female teachers, where the ratio was (0.07), and after collecting the questionnaires from the sample members, and excluding the incomplete ones, and unless they were retrieved from them, the total number of questionnaires entered in the the process of statistical analysis was(492) questionnaire with a percentage of (0.05) from the original study population, and in order for the research conclusions to be strong and honest, the percentage of those who answered the questionnaire questions must be more (70%), (Al-Khatib, 2003). The following is a description of the study sample through completed questionnaires.

Description of the study sample according to the sex variable:

Table (2) *Description of the study sample according to the gender variable*

Percentage %	Number	Gender
43	211	Males
57	281	Females
100	492	Total

It is noted from Table (2) that the number of males in the sample amounted to (211) teachers, and this number constitutes a percentage of (43%), meaning that the number of males is less than the number of females, whose number is (281) and constitutes (57%). And Figure (1.3) shows the distribution of the sample members according to the gender variable.

Description of the study sample according to the variable of specialization:

Table (3) *Description of the study sample according to the variable of specialization*

Percentage %	Number	Specialization
75	371	Human Sciences
25	121	Natural Sciences
100	492	Total

It is noted from Table (3) that the number of individuals specialized in the field of human sciences in the sample amounted to (371) male and female teachers, and this number constitutes (75%), i.e. three times the number of teachers specialized in the field of natural sciences, whom number is (121) male and female teachers, i.e. Its percentage (25%).

Description of the study sample according to the educational qualification variable

Table (4) *Description of the study sample according to the educational qualification variable*

Percentage %	Number	Educational Qualification
90	443	Bachelor
10	49	Master and higher
100	492	Total

It is noted from Table (4) that the number of individuals with bachelor's degrees reached (443) male and female teachers, and this number constitutes (90%), i.e. nine times the number of teachers who hold graduate degrees (Master's degrees and above) and their number is (49) teachers. That is to say, (10%).

The following is a summary of the distribution of the study sample members according to the study variables, as shown in Table (5)

Table (5) *Distribution of study sample members according to study variables*

Percentage %	Number	Type	Variables
43	211	Males	Gender
57	281	Females	
75	371	Human Sciences	Specialization
25	121	Natural Sciences	
90	443	Bachelor	Educational Qualification
10	49	Master and higher	

Study tool design:

To achieve the objectives of the study, the questionnaire was used as a tool, due to its relevance to the nature of the study in identifying the degree of school teachers' approval of the questionnaire's focuses and items. Its study requires the use of a questionnaire to obtain sufficient and accurate information (Melhem, 2002). The questionnaire is one of the widely used educational research tools. In order to obtain data, or information about people's conditions, tendencies or attitudes (Askar, 2009).

Where the researchers used the questionnaire tool; to collect the information necessary to answer the study questions, by reviewing the previous studies - the researchers - found that they all depended on the questionnaire. The only tool in this study is the questionnaire; It is used to obtain information and facts related to a particular reality. The questionnaire is a mean of collecting data from a group of individuals through their answers to the questions it contains; to obtain data and information related to a specific reality, which is usually used to measure opinions and trends (Omar, 2009)

The researchers built and prepared the questionnaire in its initial form and formulated its content in the form of short and easy language phrases. Then the questionnaire was presented to a number of arbitrators specialized in the field of education, and those who have an interest in this field, and took their opinions and observations.

The questionnaire included focuses and items that constitute the principles, guidelines, directives, and sound procedures that constitute knowledge management processes and decision-making procedures. These focuses and items were derived from educational literature, in particular from the tools used in previous studies (Abu Samra, 2014, Abu Muammar, 2017, Abu Sabha, 2016), Hallaq, 2014, Al-Hourani, 2013) related to all knowledge management and decision-making, and aimed at knowing the extent to which public school teachers affiliated with the directorates of Hebron governorates agreed on the paragraphs of the questionnaire in its final form that is valid for application in light of the reality of knowledge management and decision-making. Where the tool in its initial form included (105) paragraphs, distributed over two main focuses and eleven sub-fields, where each of the paragraphs of the tool was given a weight listed according to the five-point Likert scale (very large, great, medium, weak, very poor score) and all paragraphs are worded positively; Because it represents proposals for developing the model, and Table No. (9.3) shows the number of paragraphs according to the areas of the proposed model after arbitration of the questionnaire.

Table No. (6) Number of paragraphs according to the fields of the questionnaire

Number of Paragraphs	Field	N
7	First Sub-Field: knowledge diagnosing	1
8	Second Sub-Field: knowledge generation	2
7	Third Sub-Field: knowledge storage	3
8	Fourth Sub-Field: knowledge distribution	4
8	Fifth Sub-Field: knowledge application	5
38	Total	

Tool Validity: The Tool is not valid; except when it actually measures what it was set to measure (Jaber and Kazem, 1989, p. 271), the validity of the tool (the questionnaire) was confirmed by checking the validity of the content, and the validity of the internal consistency.

Content validity: To verify the validity of the content of the questionnaire in its main areas and sub-fields, as well as the items of its paragraphs, the researchers presented the questionnaire to a committee of arbitrators with expertise and experience in local universities, where they distributed preliminary copies to these arbitrators in order to express their opinions and observations about the paragraphs resolution. All arbitrators unanimously agreed on the validity of the tool in measuring what it was designed to measure, and the paragraphs agreed upon by (80%) of the arbitrators were approved, and the questionnaire was modified according to the opinions of the arbitrators, to serve the study, so some paragraphs were separated, some paragraphs were deleted, and the wording was modified Linguistically, the tool is made up of (105) paragraphs in its final form.

The validity of the internal consistency of the questionnaire:

Internal validity refers to the consistency of each paragraph of the tool with the field to which the paragraph belongs, as the measurement is made by calculating the Pearson Correlation Coefficient between each paragraph and the total value of the field, as items with low correlations less than 0.30 are deleted (Al-Ansari, 2000AD). In order to find the validity of the tool, the Pearson Correlation Coefficient was extracted for each phrase with the total score of the field to which it belongs. It is clear from it that the Pearson Correlation Coefficient (R) for the paragraph with its field was high and statistically significant, which indicates the enjoyment of the study tool with the sincerity of internal consistency.

Stability of the tool: Stability means obtaining the same results if the same phenomenon is repeated using the same tool in the same circumstances (Al-Agha, 1997). In order to find the stability coefficient, the (Cronbach-alpha) coefficient was calculated as an indicator of the internal consistency of the tool as a whole. The results indicated that the scale had an excellent stability coefficient, which amounted to (0.98) for the field of knowledge management. The reliability coefficient can be trusted if it is 0.75 or more (Samara et al., 1989).

It is clear that the reliability coefficients on the domains of the questionnaire ranged from (90-99), and the total reliability of the scale reached (93), all of which are good stability coefficients that meet the purposes of the study.

Study variables

1. Independent variables: they include: gender (male, female), educational qualification (bachelor, master's and above), specialization (human sciences, natural sciences).

2. The dependent variable: (knowledge management), which is the response of the study sample members to the study tool (the questionnaire), that is, the degree of school teachers' approval of the tool's paragraphs and axes.

Statistical processing

After collecting the questionnaires from the study sample, some of the questionnaires were

excluded, as the researchers found that some of them may be damaged and unfit for study; This is due to: Not answering one of the paragraphs, or that the respondent did not address personal information (study variables) at the beginning of the questionnaire / or it was filled out incorrectly.

After excluding the invalid questionnaires, which numbered (66), the number of valid questionnaires for statistical analysis reached (492), the statistical package (SPSS) program was employed to perform the statistical processing of the data, in order to answer the research questions through the following methods:

1. Cronbach's alpha coefficient for extracting tool stability.
2. Pearson Correlation Coefficient to find the internal consistency of the questionnaire items.
3. Frequencies and percentages to describe the study sample according to its variables (gender, specialization, educational qualification).
4. Arithmetic Means and T-test for independent samples to answer the hypotheses.

Results

In interpreting the results of the study, the researchers relied on the limits of numbers, where a triple scale was used in answering the paragraphs of the questionnaire, as is clear in Table (7):

Table No. (8) *Arithmetic means and standard deviations of the paragraphs of the first main field: (Knowledge Management)*

Order	Consistency Level	Standard Deviation	Mean	Focus	N
1	medium	0.89	3.60	Third Sub-Field: knowledge storage	3
2	medium	0.81	3.52	Fourth Sub-Field: knowledge distribution	4
4	medium	0.85	3.48	Second Sub-Field: knowledge generation	2
3	medium	0.83	3.48	First Sub-Field: knowledge diagnosing	1
5	medium	0.77	3.42	Fifth Sub-Field: knowledge application	5
—————	medium	0.76	3.49	Total	

Table No. (8) shows the arithmetic means and standard deviations of the responses of the study sample members to the fields of knowledge management. It is noted that the total score is (3.49) and the standard deviation

Table (7) *the lower and upper limits of the scale.*

Mean	Consistency Level
2.33 and lower	Low
From 2.34 to 3.67	Medium
From 3.68 and higher	High

The study aimed to identify the reality of knowledge management among public school principals in Hebron Governorate and its relationship to some variables from the teachers' point of view, and it seeks to achieve its goal by answering the following main question:

What is the reality of knowledge management among public school principals in Hebron Governorate and its relationship to some variables from the teachers' point of view? To answer the main question, the following sub-questions will be answered:

The answer to the first question, which states: What is the reality of knowledge management among public school principals in Hebron from the teachers' point of view?

In order to answer the question, the arithmetic means and standard deviations of the responses of the study sample members to the fields of knowledge management were found.

is (0.76) with a medium degree of agreement. The third sub-field "knowledge storage" obtained the highest arithmetic mean (3.60) with a medium degree of approval, then followed by the fourth domain "knowledge

distribution” with an arithmetic mean (3.52), then followed by the two fields: the second field “knowledge generation”, the first field “knowledge diagnosis” with an arithmetic mean (3.48), then followed by the fifth field “knowledge application” With the lowest arithmetic mean (3.42).

Table No. (9) *Arithmetic means and standard deviations of the paragraphs of the first sub-field: (diagnosis of knowledge)*

Order	Consistency Level	Standard Deviation	Mean	Focus	N
1	high	1.04	3.79	Monitors the school's work progress on an ongoing basis.	7
2	medium	0.97	3.52	Keeps teachers informed of the latest developments in knowledge.	4
3	medium	0.98	3.51	Adopts mechanisms to receive opinions and suggestions from teachers.	5
4	medium	1.03	3.49	Possesses the tools that enable knowledge discovery.	3
5	medium	0.92	3.46	Has knowledge of the importance of knowledge management and its practices.	6
6	medium	1.12	3.44	Seeks to maintain records of the school's knowledge assets.	2
7	medium	1.21	3.13	Determines the gap between existing knowledge and desired knowledge in school.	1
———	medium	0.83	3.48	Total Degree	

Table No. (9) shows the arithmetic means, and the standard deviations of the degree of approval of the study sample members about the items related to the first sub-field (diagnosis of knowledge), and the arithmetic means ranged from (3.13) to (3.79) with a degree of approval from medium to high, while the arithmetic mean for the total score (3.48) and its standard deviation (0.83), with a medium degree of agreement.

The results also indicate that all the paragraphs came to a medium degree, except for paragraph No. (7) “Continuously monitoring the work progress in the school”, an arithmetic mean (3.79) and with a high degree of approval. Paragraph No. (7) “Continuously monitors the work progress in the school” On the largest arithmetic mean (3.79) with a high score. This is followed by paragraph No. (4) “Continuously informing teachers of cognitive developments” with an average of (3.52), then followed by Paragraph No. (5) “It adopts mechanisms to receive opinions and suggestions from teachers” with an average of (3.51), then

First Sub-Field: Diagnosing Knowledge

The arithmetic means and standard deviations of the responses of the study sample members were calculated on the items of the questionnaire that express the diagnosis of knowledge.

followed by Paragraph No. (3), He owns the tools that enable him to discover knowledge "with an arithmetic average of (3.49), then followed by paragraph No. (6), "he has familiarity with the importance of knowledge management and its practices" with an average of (3.46), then followed by paragraph No. (2), "seeks to own private records with the school's knowledge property" with an arithmetic average of (3.44), then Paragraph No. (1) “determines the gap between the existing knowledge and the desired knowledge in the school” at the lowest arithmetic average of (3.13).

Second sub-field: knowledge generation

Arithmetic means, and standard deviations, were calculated for the responses of the study sample to the paragraphs of the questionnaire that express: knowledge generation.

Table No. (10) *Arithmetic means and standard deviations of the paragraphs of the second sub-field: knowledge generation*

Order	Consistency Level	Standard Deviation	Mean	Focus	N
1	high	0.94	3.79	Cooperates with civil society service and production institutions.	5
2	medium	1.03	3.62	Supports the creative ideas of the school's staff.	6
3	medium	1.17	3.50	Relies on documents, and incoming mail to the school to generate knowledge.	2
4	medium	1.01	3.44	Depends on the specialized knowledge of the district to which the school belongs.	1
5	medium	1.05	3.43	Constantly updates the knowledge available in the school.	3
6	medium	0.93	3.41	Follows all processes associated with the application of new cognitive ideas.	4
7	medium	1.14	3.35	Empowers teachers to benefit from the experiences they have accumulated.	7
8	medium	1.18	3.27	Evaluates training programs to develop the knowledge of school employees.	8
—	medium	0.85	3.48	Total	

Table No. (10) shows the arithmetic means and standard deviations of the degree of approval of the study sample members about the items related to the second sub-field (knowledge generation), and the arithmetic means ranged from (3.27) to (3.79) with a degree of approval from medium to high, while the arithmetic mean of the total degree (3.48) and its standard deviation (0.85), with a medium degree of agreement.

As the results indicate that all paragraphs came to a medium degree, except for paragraph No. (5) "cooperating with civil society service and production institutions," with a mean (3.79) and a high degree of approval, so paragraph (5) "cooperating with civil society service institutions" and productivity" on the largest arithmetic mean (3.79) with a high degree. This is followed by paragraph No. (6) "supports creative ideas for school workers" with an average of (3.62), then followed by paragraph No. (2) "depends on documents and incoming mail to the school to generate

knowledge" with an average of (3.50), then followed by paragraph No. (1) , "depends on the specialized knowledge in the directorate to which the school belongs" with an average of (3.44), then followed by paragraph No. (3), "works to constantly update the knowledge available in the school" with an average of (3.43), then followed by paragraph No. (4) , "follows up all the processes associated with the application of new cognitive ideas" with a mean of (3.41), then followed by paragraph No. (7) "works to enable teachers to benefit from the experiences and experiences they have accumulated" with an average of (3.35), then comes paragraph No. (8) It evaluates the training programs to develop the knowledge of the school's employees" at the lowest arithmetic mean of (3.27).

The third sub-field: knowledge storage The researchers calculated the arithmetic means, and standard deviations, of the responses of the study sample members to the questionnaire items that express "knowledge storage".

Table No. (11) *Arithmetic averages, and standard deviations, for the paragraphs of the third sub-field: Knowledge storage*

Order	Consistency Level	Standard Deviation	Mean	Focus	N
1	high	0.95	3.71	Continuously documents the knowledge he acquires.	4
1	high	0.98	3.71	Write down the opinions and experiences of experts in the school.	5

3	medium	1.07	3.65	Documents the achievements and experiences that the school went through during its scientific career.	7
4	medium	1.14	3.64	Encourages teachers to store knowledge.	3
4	medium	1.06	3.64	Encourages team work and workshops in the school.	6
6	medium	1.06	3.49	Depends on dialogue and training to preserve knowledge in school.	1
7	medium	1.22	3.37	Uses information technology to store knowledge in the school.	2
—	medium	0.89	3.60	Total	

Table No. (11) shows the arithmetic means, and standard deviations, of the degree of agreement of the study sample members about the items related to the third sub-field (knowledge storage). The arithmetic means ranged from (3.37) to (3.71) with a degree of agreement from medium to high, while the mean for the total score (3.60) and its standard deviation (0.89), with a mean degree of agreement.

As the results indicate that all paragraphs came to a medium degree, except for paragraphs No. (4) and (5), they obtained a high degree of approval: Paragraph No. (4) “documenting the knowledge that he constantly obtains” was equal to paragraph (5) “Write down.” The opinions and experiences of the experts in the school” with an arithmetic mean (3.71), followed by paragraph No. (7) “documenting the achievements and

experiences that the school went through during its scientific career” with an average of (3.65), then followed by the two paragraphs: Paragraph No. (3) “Encourages Teachers to store knowledge, and Paragraph (6) “encourages teamwork and workshops in the school” and they were equal with an arithmetic mean (3.64), then followed by Paragraph No. (1), “It depends on dialogue and training to preserve knowledge in school” with an average of (3.49), then Paragraph No. (2) “uses information technology to store knowledge in the school” comes at the lowest level in the list with an arithmetic mean (3.37).

Fourth Sub-Field: Knowledge Distribution

Calculating the arithmetic means and standard deviations of the responses of the sample members to the paragraphs of the questionnaire that express the distribution of knowledge.

Table No. (12) *Arithmetic averages, and standard deviations of the paragraphs of the fourth sub-field: Knowledge distribution*

Order	Consistency Level	Standard Deviation	Mean	Focus	N
1	medium	1.10	3.64	Participate in knowledge sessions at school.	4
2	medium	0.95	3.63	Teaches teachers about the changes and modifications that the Ministry introduces to knowledge.	8
3	medium	0.94	3.58	Facilitates the procedures for accessing the knowledge bases owned by the school.	2
4	medium	0.98	3.54	Participates in all the work that takes place in the school.	6
5	medium	1.00	3.52	Circulate work and tasks between teachers	7
6	medium	1.11	3.50	Uses technological facilities to distribute knowledge to school personnel.	1
7	medium	1.09	3.44	Relies on informal communications to communicate knowledge.	3
8	medium	1.09	3.27	Provides material and moral incentives for individuals who participate in the implementation of distinguished projects in the school.	5
—	medium	0.81	3.52	Total	

Arithmetic means and standard deviations of the degree of approval of the study sample about the paragraphs related to the fourth sub-

field (distribution of knowledge) appear from Table No. (12) and the arithmetic means ranged from (3.27) to (3.64), all of which came with a

medium degree of approval, while the arithmetic mean for the total score (3.52) and the standard deviation for it (0.81), with an average degree of agreement as well.

As the results indicate that all the paragraphs came to a medium degree, paragraph No. (4) "Participates in the knowledge circles in the school" got the largest arithmetic mean (3.64). It is followed by paragraph No. (8) "teaching teachers about the changes and modifications made by the Ministry to knowledge" with an arithmetic mean of (3.63), then followed by paragraph No. (2) that facilitates the procedures for accessing the knowledge bases owned by the school" with an arithmetic mean of 3.58, then followed by paragraph No. (8) (6), "Participates in all the work that takes place in the school" with an average of (3.54), then

followed by paragraph No. (7), "circulate work and tasks between teachers" with an average of (3.52), then followed by paragraph No. (1) , "uses technological facilities to distribute knowledge to school workers" with a mean of (3.50), then paragraph No. (3) "depends on informal communications to deliver knowledge" with an average of (3.44), then came paragraph No. (5) "provides incentives" material and moral for individuals who participate in the implementation of distinguished projects in the school" in the lowest arithmetic mean of (3.27).

Fifth Sub-Field: application of knowledge

Calculating the arithmetic means and standard deviations of the responses of the sample members to the paragraphs of the questionnaire that express the application of knowledge

Table No. (13) *Arithmetic means and standard deviations of the paragraphs of the fifth sub-field: Knowledge application*

Order	Consistency Level	Standard Deviation	Mean	Focus	N
1	medium	0.93	3.53	Give school teachers the freedom to apply knowledge.	1
2	medium	0.84	3.50	Uses knowledge in school and outside school walls.	5
3	medium	1.06	3.49	Delegate sufficient authority to solve the problems they encounter at work.	7
4	medium	0.94	3.47	Develop a strategic plan for the implementation of knowledge management.	4
5	medium	1.03	3.42	Helps teachers apply their knowledge.	2
6	medium	0.98	3.36	Benefit from scientific knowledge in school.	3
7	medium	0.91	3.35	Has a formal system that works on reformulating the rules and regulations that hinder the implementation of knowledge management.	6
8	medium	1.14	3.20	Provides the school with an electronic library that contains knowledge and information bases.	8
———	medium	0.77	3.42	Total	

Table No. (13) shows the arithmetic means and standard deviations of the degree of agreement of the study sample members about the items related to the fifth sub-field (knowledge application). The arithmetic means ranged from (3.20) to (3.53) with a medium degree of approval, while the arithmetic mean of the total score was (3.43).) and its standard deviation (0.77), with a mean degree of agreement.

As the results indicate that all the paragraphs came to a medium degree, paragraph No. (1) "gives teachers in the school the necessary

freedom to apply knowledge" got the largest arithmetic mean (3.53). This is followed by paragraph No. (5) "uses knowledge in the school and outside the school walls" with an arithmetic mean of (3.50), then followed by paragraph No. (7) "the workers delegate sufficient authority to solve the problems they encounter at work" with an arithmetic mean of (3.49), then followed by a paragraph No. (4) "Developing a strategic plan for the application of knowledge management" with a mean of (3.47), then followed by paragraph No. (2) "helping teachers to apply their knowledge"

with an average of (3.42), then followed by paragraph No. (3) "benefiting from scientific knowledge" In the school" with an arithmetic mean (3.36), then followed by paragraph No. (6), "has an official system that works to reformulate the rules and regulations that impede the implementation of knowledge management" with an average of 3.35, then came paragraph No. (8) "provides the school with a library An electronic document that contains knowledge and information bases" at the lowest arithmetic mean (20).

The results of the analysis show that the arithmetic mean for all fields of the reality of knowledge management came to a medium degree of (3.49) and the relative weight amounted to (70%), which is a medium percentage, where the field of knowledge storage ranked first with an average of (3.6) and a relative weight of (72%). In the second place, the field of knowledge distribution came with an average of (3.52) and a relative weight of (70.4%), and in the third place came the field of knowledge diagnosis with an average of (3.48) and a relative weight of (69.6%), and in the fourth place came the field of knowledge generation with an average of (3.48) and a relative weight reached (69.6%), and in the fifth place came the field of knowledge application with an average of (3.42) and a relative weight of (69.8%).

Although all fields obtained a medium score from the point of view of the study sample members represented by the teachers of Hebron Governorate, there is a slight discrepancy between the fields in terms of arrangement, as the results show that what the principal cares about most in the knowledge management processes in his school is the process of storing knowledge. To a moderate degree, and this indicates the interest of school principals and their eagerness to document the knowledge that they obtain, and the principal's interests are also the distribution of knowledge and came to a moderate degree from the point of view of the sample members. Those working in his school, such as informing teachers about the changes and modifications made by the Ministry to knowledge, followed by the director's interest in diagnosing knowledge; Which indicates that

there are mechanisms followed by the principal to receive opinions and suggestions from teachers, then there is some interest in generating knowledge, and this is an indication of the principal's interest in cooperating with service and production civil society institutions, and his support for the creative ideas of school workers, and his updating of the knowledge available in the school constantly, and from The interests of the manager, which received a medium degree and the last rank, with a slight difference from other knowledge management processes from the point of view of the sample members, is his application of knowledge, and this is an indication of his interest in investing the knowledge available to him in his administrative work, but to a lesser degree than other knowledge management processes. The findings of the current study in relation to knowledge management are in agreement with the study of Alyan and Abu Fara (2010), the study of (Downes, 2014 and the study of Othman (2010), and their results differ with the study (Obeid, 2015) and the study of Hallaq (2014) in that the respondents' perceptions The dimensions of knowledge management came to a high degree.

The answer to the second question, which states: Do the estimations of the study sample members of the knowledge management reality of government school principals in Hebron governorate differ according to (gender, educational qualification, specialization)?

Do the study sample members' estimates of the reality of knowledge management among government school principals in Hebron governorate differ according to (gender, specialization, educational qualification)? To answer the second question, the following hypotheses were tested:

The results of the first hypothesis:

"There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the estimations of the study sample of the reality of knowledge management among government school principals due to the gender variable." To test the hypothesis, the arithmetic means, standard

deviations, and t-calculation of the independent samples were found. Samples T Test) to the responses of the study sample members to the degree of reality of knowledge management

among government school principals in Hebron governorate due to the gender variable, as shown in Table (14):

Table (14) *The results of the independent samples T-test of the response of the sample members to the degree of knowledge management reality among government school principals in Hebron governorate due to the gender variable*

Level of Significance	"T" Value	Deviation	Mean	Number	Gender	Field
0.25	1.14-	0.82	3.43	211	Male	First Sub-Field: knowledge diagnosing
		0.83	3.51	281	Female	
0.35	0.94-	0.84	3.43	211	Male	Second Sub-Field: knowledge generation
		0.86	3.51	281	Female	

Table (8.4.b) **The results of the independent samples T-test of the response of the sample members to the degree of reality of knowledge management among public school principals in Hebron governorate due to the gender variable**

0.89	0.14	0.86	3.61	211	Male	Third Sub-Field: knowledge storage
		0.91	3.60	281	Female	
0.87	0.16	0.80	3.52	211	Male	Fourth Sub-Field: knowledge distribution
		0.83	3.51	281	Female	
0.46	0.75-	0.76	3.39	211	Male	Fifth Sub-Field: knowledge application
		0.78	3.44	281	Female	
0.59	0.54-	0.74	3.47	211	Male	Total Degree
		0.78	3.51	281	Female	

Table (14) shows that the value of "T" for the total score is (-0.54) and the significance level is (0.59), that is, there are no differences in the reality of knowledge management among public school principals in Hebron governorate due to the gender variable, as well as to the sub-domains. Thus, the first hypothesis was accepted.

The results of the answer to this question showed that there are no statistically significant differences about the reality of knowledge management among government school principals in Hebron governorate due to the gender variable.

That is, the reality of knowledge management among government school principals in Hebron governorate from the teachers' point of view does not differ according to gender, as there are

no differences in the respondents' opinions according to this variable, and this means that males and females have one vision towards the reality of knowledge management and its fields, and the researchers attribute this to The teachers surveyed, regardless of gender, whether male or female, have a sufficient degree of knowledge and culture, and that the influence of gender is not as important as their knowledge of the reality of knowledge management in their principals, in addition to the fact that the school deals with both sexes without discrimination, as it gives both sexes equal opportunities in The work, partially consistent with the findings of Othman's study (2010), which aimed to identify the attitudes of secondary government school principals towards the application of knowledge management in the northern governorates, and

differed with Hallaq's study (2014), which aimed to identify the role of knowledge management practiced by principals. And teachers are involved in the decision-making process in public secondary schools in the city of Damascus from the point of view of principals and teachers, and the researchers attribute this to the difference in the environment in which the study was applied.

The results of the second hypothesis: Academic qualification:

There are no statistically significant differences at the significance level ($\alpha \leq 0.05$)

Table (15) *The results of the independent samples T-test of the response of the sample members to the degree of knowledge management reality among government school principals in Hebron governorate due to the educational qualification variable*

Level of Significance	"T" Value	Deviation	Mean	Number	Educational Qualification	Field
0.10	1.62-	0.83	3.46	443	Bachelor	First Sub-Field: knowledge diagnosing
		0.77	3.66	49	Master and higher	
0.15	1.44-	0.85	3.46	443	Bachelor	Second Sub-Field: knowledge generation
		0.82	3.64	49	Master and higher	
0.06	1.89-	0.89	3.58	443	Bachelor	Third Sub-Field: knowledge storage
		0.83	3.83	49	Master and higher	
0.07	1.83-	0.82	3.49	443	Bachelor	Fourth Sub-Field: knowledge distribution
		0.75	3.72	49	Master and higher	
0.14	1.47-	0.77	3.40	443	Bachelor	Fifth Sub-Field: knowledge application
		0.76	3.57	49	Master and higher	
0.07	1.80-	0.76	3.47	443	Bachelor	Total Degree
		0.71	3.68	49	Master and higher	

Table (15) shows that the value of "T" for the total score is (-1.80) and at the significance level (0.07), meaning that there are no differences in the reality of knowledge management among public school principals in Hebron governorate due to the educational qualification variable, as well as to the sub-domains. Thus, the second hypothesis was accepted.

between the estimations of the study sample of the reality of knowledge management among government school principals due to the educational qualification variable. To test the hypothesis, the arithmetic means, standard deviations, and the calculation of "T" for independent samples were found. T Test) to the responses of the study sample members to the degree of reality of knowledge management among government school principals in Hebron governorate due to the educational qualification variable, as shown in Table (15):

The results of the answer to this question showed that there are no differences in the reality of knowledge management among public school principals in Hebron governorate from the teachers' point of view due to the educational qualification variable, as there are no differences in the respondents' opinions according to this variable, and this means that the sample members have one view towards The reality of knowledge management and its

fields regardless of their academic qualifications, and researchers attribute this to the fact that those with less qualifications have long experience that make them equal with their peers, who hold higher qualifications in their view of knowledge management processes, which makes their view of knowledge management convergent, this result agrees with the result of Othman's study (2010), which showed that there were no differences in the respondents' response due to the educational qualification variable in the practice of applying knowledge management processes, and it differs with Hallaq's study (2014), which showed differences about the role of knowledge management practiced by principals and teachers in the decision-making

process in public secondary schools in the city of Damascus. Due to the academic qualification.

The results of the third hypothesis:

"There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the estimations of the study sample of the reality of knowledge management among government school principals due to the variable of specialization." (Samples T Test) to the responses of the study sample members to the degree of reality of knowledge management among government school principals in Hebron governorate due to the variable of specialization, as shown in Table (16a):

Table (16a) *The results of the independent samples T-test of the response of the sample members to the degree of knowledge management reality among government school principals in the Hebron governorate due to the variable of specialization.*

Level of Significance	"T" Value	Deviation	Mean	Number	Educational Qualification	Field
0.08	1.78	0.81	3.51	121	Natural Sciences	First Sub-Field: knowledge diagnosing
		0.87	3.36	371	Human Sciences	
0.04	2.06	0.84	3.52	121	Natural Sciences	Second Sub-Field: knowledge generation
		0.87	3.34	371	Human Sciences	
0.04	2.02	0.89	3.65	121	Natural Sciences	Third Sub-Field: knowledge storage
		0.86	3.46	371	Human Sciences	

Table (16b) **The results of the independent samples T-test of the response of the sample members to the degree of knowledge management reality among public school principals in the Hebron governorate due to the variable of specialization.**

0.27	1.10	0.82	3.54	121	Natural Sciences	Fourth Sub-Field: knowledge distribution
		0.79	3.45	371	Human Sciences	
0.64	0.47	0.78	3.42	121	Natural Sciences	Fifth Sub-Field: knowledge application
		0.75	3.39	371	Human Sciences	
0.11	1.62	0.76	3.53	121	Natural Sciences	Total Degree
		0.75	3.40	121	Human Sciences	

Table (16b) shows that the value of "T" for the total degree is (1.62) and at the level of significance (0.11), that is, there are no differences in the reality of knowledge

management among public school principals in Hebron governorate due to the variable of specialization on the total degree, as well as for the first sub-domains (Diagnosis of

knowledge), the fourth (the distribution of knowledge), and the fifth (the application of knowledge). Thus, the first hypothesis was accepted regarding the total degree and the three domains (diagnosing knowledge, distributing knowledge, and applying knowledge).

While the value of "2.06" for the second sub-field (knowledge generation) at the level of significance (0.04), that is, there are differences in the reality of knowledge management among public school principals in Hebron governorate, with regard to knowledge generation due to the variable of specialization and in favor of the natural sciences.

Also, the value of "2.02" for the third sub-field (storage of knowledge) at the level of significance (0.04) means that there are differences in the reality of knowledge management among school principals in Hebron governorate, with regard to the distribution of knowledge due to the variable of specialization and in favor of the specialization of natural sciences.

The results of the answer to this question showed that there are no fundamental differences in the reality of knowledge management among public school principals in Hebron Governorate from the teachers' point of view due to the variable of specialization, that is, the reality of knowledge management among public school principals in Hebron Governorate from the teachers' point of view does not differ according to Their specializations, as there are no differences in the opinions of the respondents according to this variable, and the researchers attribute this to the fact that the sample members have one vision towards the reality of knowledge management and its sub-fields, regardless of their scientific specializations. Therefore, the various meetings between teachers within the school walls or in educational workshops make them aware of the reality of knowledge management among their principals, which reduces the differences between their views on the application of knowledge management to them. This result is consistent with the study of Tim and Saadat (2011), which indicated that

There are no differences in the degree of knowledge management practice among the sample members due to the variable of experience, and it also agrees with the results of the study of Hallaq (2014) and Othman (2010), with the exception of the two areas: (knowledge generation and knowledge storage), Where there are differences in the respondents' vision of their direction according to the variable of specialization, and in favor of the natural sciences majors.

Recommendations:

In light of the study results, the research team recommends the following:

1. Designing training programs for school principals within the field of knowledge management, in order to train them on how to implement knowledge management.
2. Training employees in the education sector on technological techniques, and integrating them into the decision-making process.
3. Setting a standard in appointing school principals based on knowledge, skills, data and administrative experience.
4. Developing school administrations for teachers' knowledge management processes, by holding training courses and organized workshops.
5. The Ministry of Education establishes a department called Knowledge Management that employs information technology to support the educational process.

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