

How to Cite:

Al-Madi, B. T., Alzoubi, M. T., & Aldalabeeh, H. A. (2022). Tacit knowledge and its relationship to the leadership roles of secondary school principals in Irbid Governorate. *International Journal of Health Sciences*, 6(S1), 8394–8404. <https://doi.org/10.53730/ijhs.v6nS1.6736>

Tacit knowledge and its relationship to the leadership roles of secondary school principals in Irbid Governorate

Bayan Thaher Al-Madi

Faculty Member, Department of Educational Administration and Fundamentals,
Faculty of educational science, Al al-Bayt University Jordan
Email: almadibayan@aabu.edu.jo

Maisoon Talla Alzoubi

Faculty Member, Department of Educational Administration and Fundamentals,
Faculty of educational science, Al al-Bayt University, Jordan
Email: maisoonzoubi@aabu.edu.jo

Haifa Abdelhadi Aldalabeeh

Department of Curricula and Instruction, Faculty of educational science, Al al-Bayt University, Jordan
Email: haifa@aabu.edu.jo

Abstract---This study aimed to identify the level of tacit knowledge and its relationship to the leadership roles of secondary school principals in Irbid Governorate. The study relied on the descriptive analytical approach. the study was applied to (325) principals of secondary schools in the Irbid governorate affiliated to Irbid First and Second Education Directorates. A questionnaire was used to collect data that included two fields: the level of tacit knowledge field, and leadership roles field. The results showed that the level of tacit knowledge of secondary school principals in Irbid governorate was moderate, and there was a high degree of leadership roles for secondary school principals in Irbid governorate. The results indicated that there is a relationship between tacit knowledge and the leadership roles of secondary school principals in Irbid Governorate.

Keywords---Tacit knowledge, leadership roles, school principal.

Introduction

Changes in society and rapid technological development lead to linking professional qualifications with lifelong learning, as the ability to respond quickly to these changes in the competitive environment depends on knowledge;

Knowledge has become an important part of all organizations that seek to develop (Urbanová, 2021).

Tacit knowledge is considered applicable knowledge, and it is a prerequisite for making decisions, implementing work and generating value (Al-Rifai, 2012), and tacit knowledge is formed as a result of cumulative experiences of knowledge and experiences naturally distributed between working individuals in general and workers and knowledge holders in particular (Duan, 2022). Tacit knowledge is acquired through self-learning and is influenced by many intangible factors (Chin, et al., 2020). Tacit knowledge has much more innate value than explicit knowledge and plays a more important role in the innovation process. Tacit knowledge provides support for technological innovation and sustainable development of educational institutions (Jingkun, et al. 2022). An important aspect of the focus of knowledge management in educational institutions is the acquisition of tacit knowledge (Cheng et al. 2017).

The educational administration is a leadership process, as it seeks to achieve the goals of the educational institution and accomplish its priorities with continuous work to improve and develop them, by taking into account the requirements of the times, the administration must be subject to development and restructuring in line with the needs of the era and its modern requirements (Youngs and King, 2012).

Educational leadership is one of the factors that help the success of educational administration, and the concept of leadership is closely related to the concept of functional role and responsibility, the personality style and the administrative and technical skills necessary for a man of educational administration, to influence working individuals in pursuit of the desired goals (Wang, & Zhang, 2021). Successful knowledge management is the one that uses the available knowledge at the right time, without losing the investment of its available opportunity to achieve an advantage or solve an existing problem (Al-Louzi, 2010). The current study came to tacit knowledge and its relationship to the leadership roles of secondary school principals in Irbid Governorate.

Study Problem

One of the most important needs for developing the education system in a way that is consistent with and commensurate with the capabilities of teachers and students in schools is the presence of administrative leaders capable of performing leadership roles in the best way and employing the tacit knowledge accumulated as a result of the experiences gained from learning and practicing experiments in an attempt to renew and innovate within the educational institution, and based on the main role What the principal carries out within the school in managing tasks and making decisions, he constantly needs to apply tacit knowledge in leadership roles effectively, which contributes to developing the education system and giving it vitality and flexibility that helps it adapt to conditions and changes through school principals exercising new roles and using all knowledge Effectiveness to avoid shortcomings in the exercise of these roles in a way that helps the existence of educational institutions that are characterized by a high degree of efficiency and effectiveness; As there is a constant need to

upgrade the leadership roles of school principals to reach an administration capable of creating an educational system to keep pace with the requirements of the modern era.

Study questions

- What is the level of tacit knowledge of secondary school principals in Irbid Governorate?
- What is the degree of practicing the leadership roles of secondary school principals in Irbid Governorate?
- Is there a relationship between tacit knowledge and the leadership roles of secondary school principals in Irbid Governorate?

Significance of Study

The importance of this study came from the importance of the topic that was addressed, which is the leadership roles of school principals, and in view of the numerous studies that dealt with the subject of leadership for school principals, the importance of leadership roles for school principals is confirmed., as it helps them understand the new roles that must be done by the school principal and the role of tacit knowledge in applying these Roles and awareness of the extent of their effectiveness in employing and benefiting from them, which is reflected positively on this leadership management in a way that ensures increasing its capacity and effectiveness and trying to transform this tacit knowledge into more clear knowledge using scientific and systematic methods in order to benefit from it in developing performance, and making decisions to reach distinct levels of performance in All areas of work in them, upgrading the skills of workers, enhancing creativity and innovation in their use, and building information bases to store and retrieve knowledge in a timely manner to benefit from them in facing various problems and situations, and respond to the requirements of change, as well as facilitating the exchange of this type of knowledge and sharing it among all workers in an organizational building. Flexible and compatible with the nature of the tasks assigned to teachers and the data of the situation It is hoped that the results of the study will contribute to finding a frame of reference that reveals the relationship between tacit knowledge and the leadership roles of secondary school principals in an effort to direct the leadership roles of school principals, and the study will contribute to being One of the new and vital topics in the educational literature is tacit knowledge and its relationship to the leadership roles of secondary school principals.

Terminology of study

Tacit knowledge: It is the pent-up knowledge that is stored in the minds of individuals and stable in their souls, which is preserved by the mind and contained in the human memory and tries in separate periods to recall it through the known mechanisms of thought, which is the unencoded and unwritten knowledge, which is similar to the silent, acquired and recorded knowledge in the mind (Yassin, 2007).

Procedural definition of tacit knowledge: it is the unwritten knowledge stored in the minds and memory of secondary school principals in Irbid Governorate as a result of previous experiences, and it is measured by the degree obtained by school principals through the questionnaire designated for this purpose.

Leadership roles: They are the group of executive and technical leadership processes, which are carried out through collective and cooperative humanitarian work, always striving to provide the appropriate intellectual, psychological and material climate, which stimulates enthusiasm and stimulates the desire for active and organized individual and collective work in order to overcome difficulties, adapt existing problems, and achieve goals. Education for all and for educational institutions (Al-Badri, 2001).

Procedural definition of Leadership roles: it is the actions and leadership roles that secondary school principals in Irbid Governorate undertake in achieving the tasks assigned to them, and it is measured by the degree obtained by school principals through a questionnaire designed to measure these roles.

Study limitations

- Human determinants: a group of secondary school principals in Irbid Governorate (Irbid Education I and II)
- Spatial determinants: secondary schools in Irbid Governorate (Irbid First and Second Education)
- Time limitations: The study was conducted in the 2021/2022 school year.

Previous studies

Several previous studies related to the subject of the study were reviewed, including:

A study Roudi, et, al (2020) aimed to identify the role of organizational leadership and cultural factors in sharing tacit knowledge among library employees in Iranian public universities. The study relied on the descriptive survey method. The study sample consisted of (230) employees working in Libraries of first-level state universities in Iran, data were collected through three questionnaires: organizational leadership, organizational culture, and tacit knowledge sharing. The results showed a positive and significant relationship between organizational leadership and dimensions (group empowerment, team building, training, continuous self-assessment, and continuous performance improvement), organizational culture with dimensions (connection and coordination, customer orientation, organizational learning, strategic direction and intention, and vision) with the exchange of Tacit knowledge, organizational leadership factors and culture can influence tacit knowledge sharing.

(Nosrati, Khosravi & Ghaderi, 2020) conducted a study aimed at analyzing the tacit knowledge of English language teachers in secondary schools for objective assessment methods, and the study sample consisted of (75) individuals from selected teachers of English in secondary school in Shahryar city, and data were collected through interviews with teachers. The results showed that a great deal of teachers' tacit assessment knowledge is formed through objective assessment

and that these teachers have great confidence in this type of assessment and related tests, and that most teachers participating in this study believe that objective assessment is more important than other types of assessment and consider it an It is necessary to do in class. The participants' tacit knowledge of the three recognized domains of this knowledge, which include individual tacit knowledge, personal and organizational knowledge, is noteworthy. The most problem for teachers with tacit knowledge is that they do not share it with their peers which results in their tacit knowledge not being extended Sepuru, & Mohlakwana (2020) conducted a study that aimed to explore how junior principals view their leadership and management roles in schools. Gronn's theory of leadership has been used as a career in data analysis. In this qualitative study, interviews and document verification were used to understand how new recruits view their new roles as school leaders and principals. The results showed that junior principals consider themselves unprepared to lead and manage schools in their first years of employment. Their perceptions were that they lacked leadership and management experience in the areas of curriculum, human resources, school finance, stakeholder relations, and interpretation of legislation. Junior principals viewed these challenges as challenges to their leadership and management experience, that teachers need to be exposed to leadership and management responsibilities, and that newly appointed principals need training before they take up their new positions.

The study Naidoo (2019) aimed to identify the perceptions of teachers and school management of the leadership roles of public school principals. The study relied on the descriptive approach. The questionnaire was used to reveal teachers and members of the school management team to the leadership qualities shown by school principals who obtained the professional qualification referred to as the certificate. Advanced in Education: School Leadership and Management. The study sample consisted of (600) respondents from deputy principals, heads of departments and teachers in selected schools in South Africa. The results revealed that leadership development for school principals is critical to school improvement because of active teaching and learning, leadership capabilities require principals to engage with relevant stakeholders skillfully, where there is high leadership capacity, educational leadership develops into sound leadership practices.

Garcia (2017) conducted a study aimed at identifying the perceptions of officials about practices related to the retention of tacit knowledge in a public medium-sized university. The study relied on the qualitative approach. The study sample consisted of (12) employees with leadership responsibilities in a public university, which is located in the southern United States. Semi-structured interview was used as the main method of data collection. The results indicated that tacit knowledge affects the quality of services provided and that tacit knowledge is the key in complete learning to be effective in any role in non-academic units. That explicit knowledge retention practices are more formal than those used to share tacit knowledge and that there is a lack of procedures to preserve tacit knowledge when employees leave. Key officials identified multiple factors that support tacit knowledge retention including communication, trust, effective communication, leadership, and culture. Factors identified as preventing the retention of tacit

knowledge were information storage, individual employee responsibilities within units, and lack of time to implement practices.

Odeh (2016) conducted a study that aimed to identify the role of leadership styles (transformational, reciprocal, dispatch) in the practice of knowledge management processes for members of the Palestinian security forces in the southern governorates, a questionnaire was developed to collect data, the study sample consisted of (308) military-staff . The results showed that the degree of practice of knowledge management processes in the security sector was high with a relative weight, and the results showed that transformational and reciprocal leadership in its various dimensions fundamentally affect the practice of knowledge management processes, and that there were no statistically significant differences between the average opinions about knowledge management processes attributed to (age , rank, years of service, educational qualification), while statistically significant differences were found according to the gender variable in favor of males.

Al Minrawi (2015) conducted a study aimed at identifying the role of tacit knowledge in improving the quality of educational service in higher education institutions. The study sample consisted of (196) members of the teaching staff in Palestinian universities in the Gaza Strip The questionnaire was used to collect the information. The results showed a strong direct and moral relationship between the experience dimension and the material aspects, while the relationship ranged between medium and weak on response, reliability, empathy, trust and safety, dimensions of education service quality, and that there is a strong directive effect of the skill dimension on the aspects dimension. The materialistic, ranging to a medium degree on empathy, dependability, trust, safety, and response, and that there is a direct and moral relationship that ranges from very strong to moderate between tacit knowledge variables and quality dimensions, and that the level of tacit knowledge in Palestinian universities from the point of view of faculty members is high. And there is a strong correlation between the dimensions of tacit knowledge and the dimensions of higher education service quality.

Commenting on previous studies

The previous studies varied with the objectives they addressed, and the study (Roudi, et, al., 2020) aimed to identify the role of organizational leadership and cultural factors in sharing tacit knowledge among library staff in Iranian public universities, and the study (Nosrati, Khosravi & Ghaderi, 2020) dealt with knowledge analysis Implicit methods of English language teachers in secondary schools for objective assessment methods, and a study (Sepuru, & Mohlakwana, 2020) that aimed to explore how junior school principals view their leadership and administrative roles in schools, and a study (Naidoo, 2019) to identify teachers and school management's perceptions of the leadership roles of principals Public schools, and the study (Garcia, 2017) aimed at identifying the perceptions of officials about practices related to the retention of tacit knowledge in a public medium-sized university, and the study of Al Minrawi (2015) which aimed to identify the role of tacit knowledge in improving the quality of educational service in higher education institutions.

The researchers benefited from previous studies in organizing the theoretical framework of the study, building the tools of the current study and the study methodology. They also benefited from the results of previous studies and compared them with the results that were reached in the current study. The current study was distinguished from previous studies in that it examined the correlation between tacit knowledge and its relationship to leadership roles.

Methodology

The study relied on the descriptive analytical method, for its suitability in achieving the objectives of the study.

Population

The study population consisted of all secondary school principals in Irbid Governorate affiliated to Irbid First and Second Education, whose number is (573).

Sample

The study sample consisted of (325) male and female managers, who were chosen from the study population by random method, and Table (1) shows the distribution of sample members according to sex, Qualification, Experience.

Table No (1)
Distribution of study sample members according to the variables (sex, Qualification, Experience)

Variables	the level	Repetition	Percentage
Sex	Male	150	46.2
	Feminine	175	53.8
	Total	325	100.0
Qualification	Master's	206	63.4
	PhD	119	36.6
	Total	325	100.0
Experience	less than 5 years	166	51.1
	5-10 years	128	39.4
	More than 10 years	31	9.5
	Total	325	100.0

Instrument

The researcher built a questionnaire to obtain the opinions of the study sample members, using previous studies (Al-Mikhlaifi, Dahawy and Muhammad, 2017; Al-Mikhlaifi, Dhawi and Muhammad, 2018; Bahmid, 2021; Al-Qahtani, 2019), and the questionnaire consisted of two parts, as follows:

The first part: included the functional information of the study sample members (gender, educational qualification, experience).

The second part: included (40) paragraphs divided into two domains; The first domain is the level of tacit knowledge, which includes (20) items, and the second domain is the exercise of leadership roles, and it includes (20) items.

In order to ascertain the indicators of the apparent validity of the study tool, they were presented to a group of (10) arbitrators with experience and competence in the field of educational administration, in order to judge the degree of integrity and clarity of the linguistic formulation of the paragraphs, their suitability for measuring what they were designed for, and the extent of their affiliation Each paragraph of the field to which it belongs, in addition to any necessary action of deleting, modifying or adding to the paragraphs of the questionnaire or suggestions they deem appropriate, and the observations and suggestions of the arbitrators were taken and the paragraphs of the questionnaire were modified based on the consensus of the majority of the arbitrators to reach the questionnaire in its final form .To extract the stability of the study tool, it was distributed to an exploratory sample consisting of (50) individuals who were selected from outside the original sample and from the study population.

Table No (2)
Cronbach's alpha coefficients for the study domains and the tool as a whole

N	the field	Number of paragraphs	Stability coefficient
1	tacit knowledge level	20	0.92
2	Exercise leadership roles	20	0.94
The tool as a whole		40	0.96

It appears from Table (2) that the Cronbach's coefficients ranged between (0.92-0.94), the highest for the domain "exercising leadership roles", and the lowest for the domain "the level of tacit knowledge", and the Cronbach's alpha coefficient for the first scale of organizational affiliation as a whole (0.96).

Resolution correction

The questionnaire, in its final form, consisted of (40) paragraphs, where the researcher used Likert scale of five gradient in order to measure the opinions of the study sample members, and it was given strongly agree (5), agree (4), neutral (3), disagree (2), disagree Strongly (1), by placing a tick (✓) in front of the answer that reflects the degree of their agreement.

Statistical processing

To answer the study questions, the following statistical treatments were used through the Statistical Packages Program (SPSS).

Frequencies and percentages of personal and functional variables for the study sample members.

-Arithmetic averages and standard deviations of the answers of the study sample members for all areas of the study tool.

The coloration coefficients between the independent and dependent variable.

Results and discussion

This part includes the results of the study that aimed to identify tacit knowledge and its relationship to the leadership roles of secondary school principals in Irbid Governorate. The results will be presented based on the study question.

The results of the first question of the study: What is the level of tacit knowledge of secondary school principals in Irbid Governorate? To answer this question, the arithmetic averages of the level of tacit knowledge of secondary school principals in Irbid Governorate were calculated, and Table (3) shows this.

Table (3)
Means and standard deviations of the items in the domain “implicit knowledge level” and the total (n = 325)

No	Paragraph	Mean	standard deviation	rank	Class
1	The manager employs tacit knowledge in raising the level of innovation and development.	2.90	1.22	19	medium
2	Workshops are conducted for teachers to exchange knowledge related to educational activities.	2.64	1.11	20	medium
3	Communication takes place between teachers to share and exchange knowledge and experiences.	3.49	1.29	14	medium
4	Tacit knowledge is exchanged and shared through a teamwork style.	3.57	1.16	12	medium
5	Management is working on documenting new ideas.	3.75	1.00	10	High
6	The principal encourages teachers to share knowledge related to school activities.	3.72	0.97	11	High
7	The administration is keen to present the new ideas that it gets from outside the school to all teachers.	3.23	1.05	17	medium
8	Managers have expertise in their field.	3.54	1.06	13	medium
9	Managers are able to devise solutions around the problems they face.	3.43	1.19	15	medium
10	Managers have the ability to address problems through evaluation and solutions.	3.77	1.04	9	High
11	There is an ability for managers to assess and correct situations.	3.23	1.12	17	medium
12	Managers have the knowledge and skills to perform their duties in the best way possible.	3.82	1.08	6	High
13	Principals contribute to the development of the school's working methods and	4.12	0.95	2	High

	related activities.				
14	The school administration is working to develop the skills and qualifications of the staff.	4.02	1.04	3	High
15	Managers have the ability to predict and deal with the unknown.	3.81	1.15	5	High
16	Managers use brainstorming when addressing ambiguous situations.	3.40	1.20	16	medium
17	Managers have a high ability to spot errors within the business.	3.80	1.08	8	High
18	Managers have the ability to coordinate ideas and draw conclusions.	4.02	1.07	3	High
19	Managers have a critical view of the solutions and actions suggested by others.	4.18	1.00	1	High
20	Principals have the skills to deal with teachers and students.	3.96	1.00	7	High
Domain "tacit knowledge level" as a whole		3.62	0.68	-	medium

It appears from Table (3) that the arithmetic averages ranged between (2.64-4.18), where paragraph No. (19) states that "managers have a critical view of the solutions and actions proposed by others" ranked first with an arithmetic average (4.18) and a high degree, and the last Paragraph No. (2), which states that "workshops are held for teachers to exchange knowledge related to educational activities" with an arithmetic mean (2.64) and an average degree, and the arithmetic average for the field "tacit knowledge level" as a whole was (3.62) and an average degree.

The researchers attribute this result to the technological structure in Jordanian schools, the sufficient interest in knowledge, and the existence of unified criteria for selecting principals, in addition to school principals possessing scientific competencies and professional experience that enable them to deal with knowledge and information, whether in its dissemination, generation, classification or sharing, which leads to Their tacit knowledge expands due to the nature of the collective responsibilities of managers, and the selection of managers is carried out according to specific criteria, and many of them have higher degrees and have the ability to use multiple factors that support the retention of tacit knowledge such as communication, trust, effective communication, leadership and culture.

This result agreed with the result of the study (Nosrati, Khosravi & Ghaderi, 2020), which showed that a large amount of tacit evaluative knowledge of teacher.

While this result differed with the result of the study (Sepuru, & Mohlakwana, 2020), which showed that junior principals consider themselves unprepared to lead and manage schools in their first years of employment, and differed with the study (Garcia, 2017), which indicated that there is a lack of procedures To maintain tacit knowledge when employees leave. It also differed with the result of Al-Menrawi study (2015), which showed that the level of tacit knowledge in Palestinian universities from the point of view of faculty members was high.

The second question of the study: What is the degree of practicing the leadership roles of secondary school principals in Irbid Governorate? To answer this question, the arithmetic averages were calculated for the degree of leadership roles for secondary school principals in Irbid Governorate, and Table (4) shows this.

Table (4)
Means and standard deviations of the paragraphs of the field "the degree of practicing leadership roles" and the total (n = 325)

No	Paragraph	Mean	standard deviation	rank	Class
1	I strive to create a safe and productive learning environment that stimulates creativity.	4.00	0.99	2	High
2	I employ modern technologies and information technology in the management of school work.	3.42	1.22	19	medium
3	Involve teachers in setting the school's academic goals.	3.69	1.07	11	High
4	Involve school staff in the school decision-making process.	3.73	1.03	9	High
5	I am keen to implement and manage the curriculum standards and the developed curriculum in the school.	3.76	1.04	8	High
6	I encourage teaching and learning processes for all students.	3.57	1.08	15	medium
7	I monitor the quality of teaching and learning programs in the school.	3.72	1.03	10	High
8	Evaluate the quality of the teaching and learning programs in the school.	3.98	1.01	3	High
9	Involve families and parent councils in the educational process.	3.59	1.21	13	medium
10	I strive to build positive relationships with families to enhance student learning.	3.50	1.08	16	medium
11	Involve teachers in reviewing and evaluating curriculum content.	3.47	1.10	17	medium
12	I stress the importance of translating school goals into procedural goals.	3.39	1.06	20	medium
13	I work to promote a positive school learning climate.	3.59	1.18	13	medium
14	I take responsibility for meeting students' academic and social needs.	3.69	1.06	12	High
15	I set standards for behavior and	3.77	1.05	7	High

	motivate students to adhere to it.				
16	I encourage the professional growth of teachers.	3.82	0.93	5	High
17	I am keen to establish fruitful relations with local community institutions and employ them in an effective manner.	3.88	1.06	4	High
18	I take care to manage and maintain school facilities and property to create an effective learning environment.	3.46	1.17	18	medium
19	I encourage students to research, discover, innovate and produce knowledge.	4.14	1.01	1	High
20	I work to attract creative individuals to work in the school.	3.78	1.19	6	High
The field "the degree of exercise of leadership roles" as a whole		3.70	0.73	-	High

It appears from Table (4) that the means ranged between (3.39-4.14), where paragraph No. (19) which states "I encourage students to research, discover, innovate and produce knowledge" came in the first place with mean of (4.14) and a high degree, and in the last place was the paragraph No. (12), which states, "I stress the importance of translating school goals into procedural goals" with an arithmetic average of (3.39) and a medium degree, and the arithmetic mean of the field "the degree of practicing leadership roles" as a whole reached (3.70), with a high degree.

The researcher attributes this result to the fact that school principals possess scientific, experience and professional competencies, and they are selected on a set of personal and professional criteria, and personal interviews and exams are held for them in administrative work, and various courses are held for them before being chosen as principals in many fields such as curricula, human resources, school finance and relations with school owners. interest and the interpretation of legislation, so the director is appointed based on specific administrative criteria within the standards adopted by the Ministry of Education. About the school, teachers and students, their future and their upbringing.

This result may be attributed to the commitment of school principals to the official laws, regulations and systems that necessitate their participation and preoccupation with administrative work. This result may also be attributed to the keenness of school principals to win the trust of the local community, given the role of the local community as a supporter of the school at the financial and social levels, solving problems, and supporting the administrative role of principals.

This result agreed with the study (Naidoo, 2019), which revealed that there is a high leadership ability for school principals. While this result differed with the study (Sepuru, & Mohlakwana, 2020) which showed that junior managers consider themselves to be lacking in leadership and management experience.

The third question of the study: Is there a relationship between tacit knowledge and the leadership roles of secondary school principals in Irbid Governorate? To answer this question, a matrix of correlation coefficients was extracted between tacit knowledge and leadership roles for secondary school principals in Irbid Governorate, and Table (5) illustrates this.

Table No. (5)
Matrix of correlation coefficients between tacit knowledge and leadership roles of secondary school principals in Irbid Governorate

independent variables	leadership roles	
	correlation coefficient	Statistical significance
tacit knowledge	0.767**	0.000

It appears from Table (5) that the correlation coefficient between tacit knowledge and leadership roles was (0.767), with statistical significance (0.000). The results indicate that there is a statistically significant relationship between tacit knowledge and the leadership roles of secondary school principals in Irbid Governorate. To object to the director. This result is also attributed to the fact that the tacit knowledge inherent in the minds of managers is expressed through practice while performing his leadership roles in administrative work.

This result agreed with the study (Roudi, et al., 2020), which showed a positive and significant relationship between organizational leadership and the exchange of tacit knowledge. And Odeh's study (2016), the results of which showed that the degree of practice of knowledge management processes in the security sector was high with relative weight, and the results showed that leadership in its various dimensions fundamentally affects the practice of knowledge management processes. While it did not differ with any of the previous studies.

Conclusions and recommendations

- Enhancing the tacit knowledge of school principals and taking care of it in training programs and employing it in raising the level of innovation and development, due to its importance in this.
- Workshops should be activated to exchange tacit knowledge related to the activities of the leadership roles of school principals.
- It is preferable to follow up and continuously evaluate the efforts made in the leadership roles of school principals to identify and address deficiencies.
- Conducting more studies on leadership styles and their relationship to the knowledge management of school principals.

References

- Al-Badri, Tariq. (2001). Leadership and management styles in educational institutions. Amman: Dar Al-Fikr.
- Al-Louzi, Musa. (2010). Knowledge management and investment in intellectual capital to achieve excellence Indicators and criteria for measuring Arab

- administrative performance, conference entitled: Developing Intellectual Capital, Kuwait.
- Al-Mikhlaifi, Amal Muhammad Sarhan and Dhawi, Bayoumi Muhammad and Muhammad, Abdel-Khaleq Fouad. (2018). Developing leadership roles for secondary school principals in the Republic of Yemen. *Journal of the College of Education in Ismailia*, 40(1), 280-319
- Al-Qahtani, Abdullah. (2019). The role of organizational culture in activating the sharing of tacit knowledge: An applied study on the College of Medicine at King Abdulaziz University in Jeddah. *King Fahd National Library Journal*, 25 (1), 97-136.
- Al-Rifai, Mamdouh Abdel Aziz (2012). Knowledge management (intellectual capital entry). 5th floor, Cairo: Dar alkotob alalameyah.
- Al-Subaie, Obaid. (2009). The leadership roles of education administrators in light of the requirements of change management. Published PhD thesis, Umm Al-Qura University, Saudi Arabia.
- Awdah, saleh (2016). The role of leadership styles in enhancing the practice of knowledge management processes for members of the Palestinian security forces in the southern governorates. Published Master's Thesis, Al-Aqsa University, Gaza, Palestine
- Bahamid, Mabrouka. (2021). Employing tacit knowledge and its impact on the quality of educational service. (Master thesis), Ahmed Deraya University - Adrar, Algeria
- Cheng, E. C., Wu, S. W., & Hu, J. (2017). Knowledge management implementation in the school context: case studies on knowledge leadership, storytelling, and taxonomy. *Educational Research for Policy and Practice*, 16(2), 177-188.
- Chin, T., Wang, S., & Rowley, C. (2020). Polychronic knowledge creation in cross-border business models: a sea-like heuristic metaphor. *Journal of Knowledge Management*.
- Duan, Y., Yang, M., Huang, L., Chin, T., Fiano, F., de Nuccio, E., & Zhou, L. (2022). Unveiling the impacts of explicit vs. tacit knowledge hiding on innovation quality: The moderating role of knowledge flow within a firm. *Journal of Business Research*, 139, 1489-1500.
- Garcia, N. (2017). An Exploration of the Perceptions of Lead Administrators about Practices Pertaining the Retention of Tacit Knowledge within their Non-Academic Units at a Medium-Sized Public University (Doctoral dissertation, Texas Tech University, USA).
- Jingkun, B., Sihan, L., & Hongyan, L. (2022). Enterprise knowledge governance and tacit knowledge sharing from the perspective of openness. *Science Research Management*, 43(1), 143.
- Minrawi, Hana. (2015). The role of tacit knowledge in improving the quality of higher education service "A field study on Palestinian universities in the governorates of Gaza. Published master's thesis, Ain Shams University, Cairo, Egypt
- Naidoo, P. (2019). Perceptions of teachers and school management teams of the leadership roles of public school principals. *South African Journal of Education*, 39(2), 1-14.
- Nosrati, S., Khosravi, M., & Ghaderi, M. (2020). Identifying the Tacit Knowledge of High School English Language Teachers of Objective Evaluation Methods: A Phenomenological Study. *Journal of Curriculum Studies*, 15(56), 140-119.

- Roudi, G., Mousavi, A., Ziaei, S., & Sharif Mogaddam, H. (2020). The Role of Organizational Leadership and Culture Parameters on Sharing of Tacit Knowledge of Library Staff in Iran Governmental Universities. *Journal of Academic librarianship and Information Research*, 54 (3), 87-106.
- Sepuru, M. G., & Mohlakwana, M. A. (2020). The perspectives of beginner principals on their new roles in school leadership and management: A South African case study. *South African Journal of Education*, 40(2), 1-11.
- Urbanová, E. (2021). Possibilities of knowledge transfer in the practical training of educational leaders in the Czech Republic. *International Journal of Teaching and Education*, 9(2), 69-79.
- Wang, Y., & Zhang, W. (2021). The Effects of Principal Support on Teachers' Professional Skills: The Mediating Role of School-Wide Inclusive Practices and Teacher Agency. *International Journal of Disability, Development and Education*, 68(6), 773-787.
- Yassin, Saad Ghaleb. (2007). *knowledge management*. Amman: Curriculum Publishing House.
- Youngs Peter and King Bruce (2012). Principal Leadership for Professional Development to Build School Capacity, *Educational Administration Quarterly*, 38(5) , 643 – 670.