

# The level of knowledge management among kindergarten principals in the city of Amman from their perspective and its relationship with some variables

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## Abstract

This study aimed to identify the level of knowledge management among kindergarten principals in the city of Amman from their perspective and its relationship with some variables. The study sample consisted of (102) principals selected randomly from several kindergartens, a questionnaire consisted of four domains has been designed, and its validity and reliability were verified. To analyze the data statistically, means and standard deviations were used, and "T" test was used for independent samples, one-way analysis of variance, and Scheffe' test, the study reached the following results:

The level of knowledge management among kindergarten principals in Amman from their perspective got a high degree. There were no statistically significant differences among kindergarten principals attributed to the educational level, marital status, or experience with the exception of the development of intellectual and cognitive resources, differences came in favor of the less experienced.

The study reached a set of recommendations such as conducting further studies in knowledge management that tackles the variables of this study and other variables that it didn't deal with, and holding training workshops in knowledge management for administrators and teachers.

**Keywords:** Knowledge Management, Kindergarten Principals

## Introduction

Today, the world is witnessing a dramatic and rapid change in all economic, social, cultural and educational fields. One of the reasons for this change is technological progress and the revolution in the field of knowledge and communication, which requires the human being to keep abreast of his data in the aforementioned fields, including the educational field.

The interest in education is one of the most important signs of the development and progress of society. It is the first pillar that develops the personality of the individual, enriches the culture of the people, preserves and transmits them to future generations. The interest in the quality of education increases the value of the outputs and strengthens them to support and promote all state institutions.

Education is always striving to provide a decent life for the individual and society through its various fields and systems. This is the most effective field in achieving and keeping pace with development. The educational administration is the main system and the top of the pyramid in the educational client (Abu Naser, 2008).

Kindergarten occupies a high place in contemporary society. It is an educational institution with a group of female managers who work in kindergartens. It is one of the beacons that illuminate the imagination and present and future paths of children, which seek to shape the Arab mind. This has contributed to increasing the demand for kindergartens from all levels, without distinguishing between time and place or the educated generation, thus supporting the development of the kindergarten entity and the development of society as a whole (Shakibi, 2004).

The director of the kindergarten is the primary responsibility for all aspects of the educational process in the kindergarten. It is important that the knowledge of the nation's goals is fully realized and that the means

that illuminate the way to achieve these goals are taken into consideration in a rapidly changing world (Bader, 2012). Due to rapid development in science and technology and the consequent economic, social and cultural change which requires either adaptation to these changes or failure and extinction (Tajm, 2000).

One of the changes and challenges facing institutions in general, and educational institutions in particular, is the application of knowledge management because of its many objectives as mentioned above (Al-Sawy, 2007): simplifying administrative processes and reducing costs by eliminating lengthy or unnecessary procedures, The aim of reducing the time spent in providing the required services and development and encourage the flow of ideas freely, and the objectives of knowledge management also improve the image of the institution and develop its relationship with others, and all the above mentioned in this area contributes to the efficiency of work and growth and creativity.

In the view of Nonaka, knowledge is a valid and rational belief, based on the fact that knowledge is a dynamic human process to modify beliefs that an individual believes in, and is created through a qualitative interaction between explicit and implicit knowledge (Jaradat, Maani, & Saleh, 2011).

Knowledge management is a methodology that leads to the development of the various processes, methods and activities through which the organization seeks to achieve its objectives and excellence and success by enriching the work and enhancing productivity, as well as giving value to stakeholders through the acquisition, storage and use of knowledge of the expertise, knowledge and skills of the employees of the institution and the knowledge and skills of the institution itself through the use of modern technology to be available to all at all times and places (Tashkendi, 2008).

Researchers (Al-Sakarna, 2009) classified knowledge into categories such as: unclassified, non-scattered personal knowledge of the individual's perception and experience at work, public knowledge through newspapers and books, general understanding and reference to unclassified knowledge but pervasive social communication and public ideas. Knowledge is also defined as an explicit and conscious knowledge of the facts, theories and concepts that the individual has learned or discovered with experience, objective knowledge, knowledge shared by the members of the institution and common professional knowledge. The third category is automatic knowledge, which is acquired through work, skills and talents.

Al-Sawy, 2007, argues that there are several elements of knowledge: content that determines information that plays a major role in the development of enterprise performance, the technology that communicates and develops content, processes through which procedures are developed to update and develop knowledge; the last element is individuals who use knowledge.

The importance of knowledge management has been the target of many studies. Al-Atarana (2006) conducted a study aimed at revealing the availability of knowledge management functions and their impact on the effectiveness of managers in Jordanian ministries. The sample was (131) managers and (336) employees, and the study reached several results, including: The degree of knowledge management and in the view of managers was high, and from the point of view of staff was medium.

The study of the Al-Mataeni (2008) aimed at building a model for knowledge management in higher education institutions in the Sultanate of Oman. The sample consisted of (327) subjects, the results of the study showed that the degree of application of knowledge management in institutions of higher education in the Sultanate of Oman was moderate. The study recommended adopting this model in Higher Education institutions in the Sultanate of Oman.

Al-Zaidi (2008) studied the degree of practice of knowledge management systems in educational supervision centers in Taif Governorate from the point of view of educational supervisors. The study was applied to (237) supervisors, and the data was collected by means of a questionnaire consisting of (60) paragraphs. The study found several results that knowledge management systems were practiced in a medium degree, and that there are significant differences due to scientific qualifications and years of experience.

The study of Abu Al-Nadi (2009) examined the knowledge management reality in Jordanian universities through a sample of (593) members of the administrators and faculty members of Jordanian universities, the results of the study showed that no knowledge management rules have been practiced in official Jordanian universities, and that there is a lack of knowledge management rules in the Jordanian universities. Statistical differences were attributed to university variables and experience, and no differences were found for the variable of job title.

Khubash (2009) conducted a study aimed at identifying the factors affecting the application of knowledge management in Jordanian universities. The sample was applied to (163) employees in the higher and intermediate administrative levels, the study showed that there are no statistically significant differences in the

application of knowledge management within the Jordanian universities due to the lack of significant differences in the application of knowledge management within the Jordanian universities attributed to gender variables, age, experience, job, scientific qualification.

Al-Khalidi (2009) studied the aim of revealing the level of application of knowledge management in the Football Association in Jordan. The sample consisted of (18) administratively. The results revealed that the level of knowledge management in the Union is weak.

The Regsdell study (2009) aimed to identify the knowledge management achieved by increasing the profitability of educational institutions through its operations and the degree of knowledge management used to support the various processes in universities and the practice of teaching. The sample consisted of (55) students, Noting that the sample preferred to use knowledge management at universities.

The study of Osman (2010) aimed to identify the trends of secondary government principals towards the application of knowledge management in the northern governorates in Palestine. The sample was (640) male and female principals. The results of the study showed that the attitudes of secondary government principals towards applying knowledge management were positive towards implementing knowledge management in the Ministry of Education in all secondary government schools in Palestine.

Omona & Dereide (2010) conducted a study aimed at revealing the role of using information technology to enhance knowledge management in higher education institutions. The sample size was (312) subjects. The results showed that the use of information technology in knowledge management led to improved knowledge management.

Al-Zatma's study (2011) aimed to reveal the relationship between knowledge management and performance excellence in the intermediate technical colleges in the Gaza Strip. The sample was (279) faculty members. The study reached several results: Knowledge management scores were high, and there were significant differences in knowledge management due to the years of experience towards the most experienced. There was also a significant relationship between knowledge management and performance excellence.

Al-Otaibi (2012) conducted a correlation study to reveal the relationship between knowledge management and management creativity in early childhood principals in the city of Riyadh from the point of view of teachers. The study has been applied to (92) teachers. The study reached several results, including: a positive correlation between knowledge management and management creativity, the degree of knowledge management was high, and there are no significant differences in knowledge management and creativity due to scientific qualifications or experience.

The study of Gebran and Mansouri (2015) examined the degree of application of knowledge management processes at Sultan Qaboos University in the Sultanate of Oman from the point of view of its faculty. The study population consisted from all faculty members of the scientific and humanities colleges of Sultan Qaboos University. The sample consisted of (207) faculty members. The study showed that the degree of application of knowledge management processes at the Sultan University in Oman from the point of view of faculty members is medium. The results also found that there are no significant differences among faculty members in the degree of application of management processes due to gender, academic and gender variables in favor of (10 years and above) in the field of knowledge generation, and to those with experience (6-10) in activating and implementing activities.

The study of Tahayneh and Khalidi (2015) aims at identifying the degree of application of knowledge management processes in the faculties of physical education in Jordanian universities from the point of view of faculty members and whether there are statistically significant differences in the degree of application of knowledge management processes due to gender, . The study was conducted on a sample of (51) faculty members from the faculties of Physical Education at the University of Jordan and the Hashemite University. The results showed that the degree of application of knowledge management in the faculties of physical education was high. There are also statistically significant differences in the degree of knowledge management processes Gender variables, experience, and academic level.

Al-Talbani, Budair and Al-Raqab (2015) were interested in identifying the requirements of applying knowledge in the Palestinian universities in the Gaza Strip. The sample consisted of (241) administrative. The study found that application of knowledge ranked first, followed by leadership. One of the recommendations of the study is to focus on the culture of knowledge management such as sharing and storing knowledge.

This study has benefited from previous studies in the theoretical framework and design of the questionnaire. The study also complemented the efforts that dealt with the management of knowledge in educational institutions, which may constitute a new knowledge addition in the Arab research in the management

of kindergartens.

### **The problem of the study and its questions**

Management work is based on advanced knowledge, which requires special type of knowledge management, which has become a necessary urgent in all institutions with different roles, tasks and levels due to the widespread knowledge, preservation, retrieval and dissemination of this knowledge, all of which requires sophisticated management. To ensure the completion of this administration, the administration needs to be modernized in the Kindergarten and transformed from the level of information handling to the level of knowledge building, to the ability to implement, i.e., not to stop when dealing with information. The purpose of the program is to develop knowledge through teaching, learning and re-education within the required change and in the planned manner that enhances the competitive advantage in the dissemination and use of knowledge in order to improve quality and increase profitability and continuous development.

The importance of knowledge management and the researcher's specialization and interests prompted her to undertake this study. Therefore, the problem of the study is defined in the knowledge of the level of knowledge management among kindergarten principals and its relation to some variables by answering the following questions:

1. What is the level of knowledge management among kindergarten principals in the Amman region?
2. Are there any statistically significant differences in the level of ( $\alpha=0.05$ ) in the management of knowledge among female managers due to the marital status?
3. Are there any statistically significant differences in the level of ( $\alpha=0.05$ ) in the knowledge management of managers due to experience?
4. Are there any statistically significant differences in the level of ( $\alpha=0.05$ ) in the knowledge management among female managers due to the level of education?

### **Purpose of the study**

The study aimed to identify the reality of knowledge management among the principals of kindergartens in the Amman region from their point of view, and the relationship with the variables of educational level, experience and marital status.

### **The importance of the study**

The importance of knowledge management in kindergartens, which must be based on modern administrative trends, aims to expand the circle of generation of the beneficiary of the knowledge given to him and able to employ them at all times and in any direction so that the members of the institution benefit from this knowledge stored and developed and innovate proportionately, The importance of study is due to the importance of management and the role of leadership in the application of knowledge management has been emphasized by the study of Machuca (2014) which emphasizes the role of transformational leadership in facilitating the application of knowledge at various stages.

The importance of the study is determined by the possibility that kindergartens and training centers can benefit from the results of the study.

### **Terms of study and procedural definitions**

**Knowledge Management:** It means Knowledge acquisition, development, storage, dissemination and application (Bhatt, 2001).

In this study, knowledge management is conducted through the following domains:

**Development of intellectual resources:** through the development of knowledge and experience of individuals to hold courses and workshops and the use of this knowledge and evaluation.

**Generating Knowledge and Creativity:** This is to develop the creative vision of individuals and to provide a climate conducive to creativity and incentives for excellence.

**Activating the activities and methods required for the application of knowledge management:** It includes spreading the culture of knowledge management, activating the various activities that contribute to the excellence of the institution, and providing means of technological communication that contribute to the application and use of knowledge.

**Knowledge storage:** refers to organizational memory contained in written documents, electronic databases and other stored and documented human knowledge.

The knowledge management process is reflected in the degree to which the kindergarten principals in Amman receive the knowledge management tool developed to achieve the objectives of this study.

**Kindergarten Principal:** She is the educational leader who oversees kindergartens and manages her tasks, and is responsible for all aspects of the development of children aged 4-6 in all respects and preparing them for the basic school.

**Experience:** This is the experience in management, and includes three levels less than five years, from 5-9 years, 10 years or more.

**Educational Level:** Has three levels: Less than Bachelor, Bachelor, and Master.

### **The limits of the study**

The study was limited to kindergarten principals. The results of the study are based on the data provided by the kindergarten principals in the school year (2016/2017).

### **Determinants of study**

The results of the study are determined by the population from which the sample was drawn and by the tool whose reliability and validity were verified in order to reveal the knowledge management of kindergarten principals.

### **Method and procedures**

This section deals with the methodology of the study, its population and its sample, the tool used, the procedures of validity and reliability of the tool, and the procedures of the study.

### **Population of the Study**

The population of the study consists of all (849) kindergartens directors from kindergartens in Amman according to statistics issued by the Ministry of Education (2014-2015).

### **Sample of the Study**

The study sample consisted of (102) principals from the kindergartens managers in the Amman region. They were chosen according to the variable function of several kindergartens. Table (1) shows the distribution of the study sample according to its variables.

**Table (1): Sample distribution according to study variables**

Variable	Dimensions of the variable	N	Percentage
Marital status	Married	71	69.6%
	single	31	30.4%
<b>Total</b>		102	100%
Years of Experience	Less than 5 years	36	35.3%
	From 5-10 years	36	35.3%
	More than 10 years	32	31.4%
<b>Total</b>		102	100%
Educational level	Less than a Bachelor	32	31.4%
	Bachelor	46	45.1%
	Master	24	23.5%
<b>Total</b>		102	100%

### Study tool

In order to achieve the objective of the study, a questionnaire was designed to measure the level of knowledge management in kindergartens. It was developed through the study of relevant educational literature, such as the Alan study (2010), Zubaidi (2008) and Tashkenti (2007) Specialists in the development of a list of four areas: the development of intellectual and cognitive resources in the kindergarten, the generation of knowledge and creativity, in the kindergarten, and activating activities and methods to implement knowledge management, and the field of knowledge storage.

#### Validity of the tool

The tool validity was confirmed by:

**The validity of referees:** The questionnaire was presented in its initial form, consisting of (40) paragraphs to a (10) arbitrators who are competent in the field of education and kindergartens. The proposed amendments were agreed upon by (80%) of the arbitrators in their recommendations, based on these recommendations the questionnaire consists of (29) paragraph.

**Logical validity:** The paragraphs were formulated in the light of the theoretical framework of the subject of knowledge management and after reviewing its various standards.

#### Reliability of the tool

After applying the questionnaire to the survey sample consisting of (30) kindergarten principal, reliability was calculated by:

1. Alpha coefficient (Cronbach): using alpha-Kronbach the reliability coefficients were as in Table (2).

**Table (2): Reliability coefficients according to the Alpha Kronbach coefficient**

knowledge management	Alpha coefficient
Evolution of intellectual resources	0.747
Generating knowledge and creativity	0.838
Activation of activities and methods	0.807
Knowledge storage	0.935
Total score	0.910

It is noted from Table (2) that all reliability coefficients according to the Kronbach coefficient ranged between (0.747 and 0.935) which is scientifically appropriate.

2. Test/retest Method: The questionnaire was applied to a survey sample of (30) managers, and was re-applied to the sample itself after (14) days. The correlation coefficient between the first and second applications was as shown in Table (3).

**Table (3): Pearson correlation coefficient for the test/retest reliability method**

knowledge management	Pearson correlation coefficient
Evolution of intellectual resources	0.801
Generating knowledge and creativity	0.773
Activation of activities and methods	0.798
Knowledge storage	0.837
Total score	0.802

Table (3) shows that all Pearson correlation coefficients ranged from (0.773 to 0.837), confirming the reliability of the tool and its suitability for scientific use.

### Study variables

- Knowledge management and its domains.
- Experience has three levels, less than five years, 5-9 years, 10 years and more.
- Marital status, and has two levels: married, single.
- Educational level: He has three levels: Less than a bachelor's, a bachelor's, a master's degree.

### Study Procedures

To complete this study, the following was done:

1. Access to theoretical literature and previous studies in the field.
2. Prepare the study tool and verify its validity and reliability through the survey sample.
3. Apply the questionnaire to the sample.
4. Collect data and insert it into the computer
5. Extracting the results, discussing them and making recommendations.

### Statistical Processes

The following statistical treatments were used:

- The mathematical averages and standard deviations to reach the level of knowledge management and its domains.
- Analysis of the mono-variance to detect the functional differences attributed to the marital status, experience, and educational level.
- Alpha Kronbach coefficient and Pearson correlation coefficient to detect instrument reliability.

### Results of the study and its discussion

The aim of this study was to investigate the level of knowledge management and its domains among the principals of kindergartens in the city of Amman and to detect the differences that are attributed to the marital status, experience and educational level. It has developed (4) questions to be answered to achieve these goals as follows:

**The answer to the first question:** What is the level of knowledge management among Kindergarten principals?

To answer this question, the arithmetical averages and standard deviations were used. Table 4 illustrates:

**Table (4): Knowledge management and its dimensions among kindergarten principals**

knowledge management	Mean	Standard deviation	Rank	Level
Evolution of intellectual resources	4.0	0.59	2	High
Generating knowledge and creativity	4.11	0.64	1	High
Activation of activities and methods	4.07	0.63	3	High
Knowledge storage	3.5	0.60	4	Moderate
Total score	3.94	0.54	000	High

The results in table (4) showed that the level of knowledge management was high with an average of (3.94). The results in the same table showed that the levels of knowledge management domains were high except for knowledge storage, The domain of activating activities and methods was ranked first with an average of (4.11), while the field of generating knowledge and creativity in the second ranking with an average of (4.07) and the domain of development of intellectual resources and knowledge came in the third rank.

The achievement of high levels from principals in knowledge management in most areas indicates the high-level confidence of principals in their abilities and the high use of knowledge management in kindergartens. This result is a positive indicator of the success of female principals in the use of activities and methods to implement knowledge management, and knowledge in kindergarten, and in the generation of knowledge and creativity in it, and this result is an indication of their success to some extent in the storage of knowledge in multiple ways, and to benefit from it when needed.

This finding is consistent with the results of the two studies: Al-Otaibi (2012), Tahayneh and Al-Khalidi (2015), and is largely consistent with the studies of Osman (2009), Al-Zatma (2011) and Talabani et al. (2015). This result differs with the results of the studies of Jubran & Mansouri (2015) and Al-Zayadi (2008), which showed that the level of knowledge management in the sample was average, and Khalidi (2009), which concluded that the level of knowledge management was weak. The difference between the outcome of this study and the results of previous studies reflects the need for further studies in the area of knowledge management and from various perspectives.

**The answer to the second question:** Are there any statistically significant differences in the knowledge management among kindergarten principals due to the marital status?

In order to answer this question, One-way analysis of variance was used and table (5) illustrates this.

**Table (5): Results of the "T" test to indicate the differences in knowledge management that is attributable to the marital status**

Variable	Marital status	Mean	Standard deviation	T value	Sig
Evolution of intellectual resources	Married	4.06	0.51	678	0.500
	Single	3.98	0.75		
Generating knowledge and creativity	Married	4.10	0.57	0.151	0.880
	Single	4.12	0.68		
Activation of activities and methods	Married	4.06	0.58	0.315	0.753
	Single	4.11	0.65		
Knowledge storage	Married	3.43	0.56	1.17	0.241
	Single	3.69	0.64		
Total score	Married	3.92		0.496	0.621
	Single	3.98			

Table (5) shows that there are no significant differences in the management of knowledge, the total score and all domains, among kindergarten principals due to the marital status (married or single). This means that female managers have similar degrees in knowledge management and its domains and that marriage or not doesn't have significantly effect on their degree of knowledge management.

The researcher did not find previous studies looking at the differences in the management of knowledge that are attributable to the marital status so it is important to conduct other studies looking at the significance of these differences.

The answer to the third question: Are there any statistically significant differences in knowledge management among kindergarten principals due to experience? In order to answer this question, the analysis of the Mono-variant was used and table (6) illustrates this:

**Table (6) Results of the analysis of One-Way analysis of variance to indicate differences in degrees of knowledge management attributed to the experience.**

Variable	Source of variance	Sum of squares	Df	Mean of squares	F value	Sig
Evolution of intellectual resources	Between groups	30.61	2	1.80	5.58	*0.005
	Within groups	32.0	99	0.32		
	Total	62.61	101			
Generating knowledge and creativity	Between groups	0.74	2	0.370	0.883	0.417
	Within groups	41.48	99	0.419		
	Total	42.22	101			
Activation of activities and methods	Between groups	1.93	2	0.969	2.43	0.093
	Within groups	39.39	99	0.39		
	Total	41.48	2			
Knowledge storage	Between groups	0.58	2	0.295	0.275	0.76
	Within groups	105.13	99	0.16		
	Total	105.71	101			
Total score	Between groups	1.32	2	0.661	2.32	0.104
	Within groups	28.22	99	0.28		
	Total	29.54	101			

\*Statistical significance at ( $\alpha \leq 0.05$ ).

Table (6) shows that there are no statistically significant differences at the level ( $\alpha=0.05$ ) in the knowledge management among kindergarten principals due to experience. Except in the area of intellectual and cognitive resources development, where the value of "F" was (5.58) and reached the level of significance ( $\alpha=0.05$ ).

To find out between which levels of experience these differences were found, the Schiffe test was used and Table (7) illustrates:

**Table (7): Results of the test to determine the differences in degrees of knowledge management by experience**

Knowledge management	Comparison groups	Differences in averages	Sig	The differences in direction
Evolution of intellectual and cognitive resources	between more than 10 years and less than 5 years	0.45	0.006	Less than 5 years

Table (7) shows that the differences in the development of intellectual and cognitive resources among female managers with more than (10) years of experience and less than five years' experience with the less experienced group. This result is due to the increased interest in knowledge management in recent years. Which has clearly impacted the new principals, who may be younger, more active and supportive of change, reform and

development than the more experienced management and less receptive to change that they consider to be less important or more difficult to implement. The findings of this study show that there are no significant differences in knowledge management due to experience except intellectual and cognitive resource development, which are largely consistent with the studies of: Khashab (2009), Zaidi (2008) and Al-Otaibi (2012). There are statistically significant differences in knowledge management due to the variable of experience.

The present study differs in this result with the result of Zatma (2011), which showed that there are significant differences in knowledge management due to the experience variable towards the most experienced (10 years and above), and in activating and distributing activities, and applying them to the experienced people (6-10) Years. The results of the current study differed with the study of Tahaynah and al-Khalidi (2015), which showed that there are no significant differences in knowledge management due to the variable of experience.

The difference in the results of previous and current studies confirms the need for further studies to enrich knowledge in this area.

**The answer to the fourth question:** Are there any statistically significant differences in the knowledge management of kindergarten principals due to the level of education?

In order to answer this question, One-way analysis of variance was used to illustrate this:

**Table (8) Results of One-way analysis of variance to indicate differences in degrees of knowledge management attributed to the educational level**

Variable	Source of variance	Sum of squares	Df	Mean of squares	F value	Sig
Evolution of intellectual resources	Between groups	0.14	2	0.57	0.208	0.812
	Within groups	35.46	99	0.358		
	Total	35.50	101			
Generating knowledge and creativity	Between groups	0.11	2	0.054	0.127	0.881
	Within groups	42.12	99	0.425		
	Total	42.23	101			
Activation of activities and methods	Between groups	0.10	2	0.049	0.178	0.890
	Within groups	41.23	99	0.417		
	Total	41.33	101			
Knowledge storage	Between groups	5.63	2	2.81	0.278	0.067
	Within groups	100.09	99	1.01		
	Total	105.72	101			
Total score	Between groups	0.39	2	0.197	0.668	0.515
	Within groups	29.15	99	0.294		
	Total	29.54	101			

Table (8) shows that there are no statistically significant differences at the level of ( $\alpha=0.05$ ) attributed to the educational level, where the value of "F" is (0.668), and the level of significance between (0.067 and 0.890) that it didn't reach the level of significance ( $\alpha=0.05$ ). The findings of this study in terms of differences in knowledge management attributed to the level of education mean that principals are similar in the level of knowledge management and that the level of education (less than Bachelor - Bachelor - MA) does not significantly affect the level of knowledge management of kindergarten principals.

The findings of this study are consistent with my studies: Al-Zaidi (2008) and Al-Otaibi (2012).

Due to the scarcity of studies in this field, there is a need for further studies to examine the differences in knowledge management that are attributed to the educational level.

## Recommendations

Based on the study results, the study recommends:

1. Conducting training workshops to qualify female managers and teachers for the requirements and activities of knowledge management development.
2. Attention to leaders who are moving towards reform in administrative practices, which show the future vision of kindergarten.
3. Conducting further studies on knowledge management among kindergarten principals, including the variables of this study to enrich theoretical research in this field.
4. Conducting correlational studies on knowledge management relationship with other variables such as thinking methods or quality level in kindergartens.
5. Hold conferences and seminars to enrich the ability of female managers to self-learn to enable them to acquire knowledge, develop themselves and their ability to learn continuously.

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