

THE EFFECT OF STRATEGIC LEADERSHIP ON KNOWLEDGE SHARING IN THE JORDANIAN GOVERNMENT SCHOOLS FROM THE TEACHER'S POINT OF VIEW

Sahar saleh Abdel Rahman AlKawaldeh

Jerash post office, Postal code (26119)

Email: salkwdalt85@gmail.com

ABSTRACT: *The current study aimed to identify the impact of strategic leadership on knowledge sharing in Jordanian government schools from the teachers point of view, and to achieve the goals of the study, the researcher followed the descriptive survey approach, in terms of applying the study tool, which was represented in a questionnaire consisting of (20) paragraphs, On the sample, which amounted to (356) male and female teachers from government schools in the Jerash Education Directorate, the study reached a number of results, the most important of which were: The degree of Jordanian government school principals' possession of strategic leadership skills from the teachers 'point of view is medium, and that there are statistically significant differences to the degree of The directors of Jordanian government schools have strategic leadership skills from the teachers 'point of view due to the variable of gender and experience, and there is a statistically significant effect of strategic leadership skills on knowledge sharing from the teachers' point of view. The study recommended a number of recommendations, the most important of which was: The administrator's awareness about the importance of adopting a strategic management method to stimulate knowledge sharing between them and the teachers.*

KEYWORDS: leadership, strategy, knowledge sharing, teachers.

INTRODUCTION

Knowledge is the power, and it is the most valuable resource for educational institutions if used in the right way, as knowledge has become considered the primary resource instead of being one of the resources of the institution. Therefore, educational institutions must take care of them and try to ensure the presence of appropriate knowledge at the time that they need, and therefore, sharing in this Knowledge between teachers among them, or between administrators and teachers is the means to achieve success for the institution, as the future of the educational institution depends on the knowledge of its best employees, and the transition to a better position requires the educational institution to ensure that it has the correct knowledge and appropriate Its application.

Knowledge sharing is the most important component of knowledge management, and knowledge sharing achieves competitive advantages, by improving the educational

institution's ability to satisfy the various needs of the teacher, and to respond to rapid changes in demand (Chen & Cheng, 2012).

One of the barriers to sharing knowledge is that educational institutions managers believe that it is a process that occurs automatically, and does not require planning while sharing knowledge has become strategic planning to achieve the goals of excellence for the educational institution. To overcome these challenges, educational institutions need leadership that supports the sharing of knowledge, either by developing a culture that supports this, or by developing human capital, and providing teachers with the knowledge they need, or building a strategic vision that ensures teachers are familiar with a common strategic vision and goals, Either by providing balanced supervision of teachers (Yang & Wan, 2004).

Problem of the Study:

The success and competitiveness of educational institutions - in light of the advantages of cognitive openness, require them to keep abreast of every change associated with this sector, and they thus need permanent knowledge of what is happening in their external and internal environment, for having the right knowledge means the right direction, and from this standpoint, the process of sharing knowledge ensures that Everyone in the educational institution contributes to achieving the goal of progress and keeping abreast of recent developments, as many researchers emphasized the need to pay attention to sharing knowledge in educational institutions.

Therefore, the problematic issue can be formulated as follows:

What is the effect of strategic leadership on knowledge sharing in Jordanian government schools from the teachers' point of view?

This research raises a set of questions through which the answer to the study problem will be answered

These questions are as follows:

1. What is the degree of principals of Jordanian public schools possessing strategic leadership skills from the teachers' point of view?
2. Does the degree of principals of Jordanian government schools possess strategic leadership skills from the teachers' point of view of gender and experience?
3. Is there a statistically significant effect of strategic leadership on knowledge sharing in Jordanian government schools from the teachers' point of view?

Objectives of the study

The main objective of this study is to clarify the level of support for strategic leadership practices for both knowledge sharing behaviour and strategies, and this can be achieved through the following sub-goals:

1. Understand the nature of strategic leadership practices in Jordanian educational institutions.

2. Determine the impact of strategic leadership practices on participation in Jordanian educational institutions.

The study importance

This study attempts to contribute to achieving the continuous success of educational institutions in Jordan because these institutions are important in improving the level of student learning and developing teachers' skills academically, as it is a reflection of the cultural and social level of the country.

The way to achieve scientific progress and improve and maintain educational and educational outcomes is achieved through the possession of the resource that possesses various scientific knowledge and skills, and it is difficult to imitate it as it is characterized by renewal, and these characteristics are available in the resource of knowledge, so finding knowledge that makes the institution outperform the challenges of the modern era and the scientific explosion is The most important goal that must be achieved, and most studies confirmed that the creation of knowledge is through the process of sharing it, and the accompanying learning process that results in knowledge constantly.

Study limitations:

1. Time-domain: The researcher distributed the study tools during the academic year (2019/2020) from the second semester.
2. Spatial domain: The researcher applied the study tools in the government schools of the Jerash Education Directorate.
3. The human field: The study was restricted to male and female teachers in government schools of the Jerash Education Directorate.

Study population and sample

The study community is represented by the teachers of public schools in the Jerash Education Directorate, who are (3119) male and female teachers, according to the last statistic for the year (2019), the sample will be randomly chosen from them, which will be according to the formula of Stephen Thompson (356) male and female teachers, which is (11.4%) of Community size.

$$n = \frac{N \times p(1-p)}{\left[\left[N - 1 \times \left(d^2 \div z^2 \right) \right] + p(1-p) \right]}$$

Whereas:

N: Community size

Z: the standard score corresponding to the significance level (0.95) and equal (1.96)

P: property, neutral and availability ratio (0.50)

d: error and equal ratio (0.05).

Study tools:

The researcher will rely on the following tools to collect data and information:

1. Books, scientific sources, studies and research published in Arabic and English, related to independent and dependent study variables.
2. Developing a questionnaire to obtain the necessary data and information regarding strategic leadership and knowledge sharing.

The terminology of study:

1. Strategic Leadership: The ability to influence others to make voluntary daily decisions to improve the long-term stability of the educational institution, while maintaining learning outcomes (Wanasika, 2009,).
2. Knowledge sharing: the search for knowledge in its locations throughout the educational institution so that individuals and groups share knowledge stored in places designated for storing knowledge (LINDA, 2015).

Statistical methods:

A number of statistical tests were used to examine the study hypotheses as follows:

1. The Cronbach Alpha Factories for Determination of Reliability and Building Validity for Determination of Validity of Instruments.
2. Mathematical averages and standard deviations to estimate the degree to which managers have strategic leadership and knowledge sharing.
3. T-Test
4. ANOVA analysis.

THEORETICAL FRAMEWORK

First: the concept of strategic leadership

The theory of strategic leadership returns to the theory of higher levels developed by (Hambrick & Mason) and the higher-level theory indicates that the educational institution is a reflection of the awareness of the values of managers at the higher level, so that the knowledge of experience, values, and preferences of the manager will affect his assessment of the environment and his strategic choices, The term strategic leadership derives from strategic management, as the most important role for the strategic leader in the formulation of the strategy, and strategic leadership refers to the ability to influence others to voluntarily make daily decisions to improve the long-term stability of the organization and the governor At the same time, the short-term financial stability. (Vera & Crossa, 2004).From this definition, we note three factors that are that the strategic leader affects others, is directed towards the future and faces difficulty in achieving compatibility between long-term and short-term goals.

Aspects of strategic leadership:

1. The content of leadership: It is determined whether strategic leadership emerges as a result of a person, a group of people, and a situation.

2. Source of influence: It refers to the methods used in committing to achieving the desired goals, among which are: the use of personality and charisma, direct influence through strict laws, undesirable effect through the use of experience.

3. The relationship between the leader and the members: It describes the horizontal and vertical relationships between the leader and the followers.

4. The guiding role of leadership: It indicates whether leadership is linked to making the role. In making the role, the leader defines the roles of the individual, or takes the role of the group and the educational institution, and distributes responsibilities and resources according to the goals to be accomplished, while in the direction towards taking the role the leader, group and educational institution They adopt roles according to the tasks to be accomplished (Venter, 2008).

5. Unit of Analysis: It is important to define the unit of analysis to avoid the problem of generalization at a certain level of analysis at other levels of analysis.

6. Driving steering system: is it closed or open?

7. Leadership work structure: Describes whether the leader adheres to formal bureaucratic laws and regulations, or does it not agree with existing regulations and creates new instructions, or adheres to instructions and laws that serve his interests (Ussahawanitchakit, 2012).

Strategic leadership system:

Sosik et al (2005) provided a model for a strategic leadership system, this system consists of:

1. Strategic Leadership Inputs: It includes the attributes and roles of the executive leader, employee skills and knowledge, which affect strategic leadership, industry trends, market opportunities, information technology, and stakeholders.

2. Strategic Leadership Operations: It consists in the set of behaviours represented in identifying industry trends, or focusing on the central message, strategy and vision, or selecting and developing individuals who align with the strategy, integrating individuals and appropriate technology, creating cooperation and trust, supporting learning and innovation, and enhancing the central or strategic message. Or refocus on the form of future success.

3. The outputs of the strategic leadership system: These include the financial performance of the organization, customer satisfaction, expansion of knowledge bases, contact with shareholders, continuous improvement of individuals and operations, or joint leadership (everyone in the educational institution participates in leadership tasks).

The need for strategic leadership:

The importance of strategic leadership can be summarized as follows:

1. Strategic leadership develops, cares and supports the structure of the educational institution, individuals, social capital, and organizational capabilities, in order to exploit opportunities and avoid threats in a timely manner.

2. Strategic leadership in the twenty-first century needs the creation of organizations that interfere between sources and capabilities, and between human capital that possesses skill and knowledge, and social capital that possesses effective resources, both of which are important for achieving an impetus to the organization and competitiveness.

3. The strategic leadership is credited with the superiority of one organization over another, so the traditional roles should be eliminated and the direction of the strategic role, which looks to the best horizon, in which the leader has the vision as a distinctive characteristic, the strategic leadership understands the significance of events without being affected by their phenomena, and has the ability to make decisions quickly Possible without hindering that expected risk.

4. Strategic leadership, if exercised, gives belief to team members that leaders care about them, rather than using them as a means to reach goals.

5. The importance of strategic leadership lies in its role in reconciling the needs of different parties, through the capabilities and qualifications it holds to deal with these tasks (Boal & Schultz, 2007).

Second: knowledge sharing

Concepts related to knowledge

Before we discuss the concept of knowledge sharing, we review the most important definitions related to knowledge as follows:

1. Knowledge: Knowledge is an important source and source in the academic field, as it is referred to as intellectual and academic capital, requiring a focused effort to confirm its ownership, organization, transfer, and dissemination in the educational institution, and to ensure its existence and reliability in a timely and appropriate decision-making (Monica & others, 2013).

2. Knowledge management: Knowledge management can be described as an integrated process between a set of activities, which includes generating, storing, sharing and applying knowledge to transform intellectual resources into tangible, and it plays an important role in reaching the best performance (Liana & others, 2016).

It is also known as a set of processes and activities that will generate, use, disseminate and transmit knowledge; these processes are integrated within an integrated and effective system that facilitates access and dealing with various sources of knowledge in order to use them in an optimal way, and that will achieve the objectives underlined efficiently and Effectiveness in addition to encouraging creativity and innovation to ensure the perpetuation of competitive advantage and value creation for the enterprise (Linda, 2015) Educational institutions play a crucial role to ensure the quality of academic life, whether it is for students, working individuals or society from the perspective of societal knowledge and information technology-based on strong foundations of knowledge. Hence the importance of knowledge management in providing new opinions, ideas and effective practices to ensure the quality of educational management. Hence there is a new responsibility for management, namely the management of organizational knowledge in educational institutions (Bligh, et.al, 2006).

Definition of knowledge sharing

Knowledge sharing takes its place through individuals and groups alike and administrative units within organizations, and it is defined as the process by which explicit or implicit knowledge is transferred to other individuals through the connections between these individuals, and in this framework, it is possible to interpret knowledge sharing as Follows:

- Searching for knowledge in its locations throughout the educational institution so that individuals and groups share knowledge stored in places designated for storing knowledge.
- Knowledge sharing can be seen as the process of perceiving the different interpretations based on a piece of knowledge, so that knowledge recipients use this knowledge, and they also acquire the ability to do business based on this knowledge that has been acquired.
- Knowledge sharing can be considered the first generation of knowledge management, and it is described as the provision side of knowledge management because individuals can acquire knowledge through the exchange of knowledge between them as knowledge sharing is a process that takes multiple forms such as direct communication that occurs between individuals in conferences, meetings, and training workshops Dialogue and exchange sessions (Carter & Murry, 2009).

Knowledge classes shared:

Knowledge sharing takes its place through individuals and groups alike, and the administrative units within organizations. Therefore, we see two categories:

1. Declared knowledge: It is the knowledge available to others that is easy to access and express, and then transmit, and it is expressed in drawing, writing and speaking, and technology allows its transfer and transmission.
2. Tacit knowledge: it is the knowledge that resides in the minds and behaviour of individuals and refers to intuition, intuition and inner feeling, as it depends on experience and is difficult to transfer with technology, but is transmitted through social interaction (Chen & Chen, 2010)

Knowledge sharing missions:

Knowledge sharing represents the process of communication between two or more participants included in the process of transferring knowledge, this process includes a stock of knowledge available at the source of knowledge and through the interpretation of communications by one or more of the recipients of knowledge, the outputs of this process represents the creation of new knowledge.

Thus, knowledge sharing deals with three tasks:

1. Different method and nature of sharing according to the type of knowledge.
2. The transition from individual work to teamwork.
3. Sharing knowledge differs from sharing information because the information does not include an element of thinking (Chua & Pan, 2008)

Difficulties facing knowledge sharing:

There are many difficulties facing knowledge sharing, including:

1. The difficulty related to tacit knowledge, which is something that cannot be transferred by education or training and therefore the new knowledge remains an implicit part that

cannot be transferred and shared and requires time in order to repeat it in front of others and learn it slowly, deliberately and practising it.

2. Individuals are not inclined to share their knowledge with others because they are a source of their strength.

3. The attribute of disregard, although information technology appears between the sender and the recipient, as both of them do not know that the other possesses the knowledge that he is looking for, so there is an obstacle of disregard that shows negative behaviours.

4. The absence of a strong and reliable personal bond that can hinder the willingness of each party to reach the other in an appropriate manner and this certainly leads to a limitation in the possibility of imparting knowledge and sharing it (Jahani & Effend, 2011)

From the above, it is clear to us that activating the factors of effective participation of individuals helps to achieve the goals of the educational institution in a positive way, due to the individual and group feeling that the process of achieving its goals through the participatory work in the educational institution motivates them to maintain and advance the educational institution itself.

METHOD AND PROCEDURES

The researcher used the descriptive survey method in answering the study questions, as it suits the nature of the study.

Study population and sample:

The current study population is composed of all (4800) teachers in the Jerash Education Directorate in the Hashemite Kingdom of Jordan for the academic year (2019/2020).

The study sample:

The sample of the study was randomly chosen from the male and female teachers in the Jordanian government schools affiliated to the Jerash Education Directorate with (356) male and female teachers.

Study tool:

The researcher prepared a research tool consisting of (20) paragraphs divided into two axes. The first axis covered the areas of strategic leadership by ten paragraphs, and the second axis covered knowledge sharing in Jordanian government schools by ten paragraphs as well.

The Reliability of the study tool:

The researcher applied the tool to a survey sample from the study community by (30) male and female teachers twice with an interval of two weeks, to calculate the consistency of the study tool through the Cronbach alpha equation which was (0.91) which is an appropriate value for this type of human studies.

The validity of the study tool:

The researcher presented the study tool to a number of teachers, school administrators and experts in statistics, who are (10) employees and experts in measurement to make sure that the paragraphs of the tool are appropriate and free of ambiguity and are valid for application.

Study procedures:

1. A review of theoretical literature and previous studies on the topic of strategic leadership and knowledge sharing.
2. Development of the study tool in the way described previously
3. Determine the study sample individuals
4. Take the approved approvals to apply the study.
5. Distribute the questionnaire to the study sample and retrieve it.
6. Carrying out appropriate statistical analyzes, extracting and discussing results, and making recommendations.

Results:

To answer the study's first question: The researcher has derived the following criterion to determine the degree to which Jordanian government school principals possess strategic leadership skills from the teacher's point of view as follows:

Table No. (1) comparison criterion

NO	Rang	Significance
1	1 – 2.32	Low
2	2.33 – 3.65	Average
3	3.66 - 5	High

Then the researcher calculated the arithmetic mean of the degree of the Jordanian government school principals' possession of strategic leadership skills from the teacher's point of view, which reached (3.60) with a standard deviation of (0.95), which is an average value based on the comparison criterion of the study.

The second question: Does the degree of principals of Jordanian government schools possess strategic leadership skills from the teachers' point of view according to gender and experience?

To answer this question, an Independent Sample Samples t-test was used for both the gender and experience variable, and the following tables illustrate this:

Table No. (2) (Independent. Samples t-test) to examine the differences in the responses of the study sample individuals to the degree that the directors of Jordanian government schools have the skills of strategic leadership from the teacher's point of view according to the gender variable

gender	N.O	Mean	S.D	T	DF	sig
Male	156	3.67	0.59	3.51	354	0.001
female	200	3.92	0.47			

It is clear from the previous table that there are statistically significant differences in the average degree of responses of study sample individuals to the degree that directors of Jordanian public schools possess strategic leadership skills from the teachers point of view according to the gender variable, as the calculated value (sig) is less than the significance

level ($0.05 \geq \alpha$) Consequently, he rejected the null hypothesis and accepted the alternative, and looking at the arithmetic averages, we find that the difference is due to the interest of the females with an average of (3.92) compared to the average for the male (3.67).

Table No. (3) (Independent. Samples t-test) to examine the differences in the responses of the study sample individuals to the degree that principals of Jordanian government schools have strategic leadership skills from the teacher's point of view according to the variable of experience

Experience	N.O	Mean	S.D	T	DF	sig
Less than 10 years	100	3.62	0.56	3.51	354	0.000
More than 10 years	256	4.02	0.49			

It is clear from the previous table that there are statistically significant differences in the average degree of responses of the study sample individuals to the degree that principals of Jordanian government schools have the skills of strategic leadership from the teachers point of view according to the experience variable, as the calculated value (sig) is less than the level of significance ($0.05 \geq \alpha$) Consequently, he rejected the null hypothesis and accepted the alternative, and looking at the arithmetic averages, we find that the difference is due to the interest of managers who have more than 10 years of experience in management with an average score of (4.02) compared to the arithmetic mean of managers whose service is less than (10) years in management, which has reached (3.62).

The third question: Is there a statistically significant effect of strategic leadership on knowledge sharing in Jordanian government schools from the teachers' point of view?

Table No. (4) Unilateral Variation Analysis to test the effect of strategic leadership on knowledge sharing in Jordanian government schools from the teacher's point of view.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	60	3	20	18.34	0.000
Within Groups	383.977	352	1.09		
Total	424.031	355			

It is clear from the previous table that there is a statistically significant effect at the level of significance ($\alpha \geq 0.05$) of strategic leadership on knowledge sharing in Jordanian government schools from the teachers point of view, as the value of (sig) reached (0.000) which is less than the value of the level of significance ($\alpha \geq 0.05$), thus rejecting the nihilistic hypothesis and accepting the alternative hypothesis.

The researcher attributes this result to the ability of the strategic leadership to be able to influence others to voluntarily make daily decisions to improve the results of the learning

and teaching process, while at the same time maintaining the status of the teacher and motivating him continuously.

Recommendations:

1. Educating administrators about the importance of adopting a strategic management method to stimulate knowledge sharing between them and the teachers.
2. The results of this study are circulated by the Jordanian Ministry of Education to all departments affiliated to it, as a model for more studies in the future.
3. Educating administrators in the various governorates of the Kingdom of the necessity of adopting a strategic leadership style in management, because of its positive benefits to the education process in Jordan.

References

- Bligh, M.C., Pearce, C.L., & Kohles, J.C., (2006), « The Importance of Self- and Shared Leadership in Team Based Knowledge Work », *Journal of Managerial Psychology*, Vol. 21, No. 4.
- Boal, K.B., & Schultzy, P.L., (2007), « Storytelling, Time, and Evolution: The Role of Strategic Leadership in Complex Adaptive System », *the Leadership Quarterly*, Vol. 18.
- Carter, L., & Murry, P., (2009), “Keys to Relational Competence in Internal Marketing”, ANZMAC.
- Chen, M.L., & Chen, K.J., (2010), “Relationships among Organizational Innovation, Learning and Knowledge Management in the Information Technology Industry”, *African Journal of Business Management*, Vol. 4, No. 14.
- Chen, W.J., & Cheng, H.Y., (2012), “Factors Affecting the Knowledge Sharing Attitude of Hotel Service Personnel”, *International Journal of Hospitality Management*, Vol. 31, No. 2.
- Chua, A.L. & Pan, S.L., (2008), «Knowledge Transfer and Organizational Learning in IS Offshore Sourcing », *Omega*, Vol. 36.
- Jahani, S., Ramayah, T., & Effend, A.A., (2011), “Is Reward System and Leadership Important in Knowledge Sharing Among Academics?”, *American Journal of Economics and Business Administration*, Vol. 3, No. 1.
- Liana Razmerita, Kathrin Kirchner, and Pia Nielsen, (2016). What factors influence knowledge sharing in organizations, : A Social Dilemma Perspective of Social , Media Communication, [journal of knowledge management](#) , Vol 20, N 6,.
- Linda greve, (2015). Knowledge Sharing is Knowledge Creation: An Action Research Study of Metaphors for Knowledge, *journal of organizational knowledge communication*, Vol (2) N (1).
- Monica Figueiredo & de Melo, (2013). Leadership and Knowledge Sharing: A Case Study, *journal of economics, business and management*, vol (01), N (02).
- Sosik, J.J., Jung, D.J., Berson, Y., Dionne, S.D., & Jaussi, K.S., (2005), “Making All The Right Connections: The Strategic Leadership of Top Executive in High-Tech Organization”, *Organizational Dynamics*, Vol. 34, No. 1.

- Ussahawanitchakit, P., (2012), “Effects of Organizational Learning and Strategic Leadership on Competitive Environment as a Moderator”, *Journal of International Business and Economics*, Vol. 12, No. 1.
- Venter, A., (2008), “The Link between Leadership Style, .Organizational Learning and Resistance to Change”, *WeLEAD Onling Magazine*.
- Vera, D., & Crossan, M., (2004), « Strategic Leadership and Organizational Learning » *Academy of Management Review*, Vol. 29, No. 2.
- Wanasika, J., (2009), « Strategic Leadership and Relation ale for Economizing-Strategizing Principles », Unpublished thesis Submitted to the Requirements for the Degree of Doctor of Field of Concentration: Management, New Mexico State University.
- Yang, J.T., & Wan, C.S., (2004), « Advancing Organizational Effectiveness and Knowledge Management Implementation», *Tourism Management*, Vol. 25.