

**MS THESIS**  
**RELATIONSHIP BETWEEN KNOWLEDGE**  
**MANAGEMENT PRACTICES AND JOB SATISFACTION**  
**OF SCHOOL PRINCIPALS IN ISLAMABAD**



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**PAKISTAN**  
**(2024)**

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**407-FSS/MSEDU/F21**

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**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT**

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**JOB SATISFACTION OF SCHOOL PRINCIPALS IN ISLAMABAD**

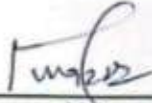
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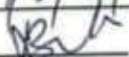
  
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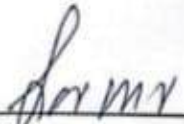
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It is hereby declared that author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS Education. This thesis in its present form is the original work of the author expecting those of which have been acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.

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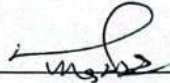
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## SUPERVISOR'S CERTIFICATE

The thesis titled "Relationship between Knowledge Management Practices and Job Satisfaction of School Principals in Islamabad" submitted by Ms. Samreen Zehra Reg # 407-FSS/MSEDU/F21 is partial fulfillment of MS degree in Education has been completed under our guidance and supervision. We are satisfied with the quality of her research work and allow her to submit this thesis for further process of approval as per IIUI rules and regulations.

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## **DEDICATION**

The researcher like to express her deepest gratitude and heartfelt dedication to her parents and elder brother. They have been unwavering support and has been the driving force behind her journey towards academic achievement, providing her with love, guidance, and encouragement throughout the academic journey. Researcher's parents have sacrificed so much, their belief in researcher's abilities has instilled in her the confidence to pursue her dreams relentlessly. Researcher's father's commitment to her education has been unwavering, as he sacrificed his time and resources to ensure access to the best opportunities. Researcher is thankful to her parents for always being her pillar of strength, confidence, and biggest cheerleader. Additionally, researchers elder brother has been a constant source of inspiration and mentorship, always guiding her with his wisdom and experience. Throughout the academic journey, her brother have been a constant source of support, encouragement, and inspiration. He always put researcher's needs before his own and have provided her with the resources, encouragement, and motivation to succeed. Your selflessness and dedication are truly remarkable and continue to inspire every day. It is a small token of appreciation for your unwavering belief in her and your relentless dedication to her success. Thank you, dear brother, for being the guiding light, biggest cheerleader, and constant support system. This thesis is dedicated to researcher's parents and elder brother as it represents not only her hard work and dedication but also the invaluable role they have played in shaping the researcher into the person she is today.

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## **LIST OF ABBREVIATIONS**

KM	Knowledge management
FDE	Federal Directorate of Education
IMSGs	Islamabad Model School for Girls
SPSS	Statistical Packages for Social Sciences



## **Abstract**

Knowledge management and job satisfaction possess a great importance for a leader in an institution. The success or failure of institutions is closely tied to the performance and management of a principal and principal's satisfaction leads an institution towards success. Therefore, the aim of current study was to examine relationship between knowledge management practices and job satisfaction of school principals in Islamabad. Objectives of the study were: to determine knowledge management practices of principals, to identify job satisfaction level of principals and to find out relationship between knowledge management practices and job satisfaction of principals. This study was delimited to Islamabad Model School for Girls (IMSGs) and Herzberg two factor theory of motivation. This study used a quantitative approach, descriptive and correlational design. All the principals of Islamabad Model School for Girl constituted the population. According to FDE (2022), the total population was 145 principals and according to LR Gay table sample of the study was 103 principals of Islamabad Model School for Girls (IMSGs). Simple random sampling technique was used and the sample was selected through lottery method. Two instruments were used: SA Knowledge Management Survey and Job Satisfaction questionnaire. For data analysis descriptive statistics (frequency and percentage) and Pearson Product Moment Correlation was applied. The results of the study indicated that there was a weak positive and significant relationship exist between knowledge management practices and job satisfaction of school principals. Therefore it is recommended that principals may work on developing strong relationship between knowledge management and job satisfaction. As the strong relation between the variable is advantageous for an institution and important for running an institution successfully so, principals may

attend seminars and workshops or go through the content related to knowledge management and its importance in order to develop a strong relation.

*Key words: knowledge management, knowledge management practices, principals job satisfaction*

# CHAPTER 1

## INTRODUCTION

Knowledge management is a process of managing knowledge and it plays crucial role to maintain the overall structure of organization. However, for managing knowledge the manager plays very important role so, this study focused on knowledge management practices and job satisfaction of school principals. For this purpose the researcher measured knowledge management practices in terms of leadership, culture, technology, structure, process and measurement. Moreover, for measuring the job satisfaction indicators were taken from Herzberg (1959) two factor theory of motivation.

### 1.1 Background of the Study

The concept of knowledge management is a very broad and multidisciplinary concept so every researcher defines knowledge management according to their field of study but there is one common point exist in all definitions that is “ability to manage knowledge”. It is the ability to provide correct knowledge to the relevant person at the right time to encourage information sharing in an organization. (Chawla & Joshi, 2010). During the past time there were many government organizations facing series of challenges and due to those challenges, they start thinking about new approaches of management. Therefore to overcome those challenges knowledge management emerged as a new approach in literature to minimize it (Chua & Goh, 2008).

According to Caringal (2023) organizations nowadays confront variety of obstacles and difficulties as a result of a rapidly emerging and developing knowledge economy. Therefore, Educational Leaders have to welcome innovation. Furthermore,

in the present era knowledge forms the foundation of our society. It is the most desirable asset that is precious for organizations, serving as a tool for gaining a competitive edge. Knowledge acts as the prime motivator for maximizing the efficient utilization of all available resources within an organization. Unlike other resources, sharing knowledge does not deplete it instead, it leads to an expansion of the organization's collective knowledge (Micic, 2015).

In educational institutions the integration of knowledge management can assist school leaders in gaining benefits from proven problem-solving methods, preserving information for future usage and addressing gaps in knowledge within school improvement plans (Cheng et al., 2017). Therefore, the successful implementation of knowledge management can lead to improved decision-making abilities, effective development of educational resources, enhanced academic and administrative activities. Knowledge management practices can greatly benefit the education sector as it facilitates quality improvement and promotes innovation in educational institutions (Murugesan, 2022).

According to Thompson and Phua (2012) in an organization the role of knowledge manager possesses a great importance for the sustainability and innovation in an organization through effective knowledge management and effective management leads to satisfaction from job. Moreover knowledge management is the key source of success in today's competitive environment for an organization. Knowledge management is considered as an important way to encourage job satisfaction of employees and knowledge manager play the role as pillar to encouragement and satisfaction (Chuma et al., 2014).

According to Pruzinsky and Mihalcova (2017) when knowledge management process exists in a working environment and apply knowledge management practices practically then it is significantly linked with high job satisfaction. Therefore a manager should consider it necessary for an organization and should implement knowledge management activities in their organization for improving the performance as well as improving satisfaction of employees. Furthermore, job satisfaction of school principals plays an important role for the success of an institution. In addition hard work and determination can lead institutions to prosper, while neglecting the needs of principals can lead to downfall (Mumtaz et al., 2016). Moreover there are many responsibilities on principals in an institution and to fulfil those responsibilities in an effective way their satisfaction is important. Therefore the stake holders must know the factors which are important for job satisfaction of the principals (Bakotic, 2016). Successful implementation of knowledge management relies on multiple factors, with effective leadership being a crucial element. Building an organizational culture that prioritizes knowledge management and emphasizes collaboration, sharing, and innovation requires strong commitment and leadership from top management. Such leadership positively impacts an organization's endeavors in knowledge sharing. Additionally, knowledge management plays a significant role in facilitating information and supporting decision-making, which is a knowledge-intensive process (Jain, 2015).

Therefore, from the previous studies it is concluded that knowledge management and job satisfaction plays a very important role for the success of an institution. Therefore examining the knowledge management practices of principals and how they correlate with the job satisfaction is crucial in order to enhance the performance of institution. Therefore finding these relationships might provide principals important information so they can utilize it for effective knowledge

management and effective management leads to satisfaction from job. Given this context, the main goal of this study was to investigate the relationship of principal's knowledge management practices and their job satisfaction. Moreover there are number of different dimensions/factors of knowledge management given but in this study five knowledge management practices of principals were explored and those knowledge management practices were in terms of leadership, culture, structure, process, technology and measurement. Furthermore, the indicators for measuring job satisfaction were taken from Herzberg two factor theory of motivation, divided into two categories namely motivation factor and hygiene factor. Motivational factors include personal recognition, work itself, personal growth, advancement, achievement, and responsibility and hygiene factors include working condition, salary satisfaction, work security, interpersonal relation, supervision and institutional policy.

## **1.2 Problem Statement**

Knowledge Management (KM) is an important changing force which has significant impact on every part of human life and knowledge is not a static process instead it is dynamic in nature. So, in educational institutions it is important to find a leader who utilize his/her skills according to the need of the organization and for utilization of skills effective knowledge management is required. Furthermore, to keep up an organization in relevant competitive situations the resources need proper management. Therefore, knowledge management practice is recommended as a supportive strategy for an organization to develop and preserve in a competitive world. In an educational institution a principal is the main person who is responsible for the development, progress or even in the destruction of the whole institution so as a leader of knowledge a principal must have a proper understanding about knowledge management practices. As head of institution they are responsible for many duties and

they cannot be able to perform these duties successfully until they are satisfied with their work and feel secure at their work place. Moreover, knowledge management practices and job satisfaction are considered two critical elements for principals and that play an active role in attaining the organizational objectives also for further development.

Additionally, many of the existing studies have been done on knowledge management practices with reference to business organizations, banks, firm and higher educational institutions, where knowledge management practices is given great importance and mostly discussed the importance of knowledge management its barriers and challenges, knowledge management in organization in relation to performance. However barriers, challenges and performance, all these are directly linked to manager of knowledge so there must be a focus on the leader who is responsible for managing the knowledge. Moreover, knowledge management has been extensively studied and explained. Extensive research has been conducted on factors that contribute to job satisfaction but limited researches have been done which indicate the relationship between knowledge management practices and job satisfaction of principals because their job satisfaction plays an important role in shaping the future of institution (Husna & Ahmad, 2021).

Moreover, it is identified from the literature that the more satisfied employees provide quality of services so for running a productive institution they need to have a better understanding of the knowledge management practices in order to cope with the modern world requirements. Therefore, it is crucial to understand the relationship of knowledge management practices and job satisfaction of Principals for the high level institutional performance so they can develop in a productive way. Thus, the aims of

this study was to explore the relationship of knowledge management practices and job satisfaction of school principals in Islamabad.

### **1.3 Objectives of the Study**

The objectives of this research study were:

1. To determine knowledge management practices of principals.
2. To identify job satisfaction level of principals.
3. To find out relationship between knowledge management practices and job satisfaction of principals.

### **1.4 Research Questions**

Following were the research question of the study:

RQ.1 What are the knowledge management practices of principals?

RQ.2 What is the job satisfaction level of principals?

### **1.5 Research Hypothesis**

The hypothesis of the study was:

Ho. There is no significant relationship between knowledge management practices and job satisfaction of principals.

### **1.6 Significance of the study (Implication and Contribution to the Knowledge)**

The results of this study is greatly significant for exploring knowledge management practices of principals. It may help principals in understanding their knowledge management practices and its importance. This study holds significant value as it contributes to the exploration of knowledge management practices among principals. Understanding these practices is essential, as they directly impact institutional development. By understanding their own knowledge management



strategies, strengths and weaknesses, principals can focus on areas that need improvement. Consequently, they can implement targeted improvements to foster institutional progress. In essence, this research serves as a valuable resource for principals seeking to optimize their schools effectiveness through smarter knowledge management practices. It may also help them to know how much they are capable of managing knowledge and how it may be beneficial for the improvement of schools.

Furthermore, this study is also helpful for the Federal Directorate of Education (FDE) for several reasons. Firstly, it helps to identify where school principals are struggling in managing knowledge effectively, providing a better understanding to the FDE about their challenges. Secondly, it reveals how satisfied principals are with their jobs, which is crucial for their well-being and effectiveness of their institution. Addressing weaknesses in knowledge management and improving job satisfaction can create a better environment for educational leadership.

Moreover, this study is further helpful for future researchers and also adds in the existing body of knowledge as, it provides a comprehensive knowledge in the field of knowledge management practices, job satisfaction and their relationship. Furthermore, the results of the study is fruitful in understanding the job satisfaction of head of schools and the factors important for the satisfaction of the principals.

## **1.7 Delimitations of the Study**

The study was delimited to:

1. Public schools of Islamabad.
2. This study was further delimited to Islamabad Model Schools for Girls (IMSGs).

3. Herzberg two factor theory of motivation which include motivational factors and hygiene factors.

## **1.8 Operational Definitions**

### **1.8.1 Knowledge Management**

Knowledge management here referred as the overall management of knowledge in an Institution.

### **1.8.2 Knowledge Management Practices**

Knowledge management practices are referred as the practices used by the principal in terms of leadership, Culture, structure, technology, processes and measurement and to manage knowledge in an Institution.

#### **1.8.2.1 Leadership**

Leadership refers to the vision of head regarding distribution of knowledge by using suitable strategy for the integration of Institution.

#### **1.8.2.2 Culture**

Culture stands out as creating the right attitude for communication and knowledge sharing at workplace.

#### **1.8.2.3 Structure**

Structure here means, a leader provides a structure that encourage team and group work, assign the role to the teachers according to the level of expertise.

#### **1.8.2.4 Processes**

Process refers to the integration of knowledge by Principal in an Institution. The most important process in organizations is the capability to integrate knowledge

### **1.8.2.5 Technology**

Technology here means use of tools for aligning the knowledge management practices with objectives of Institution.

### **1.8.2.6 Measurement**

Measurement here means to check either knowledge management is applied in an Institution or not also alignment of objectives with practices.

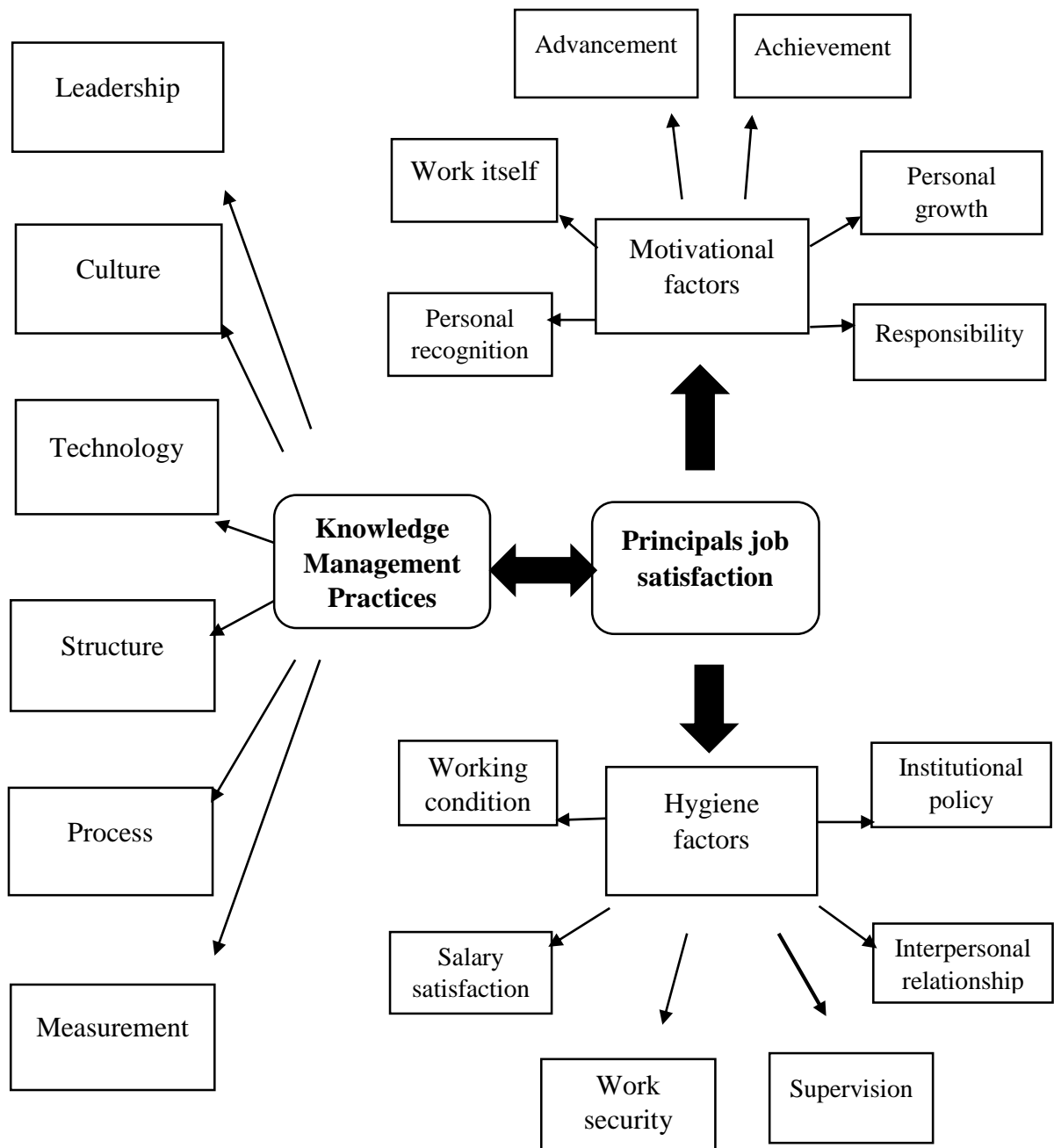
### **1.8.3 Principals Job Satisfaction**

Principals job satisfaction include the factors describe by Herzberg two factor theory which include motivational factor (personal recognition, work itself, advancement, achievement, personal growth and responsibility.) and hygiene factors (working condition, salary satisfaction, work security, interpersonal relation, institutional policy.

## 1.9 Conceptual Framework

**Figure 1.1**

*A conceptual framework developed by researcher and components were taken from Botha (2005) and Herzberg (1959).*



The Conceptual framework of the study was developed by the researcher to provide an overview of the topic. This framework was based on two variables and those are knowledge management practices of principals and their job satisfaction. The researcher explored knowledge management practices of principals in terms of leadership, culture, technology, structure, process and measurements. The researcher found the relationship of the above-mentioned factors of knowledge management practices with principals job satisfaction and the indicators for measuring job satisfaction were taken from Herzberg two factor theory which include motivation factor (personal recognition, work itself, advancement, achievement, personal growth and responsibility) and hygiene factor(working condition, salary satisfaction, work security, interpersonal relation, institutional policy and supervision).

## **CHAPTER 2**

### **LITERATURE REVIEW**

This study aimed to explore relationship between knowledge management practices and job satisfaction of school principals in Islamabad so this section looked into the literature available on the topic. However the study observed the concept of knowledge management practices, its dimensions and its implication in the context of education and the concept of job satisfaction and its dimensions in the context of leaders.

#### **2.1 Review of Related Literature**

Knowledge management and job satisfaction are important factor for a leader in an institution. Knowledge management is an important force for organization performance. Organizations with high knowledge management practices increases the competitiveness of an organization. In an organization the process of management is not an easy task as it need skilled managers (Shujahat et al., 2017).

According to Dhamdhere (2015) the discipline of Knowledge Management (KM) is a relatively new one in the academic setting. Further many international universities are engaged in research and activities associated to knowledge management. He also noted that due to the need to reveal the intellectual capacity accessible in institutions for exchanging experiences, it is currently gaining popularity in the sphere of education. It has a lot of potential and ought to be important for the education sector. Shujahat et al. (2017) described that the creation of new knowledge is aided by the accumulation of previous knowledge and past events. In educational institutions, knowledge management (KM) is a good combination of the intellectual output of the academic organization if it is effectively kept by utilizing technology.

Furthermore job satisfaction is defined as the favorable outlook that employees have towards their work. This outlook is primarily influenced by various factors such as the job's characteristics, social status, and the employees' experiences in the workplace. When employees have positive attitudes towards their work, it creates a favorable and supportive work environment, leading to job satisfaction (Mumtaz et al., 2016)

However Bhusry and Ranjan (2012) mentioned that a school is an important social institution with specific objectives that must be accomplished by its leadership and the role of the principal involves maintaining a balance between providing effective school leadership and fulfilling bureaucratic responsibilities. They also described that principals have the power to shape the school environment and influence the overall culture, which in turn impacts the performance of both teachers and students. The qualities, attitudes, and job satisfaction level of principals greatly influence the dynamics within a school. According to Edmond (2014) high turnover rates among principals can result in instability, especially when the vision changes with each new successor and this instability can greatly affect schools that require a strong foundation and consistent leadership. Both schools and society as a whole depend on principals who find satisfaction in their work and can handle the demands and stressors associated with the job.

### **2.1.1 Knowledge**

Knowledge is defined as the justified beliefs about the connections among concepts that are relevant to that particular area. It is all about the state of mind, practices done by a person, access to information or capability to endorse different perspectives. Knowledge is not like data and information as both data and information are the raw form and when those are justified it becomes knowledge (Becerra &

Sabherwal, 2014). According to Nasimi et al. (2013) organizations apply knowledge for the development of mankind and when people involve in getting knowledge, it starts creating knowledge in human mind and start spreading knowledge so knowledge is consider as awareness for the development of people.

### **2.1.2 Knowledge Management (KM)**

Naydenov (2018) defined Knowledge management as the ability to use a systematic approach to structure, control, disseminate and manage by the best use of knowledge. He also mentioned that the most important factor of knowledge management is creation of knowledge, sharing and dissemination of knowledge in order to achieve sustainable and continuous development.

Knowledge management is defined as the practice of taking the necessary steps in order to maximize the effective utilization of information resources. Becerra and Sabherwal (2014) states that first, it's crucial to highlight that both the person and organizational levels can get benefit from this practice. Knowledge resources can range from those that are pertinent to a person's or an organization's decisions, goals and strategies, depending on the level. They also mentioned that the word "knowledge resources" refers to both the knowledge that an individual or an organization now possesses as well as the knowledge that could possibly be acquired from other people or organizations.

Nevertheless, studies have revealed that knowledge management (KM) can play a crucial role in promoting the sustainable development of educational institutions. This can be accomplished through the promotion of knowledge sharing among teachers, enabling them to continuously improve their professional skills and fostering a more effective and efficient teaching and learning environment (Bhusry & Ranjan 2012).



According to Kazak (2021) Knowledge management is highly interconnected with various fields and stands as a crucial asset in contemporary organizations. Implementing knowledge management brings about significant improvements in the overall efficiency of organizational processes. The primary objective lies in acquiring knowledge and facilitating its dissemination among employees, who act as knowledge managers. He also mentioned that if a manager successfully captures and shares knowledge within the organization, the resulting benefits are substantial.

### **2.1.3 Knowledge Management in Educational Institutions**

The rapid development of knowledge and the numerous changes to education are having a great impact on how schools operate. According to Murugesan (2022) schools can improve their capacity for strategic planning by institutionalizing a normative knowledge management model in order to fill in the knowledge gaps for the sustainable development of institution. Cheng (2015) mentioned that in order to foster an organizational learning culture, school leaders should exercise their knowledge leadership duties by developing various working groups to support school management. These groups ought to institutionalize a KM system and provide opportunities to advance the professional knowledge management skills. They need to create KM plans that support the long-term objectives of the institution. They should emphasize the alignment of KM techniques with school development strategies and the mapping of knowledge domains with the goals of the school plan.

Adhikari (2010) mentioned that in the knowledge-based society, knowledge management (KM) is one of the key components of effective management. An organization in the twenty-first century fails to maintain and expand its activities if it does not manage knowledge effectively and institutions have not yet adopted the idea and practice of KM. He also mentioned that there are no appropriate standards for

evaluating the academic output of these institutions so, in this era, trying to manage the educational institutions without KM initiatives can bring downfall in educational institutions. Therefore an institution needs to manage their knowledge in order to restore and raise their performance and to improve quality education initiatives.

According to Sokoh et al. (2021) making individual knowledge useful to the execution of one's missions is highly valued by higher education institutions. They also mentioned that in order to accomplish their institutional aims higher education institutions must manage the processes involved in developing knowledge and creativity through shared ideas. In addition utilizing knowledge management tools and techniques in the education sector can yield similar advantages to those observed in the corporate world. Therefore, it is essential to safeguard, maintain, and reinforce knowledge management in the education sector (Murugesan, 2022).

The main objective of knowledge management is to enhance the effectiveness of individuals in their organization therefore, schools need to acquire knowledge to enhance their decision-making capabilities and foster innovation. This becomes particularly crucial in an era where there is mounting internal and external pressure for change and improvement. So, schools can adopt knowledge management as a strategy to boost their competitive performance (Chu et al., 2011). Additionally, knowledge management contributes to institutional effectiveness by promoting high-quality job performance, productivity and efficiency. By effectively managing knowledge within educational institutions, staff members have greater access to the knowledge of their coworkers, enabling better decision-making and increase innovations (Akpan, 2015).

#### **2.1.4 Knowledge Management practices and School Head**

Over the past decades knowledge management in education has emerged as a topic for schools. Leadership teams in various educational settings are increasingly investigating best practices and the applicability of knowledge management mainly for schools. Researchers have been looking at how knowledge management may enhance teaching and learning as well as offer managerial solutions (Cheng, 2013). In the educational institution, knowledge professionals and managers play a vital role in facilitating knowledge management. Their responsibilities include coordinating information-related activities and organizing data effectively (Dhamdhere, 2015).

According to Periotto and Wessellenns (2018) when it comes to improving the performance of the school manager, there are several circumstances at school where certain practices and tools are and should be emphasized. They also mentioned that recognize and understand the benefits that knowledge management provides for knowledge creation and sharing, as well as how it shortens pathways, reduces effort, minimizes rework and strengthens teams.

#### **2.1.5 Importance of Knowledge Management**

Knowledge Management enhance profits to employees, communities of practice, also to the organization itself. However, knowledge has been considered as one of the essential elements which enhance the activities of the organization in today's era of information and knowledge. In fact, now globally organizations understood that knowledge is an intact basis of fame and success in today's modest environment (Chuma et al., 2014).

Akpan (2015) stated that the benefits of implementing knowledge management in education are extensive and offer numerous advantages. Firstly, it provides

employees in educational organizations with the opportunity to enhance their skills and gain valuable experiences by collaborating and sharing knowledge with their colleagues. This collaborative learning environment facilitates professional growth and leads to improved performance on both personal and career levels.

Knowledge management use advance technology, data and information and made it available to their users' in order to improve the efficiency and effectiveness of an organization. Moreover it is beneficial for knowledge expansion, problem solving and decision-making. The goal of knowledge management is to produce, consolidate, transmit and use information in order to achieve the goals of institutions, not only to become more educated (Dhamdhare, 2015).

According to Cheng et al. (2015) Knowledge Management serves as a valuable tool for connecting people, enabling remote collaboration and facilitating the sharing of knowledge within communities this, in turn, contributes to the growth of organizational learning. A Knowledge Management system helps in assimilating diverse knowledge sources and encourages sharing of knowledge. Moreover, it aids users in efficiently managing data, information and knowledge, conducting data mining and reusing knowledge from the repository to make well-informed decisions and it can also identify individuals with the right expertise and offer problem-solving solutions through group discussions.

Ultimately, knowledge management aids educational institutions in confidently achieving their goals and objectives. Additionally, it provides workers with a means to easily solve work-related problems through knowledge sharing (Murugesan, 2022). However promoting knowledge sharing for improved learning outcomes, effective knowledge management fosters interaction between staff and students. Educational

institutions are encouraged to sustain and adopt best practices through the implementation of knowledge management (Akpan, 2015).

### **2.1.6 Knowledge Management Practices**

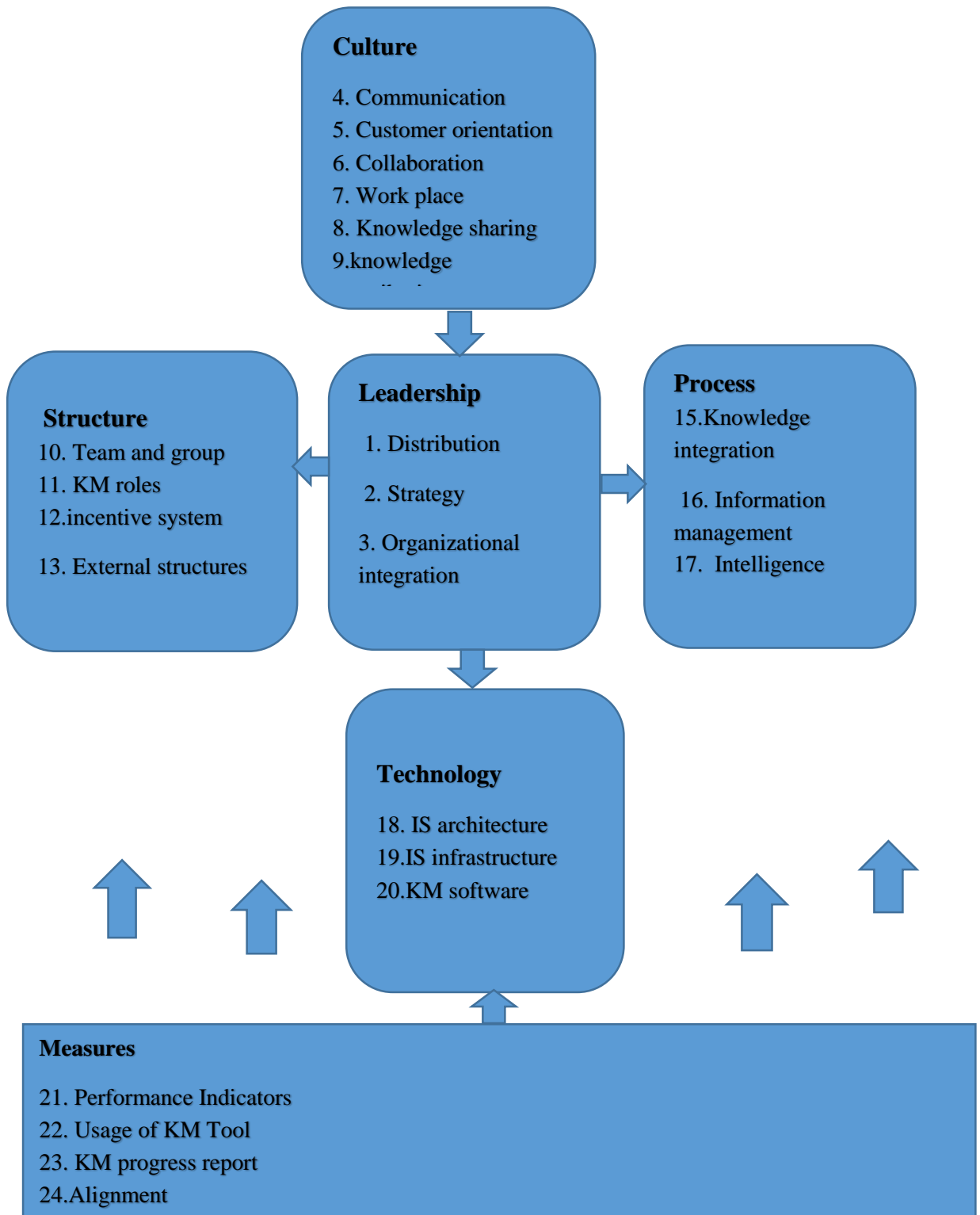
Antunes and Pinheiro (2020) describes that knowledge management practices helps in the development of an organization and due to development, the organization become more effective. Therefore, knowledge management practices positively relate to the performance of organization. Today, knowledge is a factor that is extremely important to organizations because it is based on relationships between people, depends on their abilities, and serves as a source of advantage that is competitive and feasible to maintain within an organization (Chan, 2022). They also said that it is thought that the implementation of knowledge management practices that are specifically geared towards managerial processes can point out the routes and experiences for better utilization of the intellectual capital that makes up the professional team of the schools under his or her management (Periotto & Wessellenns, 2018).

Nowadays, managing knowledge is more of a problem than actually finding it and the way that process knowledge and make it valuable in the modern knowledge-driven economy is the most critical challenge for organizations. Eventually organizations expect that Knowledge Management, along with organizational culture, structure, and strategy, will be a crucial factor in determining an organization's effectiveness in order to manage the challenge. The most important aspects to take into account while implementing knowledge management are organizational culture, information technology (IT), and motivation. It benefits KM techniques and processes and helps in connecting individuals (Caringal, 2023).

According to Chan (2022) schools must analyze enormous amounts of information and integrate it into their own organizational knowledge in order to manage every aspect of their operations, including administration, communication, logistical planning, staffing levels, use of resources, teaching and learning and crisis management. In the face of rapidly changing environments and intense competition, organizations acknowledge the significance of knowledge as a vital resource for gaining and maintaining a competitive edge. Consequently, effective knowledge management assets becomes crucial, particularly in a knowledge-based economy. Therefore, the understanding and effective implementation of knowledge management serve as valuable tools for cultivating competitive advantages within the organization (Sunalai, 2015).

However the practices of knowledge management can assist in the capturing, documentation, and dissemination of knowledge within a school to enhance school planning and management and this can be achieved through the utilization of technology or through human communication, ensuring that the knowledge gained is shared among all teachers (Caringal, 2023). Knowledge management can play a crucial role in the success of schools among educational reforms by preserving and sharing the expertise of experienced educators, enhancing teaching effectiveness and learning outcomes, and fostering a culture of knowledge exchange and learning (Leung, 2010). Moreover Knowledge management practices are the practices done by a leader. Here knowledge management practices are in terms of leadership, culture, structure, process, technology, and measurement.

## Knowledge Management Model



This model was developed by Botha in 2005. Botha developed a survey questionnaire for knowledge management assessment.

### **2.1.6.1 Knowledge Management in Terms of Process**

According to Botha (2005) the essential procedure in organizations is the ability to disseminate knowledge. However, knowledge can be fixed in many ways like by organizing which is an essential processing route and next is by dispersion, the knowledge formation route. He also mentioned that executing particular methods to feat and extend knowledge usage can follow both routes. Knowledge management involves the process of discovering, capturing, sharing, and applying knowledge in order to enhance the achievement of an institution (Becerra & Sabherwal, 2014).

Knowledge discovery can be defined as the process of creating new knowledge from data or information, or by combining existing knowledge. Knowledge capture is the process of converting knowledge from tacit to explicit form and vice versa and knowledge sharing is the process of communicating either explicit or tacit knowledge to others. It can be done through various means, such as writing research papers, delivering lectures, or participating in discussions and knowledge application is when existing knowledge is utilized to make decisions and perform tasks (Khoualdi & Saleh, 2015).The techniques which extend pupil tendencies to gain knowledge from others and found that person knowledge attainment is affected by the recipient's supposed worth of knowledge content and knowledge basis (Pacharapha & Ractham, 2012).

### **2.1.6.2 Knowledge Management in Terms of Structure**

Claver et al. (2007) stated that an organizational structure includes every possible method for segmenting and coordinating work into distinct responsibilities. They also claimed that businesses must develop corporate structures which might permit information to stream just to improve knowledge production, exchange and



application. Such corporate structures, in their opinion, are becoming more organic and adaptable.

Furthermore the effectiveness of knowledge management is significantly influenced by the structure of an organization and various aspects of the organizational structure are important determining factors. Firstly, the hierarchical structure of an organization determines the individuals with whom each person frequently interacts and this, in turn, affects the transfer of knowledge between individuals. Additionally, traditional reporting relationships have an impact on the flow of data and information, as well as the composition of decision-making groups. As a result, these factors influence the sharing and generation of knowledge within the organization. (Becerra & Sabherwal, 2014)

KM encompasses both formal and informal structures (Adhikari, 2010). He also noted that a significant aspect of KM is fostering organic connections between individuals and these structures can take the form of physical office layouts that enhance social interactions, or formal frameworks that govern knowledge dissemination. Additionally, a contemporary structural approach known as communities of practices has emerged. This pertains to groups of individuals with shared interests and challenges, scattered across the organization.

### **2.1.6.3 Knowledge Management in Terms of Leadership**

According to Cheng and Chu (2018) the success of knowledge management (KM) implementation in a school organization is primarily determined by leadership. They also described that school leaders play a key role in initiating KM implementation by creating an environment that fosters and facilitates ongoing KM processes and desired outcomes. Additionally, leadership is responsible for formulating KM

strategies, as this requires their support and consent and without leadership support, appropriate KM strategies cannot be formulated, resulting in ineffective implementation.

Knowledge management leadership focuses on the manner in which leadership practices shape the operations of an organization and it influences how the organization utilizes its information assets to enhance its core competencies and effectively address strategic matters. It is crucial for leaders to promote the utilization of knowledge for the betterment of the entire organization (Jain & Jeppesen, 2013).

The way leaders approach their role has a significant impact on how staff members view and engage with innovation. Even if schools have clear policies regarding Knowledge Management (KM), how those policies are implemented by leaders can vary greatly and have a meaningful effect. It is important for leaders to have a positive, encouraging and radical attitude towards innovation. In order to effectively establish a KM system and implement KM processes in schools, the support of the principal and the involvement of middle management are essential (Cheng, 2015). According to Muhammed and Zaim (2020) it has been found that the support provided by managers in terms of leadership is a crucial aspect in promoting knowledge sharing amongst coworkers. This knowledge sharing, along with the leadership support from managers, plays a significant role in the success of knowledge management within an organization. As a result, this success in knowledge management can have a positive effect on the overall innovation and performance of the organization.

To successfully implement knowledge management in an organization, a leader needs to have the ability to mobilize intellectual capacity and human resources so that they should inspire, coordinate, and arrange employees to achieve the goals.

Implementing knowledge management in an organization is similar to implementing changes, as it involves fostering a culture of knowledge sharing and organizational learning among all members and for this purpose the leader plays a key role in motivating and influencing employee behavior (Analoui et al., 2012).

Leadership and Support Leadership is taken as the provision of top management for the accomplishment of KM associated works. Moreover, leadership is an essential extreme accomplishment factor of KM and even supportive in successful KM application. Perhaps, Knowledge Management is a composite work so it requires management leadership and help to gain greatest level of organizational performance (Nawab et al., 2015).

#### **2.1.6.4 Knowledge Management in Terms of Culture**

It describes the standards and views which discourse the performance of people or the organization. However, a helpful organizational culture encourages teachers to comprehend the profits of knowledge management also to discover the ways of KM. The organizations culture comprises consideration, the status of KM practices, management provision for KM, inducements to recompense knowledge extending and inspiration of communication between employees to generate and extend knowledge (Alosaimi, 2016). It was also mentioned that a critical factor for successful knowledge management at the organizational level is the establishment of a knowledge-friendly culture. Further managers and leaders play a crucial role in creating this culture, which involves encouraging the creation and utilization of knowledge. The existence of a knowledge-friendly and knowledge management-enabling culture within an organization is crucial for the success of Knowledge Management (KM) at an organizational level (Stylianou & Savva, 2016).

Moreover, the success of knowledge management relies heavily on organizational culture. Factors such as employees' eagerness to learn, being intellectually adept and receiving encouragement from managers to create and utilize knowledge contribute to a supportive organizational culture (Alosaimi, 2016). Additionally, it is important to eliminate any processes that hinder knowledge sharing and promote a positive attitude towards knowledge within employees. Knowledge leaders should obtain the support of top management and consistently motivate employees to engage in knowledge management practices. Furthermore, knowledge leaders must provide support throughout the organization, from bottom to top, in order to foster flexibility within an organization (Kazak, 2021).

#### **2.1.6.5 Knowledge Management in Terms of Technology**

In recent times, technology has emerged as a powerful essential driver and facilitator of knowledge management in organizations and integrating effective knowledge management technology in schools is crucial. This involves ensuring the availability and utilization of computers, internet, emails and other tools that promote knowledge management. In addition educational institutions primarily aim to enhance outcomes of institutions through knowledge management and the utilization of information and communication technology tools that greatly contributes to achieving this objective (Akpan, 2015).

According to Chan (2022), the utilization of technology is crucial in enhancing the efficacy of knowledge management practices. In the rapid expansion of knowledge in a short span, technology serves as a faster and more efficient means of managing and providing storage space. Knowledge Management (KM) technologies are essentially information technologies that aid in the facilitation of knowledge management and KM technologies are similar to information technologies, their central focus lies in the

management of knowledge rather than the processing of information. According to Becerra and Sabherwal, (2014) KM technologies rely on KM systems and benefit from the existing KM infrastructure, specifically the information technology infrastructure. Therefore, KM technologies play a vital role as a fundamental element within KM systems.

#### **2.1.6.6 Knowledge Management in Terms of Measurement**

It is no more hidden fact that Knowledge is imperceptible and its dimension does not suit into the modest rules of financial accounting. Thus, special measures are required to gain few suggestions of the presentation of these imperceptible benefit (Botha, 2005). Measurement serves as a mechanism for gathering data that provides valuable insights into a specific situation or activity. It is crucial to showcase the significance and benefits of knowledge management initiatives to both management and stakeholders and without tangible evidence and support from top-level management, the initiative's impact may decline (Salman & Sumaiya, 2017).

Moreover, measurement provides the foundation for controlling, assessing and enhancing processes. When one is able to quantify and express concepts in numerical terms, then he/she gain a deeper understanding of them. The purpose of measurement in knowledge management initiatives is to monitor their value and connect them to key performance indicators. Measurement also enables managers to identify and prioritize the crucial functions that support knowledge management. Additionally, measurement establishes a foundation for comparing performance among different organizations, processes, teams and individuals (Yi & Jayasingam, 2012).

### **2.1.7 Job satisfaction**

The role of a leader in an organization is crucial, as they are responsible for monitoring the performance of each individual and in this changing environment, school leader's focus to achieve their goals and effectively contribute to educational reform. Their motivation was heightened as they are tasked with important responsibilities, which results in job satisfaction (Mumtaz et al., 2016). Job satisfaction is a fundamental and crucial aspect in boosting motivation. Therefore, it is imperative to thoroughly investigate motivation theories in order to achieve job satisfaction (Chachar et al., 2022)

According to Rane (2011) in today's workplace, the importance of job satisfaction cannot be overstated and it has been linked to several crucial aspects such as efficiency, productivity, absenteeism, and employee turnover. Moreover ensuring employees' job satisfaction is essential in effectively dealing with the ever-evolving complexities and obstacles faced by organizations in order to maintain profitability. This can be achieved by continuously engaging and motivating employees.

### **2.1.8 Job Satisfaction and Head of school**

The role of school head has become more challenging and demanding. It is increasingly recognized that job satisfaction is crucial in educational settings as both head teachers and educators are responsible for shaping the future of society (Koutouzis & Malliara, 2017). They also mentioned that school heads cannot effectively fulfill their duties unless they are satisfied and feel secure in their workplace and a leader who is satisfied with their occupation can enhance the organization by creating a vibrant environment, providing sufficient resources and promoting effective teaching and learning. When leaders face problems or dissatisfaction, it can lead to various negative consequences for the organization and its employees, which in turn, negatively impacts

overall achievement of organization. Therefore, job satisfaction plays a dominant role as it directly affects both organizational productivity and individual success (Suleman & Hussain, 2018).

When head teachers experience job satisfaction, they can effectively manage educational goals and lead successful change within the institution. Job satisfaction of head teachers is a crucial factor in driving meaningful improvements (Ghazi et al., 2012). They also mentioned level of satisfaction that principals have with their jobs can significantly impact their work attitudes. As leaders, principals set the vision for their schools and must maintain consistency in order to avoid instability caused by high turnover rates. Therefore, it is crucial to ensure that principals are satisfied with their work in order to maintain the smooth operation of the school as a whole (Saiti & Fassoulis, 2012).

According to Saiti and Fassoulis (2012) when the head of institution received support and recognition from the one who are above them their satisfaction is at the highest level. They also described that an institution moves towards success or failure is solely depend on the school principals. It is expected from principal that he/she can perform better in order to promote organizations progress. At the same time principal perform many duties for the success of an organization (Koutouzis & Malliara, 2017). Head of institution plays an important role for effective performance of the school as the principal is responsible for providing effective climate and resources in an organization. Moreover if the head is not satisfied with the work they perform, this lead to negative consequences and the performance of principal gets low and it affect the achievements of the institution, therefore, it is said that job satisfaction plays a very important and dominant role for the effective productivity of institution (Pashiardis & Brauckmann, 2018).

### **2.1.9 Herzberg two Factor Theory**

Alshmemri (2017) cited Herzberg et al. (1959) that he developed a job satisfaction model and by his research he found that the factors that are related to job has two divisions so he divides those factors into two categories and those were motivation factor and hygiene factor. Both the factors possess importance for job satisfaction. Motivation factors are those which directly motivate the person to work hard and it has a direct link with satisfaction whereas hygiene factors are those factors which will demotivate a person if not present in the working place but not are consider less satisfier then motivation factors. They also mentioned that both factors are interlinked with each other, hygiene factors move from dissatisfaction to no dissatisfaction and motivation factors moves from no job satisfaction to job satisfaction. Both the factors are discussed below;

#### **2.1.9.1 Motivational Factors**

Motivation is a crucial factor that influences job satisfaction and it has a direct impact on satisfaction by meeting an individual's needs, including recognition, achievement, the nature of the work and responsibility. Fulfilling these needs allows for personal growth and development in employees. Therefore motivators significantly contribute to job satisfaction and can also enhance overall productivity within an organization (Hee et al., 2019).

Motivation factors refer to the elements that inspire individuals to perform better and achieve their goals. These factors are also known as satisfiers which address the psychological needs of employees. They encompass additional benefits which employees expect from their organization and organizations must be capable of meeting these demands in order to ensure worker satisfaction (Batool et al., 2022).



Motivational factors are those factors which enhance job satisfaction and are called satisfying factors too. Motivational factors are important factors for developing positive feelings towards job and these factors have a long-lasting effect towards converting less satisfaction into satisfaction. These are the factors which motivate a person towards his job for better performance as well as for the accomplishment of their aim (Noble, 2008). However motivational factors are mentioned below;

#### **2.1.9.1.1 Work Itself**

Work itself refers to the responsibilities, task and activities that are required to perform any task. A research conducted in Punjab University which shows that work itself has a positive impact on job satisfaction of the administrative employees (Ahmed, 2010). It was also mentioned that the job satisfaction of employees plays a crucial role in the workplace and in order to gain a competitive edge, organizations should focus on enhancing employee's creativity. It is essential for the organization to provide employees with challenging tasks, a stimulating work environment and diverse responsibilities. Additionally, this approach enable employees to experience a sense of enjoyment and satisfaction in their work (Hussain & Saif, 2019).

Another study by Delaney and Royal (2017) showed that there exists a positive relationship between the work itself and job satisfaction of the employees. Moreover, employees feel more satisfied when the work assign to them are according to their level of interest and challenging so work itself is considered as dominant factor of job satisfaction (Omolo, 2015).

#### **2.1.9.1.2 Recognition**

Alshmemri (2017) cited Herzberg (1959) that he defines recognition as the awards and praise given to someone by the people or the one who is superior then

him/her for performing a good job. According to Yousaf (2020) employees get satisfied if they receive recognition for their work. So the research revealed that there exists a significant relationship between recognition and job satisfaction. Shah et al. (2012) mentioned that recognition in the form of money increase motivation level and employees get more satisfied. Moreover reward and recognition influence job satisfaction of heads and it is a source of inspiration for them and it balance job commitment and performance as well as when a worker achieves a reward in the form of financial reward they become happier and their satisfaction level increases (Wang & Liesveld, 2015).

According to Hee et al. (2019) recognition is a fundamental component and plays a crucial role in motivating individuals Thus, it is essential for managers to regularly provide feedback and acknowledge the hard work of their employees. Effective communication is key in keeping employees engaged and motivated, as they will remain committed and driven when they feel valued and recognized for their contributions.

In addition reward and recognition play a significant role in influencing the job satisfaction and motivation of educators, when a worker is rewarded financially, it leads to an enhanced sense of excitement and anticipation, thereby increasing their overall satisfaction. Variations in rewards and acknowledgments can directly impact the level of motivation and fulfillment experienced in the job (Batool et al., 2022).

#### **2.1.9.1.3 Advancement**

Advancement refers to the viewpoint of a heads about their development in an organization for their continuous advancement in their profession. Fareed and Jan (2016) stated that the opportunities given to a person in terms of gaining new

knowledge, enhance new skills and in terms of professional trainings are termed as advancement.

Additionally advancement in the workplace refers to the positive progression and elevated status of an individual or employee. Conversely, a negative or neutral position at work is perceived as an undesirable form of progress (Alshmemri et al., 2017). The satisfaction or dissatisfaction of employees is a key factor that determines the success or decline of an organization worldwide, thereby highlighting its significance in the promotion and demotion processes. Job advancement focuses on fostering innovation, implementing improved techniques and creating new opportunities for employees. It encompasses the exploration of a fresh working environment, growth, progress, skill development and the acquisition of knowledge as well as the numerous benefits that job promotion and advancement offer to both employees and the organization (Noor et al., 2015).

#### **2.1.9.1.4 Achievement**

Achievement is the success of a person when he/she achieves a goal or objectives and that achievement could be achieved individually or in group. Employees experience a sense of satisfaction when they accomplish a set of goals and receive recognition for their efforts and this satisfaction motivates them to be more innovative, productive, efficient and committed, fostering a sense of belonging within the organization. This sense of achievement fosters enthusiasm and happiness in their work, leading to better performance and job satisfaction (Hee et al., 2019).

#### **2.1.9.1.5 Personal Growth**

Herzberg (1959) defines growth as the employee's choice for their progress and the initiatives he/she takes for the progress in order to improve personal growth. Job

satisfaction is greatly influenced by the opportunity for growth that employees are provided with and this is because repetitive tasks or jobs tend to become monotonous and uninteresting. Therefore, it is essential to assign employees with work that challenges their abilities while still being achievable (Hee et al., 2019).

According to Ramlall (2004) growth opportunities should be providing to the employees if the institutions aims to improve job satisfaction as according to the study employees get more motivated when an institution provide growth opportunities to them. For job satisfaction carrier development program influence positively.

#### **2.1.9.1.6 Responsibility**

It refers to the individual responsibility or the responsibility given by the authority according to the nature of job. People gain satisfaction when they are given authority to make decisions as well as given the responsibility to fulfil the task (Alshmemri et al., 2017). Principals in their role as managers, possess the ability to effectively collaborate with individuals to ensure their cooperation. These leaders are determined to identify the needs of their schools and therefore, view their responsibilities as principals as more of a vocation rather than just a job. Ultimately, these school leaders demonstrate a strong dedication to education and display exceptional competence in differentiating between long-term and short-term educational goals (Siddiqi, 2012).

The successful implementation of educational reforms would result in positive connections being formed between head teachers and the wider school community and their motivation levels would increase as they carry out their assigned tasks, leading to a more fulfilling professional life. Consequently, they would experience complete job satisfaction (Mumtaz et al., 2016). Schools have the ability to influence teacher

engagement, responsibility and accountability by actively involving teachers in various activities. This includes participating in meetings and professional development sessions, attending routine faculty meetings and being a part of policy and professional development efforts. Additionally, schools can provide platforms for teachers to share best practices, collaborate, and pool resources. This way, teachers feel a sense of responsibility towards their work and desire to help their students learn. They also have the opportunity to take part in decision-making activities (Troeger, M, 2022).

#### **2.1.9.2 Hygiene factors**

Hygiene factors are those factors which are not that much important to increase satisfaction level but lack of hygiene factors cause dissatisfaction as it turns dissatisfaction into no dissatisfaction so its presence is very important. The hygiene factors include working condition, salary satisfaction, work security, interpersonal relation, institutional policy and supervision further absence of these factors leads to dissatisfaction (Naseer & Din, 2008). Hygiene factors are described as necessary factor for employee's motivation but not long-term motivation and not important to increase satisfaction but lack of these factors leads to dissatisfaction (Alrawahi et al., 2020).

Hygiene factors are essential for survival and are represented by the lower three levels of Maslow's hierarchy of needs (social, safety, and physiological) and these factors are not directly related to the specific job, but rather to the overall environment in which the knowledge worker operates. In other words, hygiene factors help in preventing dissatisfaction among employees. They are external to the work environment and are sometimes referred to as factors that preserve dissatisfaction. These factors address the employees' physiological needs, which are considered essential in the workplace (Batool et al., 2022).

### **2.1.9.2.1 Working Conditions**

Working condition refers to the physical and psychological aspects of whole surrounding at work and working condition is very important for job satisfaction and there exist a positive relationship between working condition and job satisfaction as favorable environment keeps a person motivated (Hayes et al., 2015). To ensure the success of employees, it is crucial to provide them working material that enable them to perform at their best (Sageer et al., 2012).

According to Luqman et al. (2020) a comfortable and conducive working environment is crucial for both physical and mental well-being, as it enhances productivity. When employees are satisfied with their surroundings, which include elements such as cooperation, support, appropriate lighting and temperature, minimal noise, a clean and unobstructed area as well as the presence of modern amenities and luxuries, they tend to experience greater contentment. However working conditions encompass the physical conditions of the working environment and the overall aspects of the organization as stated in its administrative policies. It also includes the physical features of the workplace, the organizational structure and the sociological, political, psychological and educational elements of the working environment (Troeger, 2022).

### **2.1.9.2.2 Institutional Policy**

Institutional policy refers to the system and functions that are used to complete a task according to the set standards of an institution. A study showed that all the members of the institution found satisfied because the policies are equally applicable to all faculty members and all of them were aware of those policies (Alshmemri et al., 2017).

According to Chiang and Birtch (2011) enhancing job satisfaction among employees can be achieved by implementing policies that prioritize their working conditions, provide support within the organization and offer non-monetary incentives. It was emphasized that employee job satisfaction greatly relies on the effective implementation of organization policy and procedures (Wong & Heng, 2009).

#### **2.1.9.2.3 Supervision**

Supervision is associated with a person who hold the responsibilities of an institution. It is related to the fairness or unfairness, competence or incompetence of the supervisor and his/her supervision and it is related to the responsibilities and willingness of the head about his duties that how much responsibly he/she fulfil his/her duties. A good head is responsible for enhancing job satisfaction of employees and a poor leader decrease the level of satisfaction at work place (Alshmemri et al., 2017).

Supervision serves as a mechanism to enhance professionalism and create a better learning process and educational supervision is a form of psychological support that should be provided to all members of the school community. It is understood in a more democratic view and plays a crucial role in ensuring quality and developing educational standards. Additionally, the scope of educational supervision has expanded to encompass the functions of educational organizations, and there is a need for an increased role of supervisors as facilitators (Setyaningsih & Suchyadi, 2021). In certain organizations, the supervisor's support may not be highly valued, but it does contribute to increase job satisfaction. Employees tend to actively pursue better career prospects when they have a positive relation with their supervisors (Yousaf, 2020).

#### **2.1.9.2.4 Interpersonal Relationship**

Interpersonal relationship involve forming social connections between individuals. These relationships are based on repeated interactions and connections with others. In an organizational setting, interpersonal relationships are seen as an unavoidable reality and positive interactions between individuals or group. Positive interpersonal relationships in the workplace have various benefits for both individuals and organizations, including increased motivation, organizational commitment and employee satisfaction (Poljasevicet al., 2021).

Moreover an effective relationship among boss and workers motives them to get desirable outcomes and they perform very well that is the requirement of job and it increases the workers' job satisfaction (Cheung et al., 2008).The relationship among boss and workers affect satisfaction of job positively. When employees have a good and positive association with their work had a great impact on their job satisfaction (Kuvaas, 2008).

#### **2.1.9.2.5 Work Security**

Work security means the dimensions of job that help the workers to hold their jobs tangibly, intellectually and individually. It protects the staff from the threat of being jobless and increase their level of satisfaction (Saraswathi, 2011).The most crucial factor employees consider for job continuity is job security. This pertains to how employees feel about the potential loss of their job or preferred job attributes. Job security holds the utmost importance in employee commitment towards their job. Numerous researchers have discovered that job security positively influences employees' commitment to their organizations. It has been determined that job security significantly relates to employee satisfaction (Hussain & Saif, 2019).



The effective execution of duties and responsibilities by school leaders is hindered when they do not feel satisfied and secure in their workplace. A leader who is facing personal issues can result in detrimental outcomes for both the organization and its employees, consequently impacting overall achievements. Hence, job satisfaction becomes a crucial factor as it directly influences organizational productivity and the well-being of individuals (Suleman & Hussain, 2018).

#### **2.1.9.2.6 Salary Satisfaction**

It is the salary of workers which they get from their work place. The satisfaction of salary has a great impact on workers. This type of satisfaction has four dimensions that are: satisfaction with profits, salary level satisfaction, salary increase satisfaction and satisfaction with amount controlling construction (Gim & Cheah, 2020).

Salary satisfaction can occur when there is a perception that an employee is satisfied with the salary he/she gets. As expected salary is often positioned as an approach to motivate employee behavior so that organizations must be able to ensure employee satisfaction with their salaries. When an employee gets his estimated amount from work place, salary satisfaction arises as it motivates workers to do work more effectively. The organization should certify workers' satisfaction with the earnings they get (Salleh & Memon, 2015).

According to Nugroho and Tanuwijaya (2022) organizations often use salaries as a means to inspire desired employee performance, hence it becomes vital for organizations to ensure that employees are satisfied with their pay. It is imperative that schools and education systems provide appealing rewards, such as competitive salaries

and favorable contracts, in order to satisfy, attract and retain qualified staff members (Yan, 2019).

#### **2.1.10 Relationship of Knowledge Management and Job Satisfaction**

In today's world, organizations understand that knowledge is really important. They need to change their plans to keep up with what's happening around them if they want to do well. Studies have found that employees are happier with their jobs when they learn new things and share what they know. When organizations manage knowledge well, they work better and when employees are happy with their jobs, the organization does better too. So, making sure employees are satisfied and managing knowledge properly are both really important for an organization's success. When employees feel valued and supported in their pursuit of knowledge and are encouraged to share their insights with others, it can lead to greater job satisfaction. Furthermore, researchers have often explored the connection between knowledge management and job satisfaction, focusing on the advantages it offers in terms of enhancing organizational performance. The study underscores knowledge management as a pivotal practice that fosters and sustains job satisfaction (Husna & Ahmed, 2021).

Moreover, according to Tsai (2018) proper knowledge management is an important part of employee development and it improves employees performance as employees are the essential part of knowledge management but enhancing innovation and knowledge in an employee is not an easy job, it is challenging task in management of knowledge, once it is enhanced in employees, it will lead to employee's job satisfaction. Further studies showed significant and positive effect of knowledge management on employees' productivity. When employees' productivity increases the employees become motivated and feel better about their work and try to make the work more useful, this will increase job satisfaction of employees (Kianto et al., 2019).

According to Rafique and Mahmood (2018) employees are motivated and engaged when satisfied with their work, often seeking knowledge to meet job demands. The connection between knowledge sharing and job satisfaction has long been explored, with intra-organizational knowledge sharing playing a vital role. Past research suggests a positive link between job satisfaction and employees' knowledge sharing behavior, sometimes mediated by factors like willingness to share knowledge. However, conclusive evidence on the reciprocal impact of job satisfaction and knowledge sharing remains limited.

Knowledge management has a great influence on satisfaction of employees also through many ways. Knowledge management helps to facilitate learning of the employees from their colleague as well as from other external sources and when the employees share their ideas with each other, they develop new ideas and this development allow the organization to grow more and more with sustainability. Further, due to knowledge management the employees in an institution will be more flexible and this will enhance job satisfaction of employees (Khoualdi & Saleh, 2015).

## **2.2 Empirical Review**

Literature showed that many of the studies addressed the importance of understanding of knowledge management practices and job satisfaction of leaders in education sector like all other areas. According to a recent study by Husna and Ahmad (2021) the link between Knowledge Management (KM) and job satisfaction among university librarians in Punjab, Pakistan, was investigated. Their findings underscored a significant positive correlation between KM and job satisfaction, emphasizing the crucial role of KM in organizational development. Their study also emphasized the pivotal nature of KM as a fundamental practice that strengthens job satisfaction among university librarians. In another study it is mentioned that managing knowledge is really

important in schools. This happens at different levels, and it's crucial for school leaders to understand what knowledge management (KM) involves. They have a big role in making sure KM practices works well in their schools. By doing this, they can have a big impact on how well the school runs. So, it's vital to think about questions like how to actually use KM practices in schools and how leaders can do it effectively (Robbins, 2020).

Another study carried out by Khoualdi and Saleh (2015) it was found that the job satisfaction of university employees were indirectly influence by knowledge management procedures. In their study “the impact of knowledge management on job satisfaction: a study on Saudi public universities was generalized to Kingdom of Saudi Arabia” results showed that in any organization’s policy, there is need to give priority to knowledge management processes and it can be possible by the support of top managers of organization. With the help of their support employees do more effort and show abilities and interest in work. Knowledge management is the reason to increase the job satisfaction of employees under the change of environment and the expansion of technologies

Almahamid et al. (2010) indicated in their study “The Relationship among Organizational Knowledge Sharing Practices, Employees’ Learning Commitments, Employees’ Adaptability, and Employees’ Job Satisfaction: An Empirical Investigation”. The finding also showed the positive response of manager to facilitate and ensuring the employees that how to deal with the unexpected and sudden change in environment. This response gives them indication that how to rise the job satisfaction of workers by the formation of knowledge practices and make the workers think creatively by learning progression which is going on.

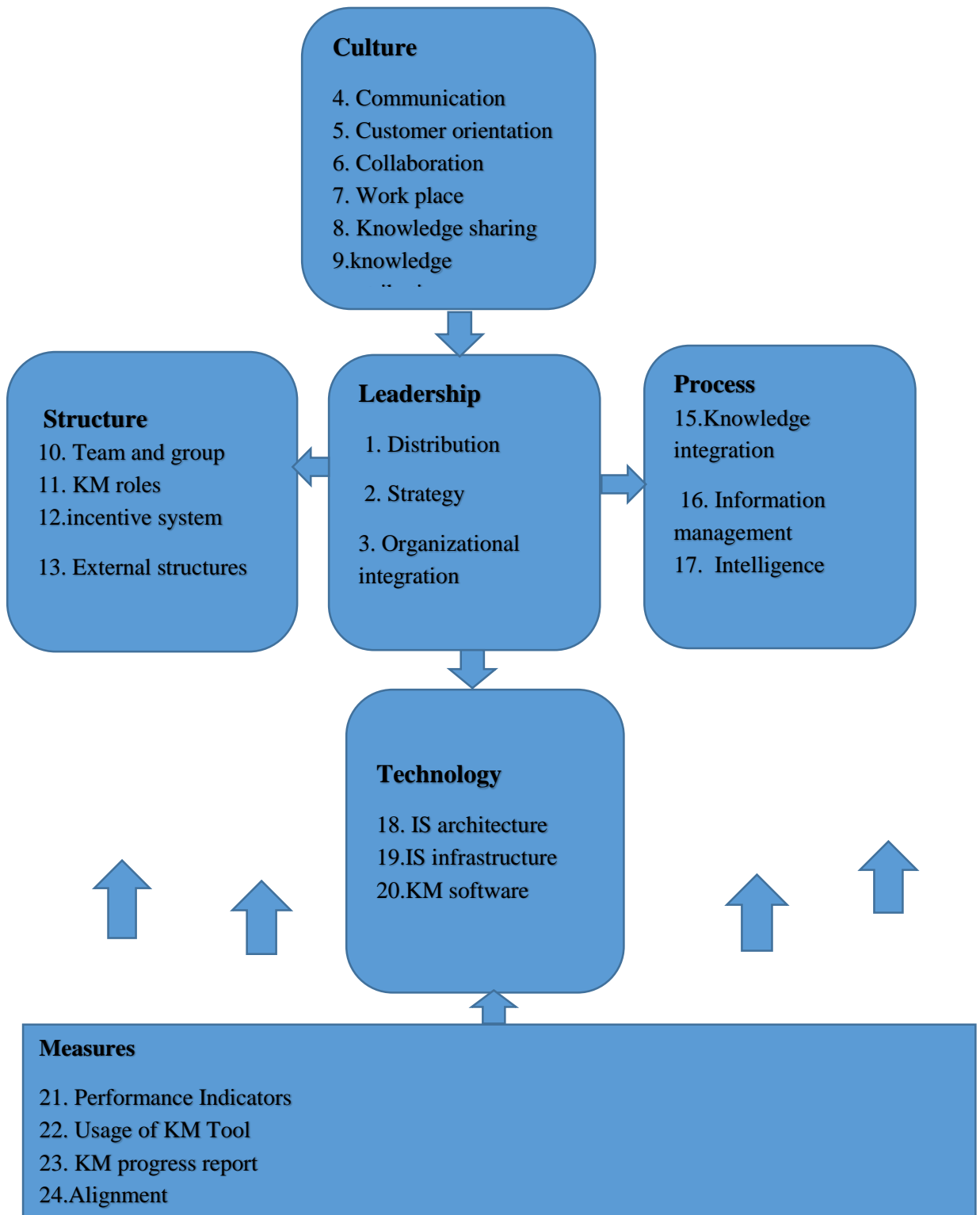
Another study was conducted by Singh and Sharma (2011). According to them the satisfaction of workers rises by the environment of organization and warmly supported practices of knowledge management. It was indicated that there is a positive relationship exist among the knowledge management practices and the satisfaction of worker's job. The study conducted by Andreeva and Kianto (2012) entitled "does knowledge management really matter? Linking knowledge management practices, competitiveness and economic performance" also showed that knowledge management is an integral component of any organizational success and effectiveness. Knowledge management is closely related to the great satisfaction of job.

Furthermore, it was found that both male and female secondary school principals experienced a high level of personal satisfaction but were dissatisfied with external factors. When examining specific areas, both male and female principals expressed satisfaction across twelve intrinsic and extrinsic categories Overall, there was no significant difference in job satisfaction between male and female secondary school principals. However, male principals expressed greater dissatisfaction with education policies, practices and creativity, while also reporting higher satisfaction with moral values and responsibility compared to their female counterparts (Suleman & Hussain, 2018).

## 2.3 Theoretical Review

Figure 2.1

*Knowledge management model*



This model was developed by Botha in 2005. Botha developed a survey questionnaire for knowledge management assessment of the organizations and it was named as SA Botha knowledge management survey. Furthermore, Botha divided the knowledge management into six dimensions which are knowledge management leadership, culture, technology, structure, process and measurement. Leadership refers to the clear vision, direction, support and motivation of knowledge contribution to the organization also it includes the way leader distribute the knowledge by using different strategies for integration of organization. Secondly culture which reveals the right attitude and behavior with employees, having the climate of openness and trust also an open space to speak without any hesitation. The third dimension is structure, both culture and structure are interrelated. For having a knowledge oriented culture there should have an appropriate structure. There should have a proper structure for communication sessions on regular basis also feedback must be taken on knowledge performance and try to improve from the given feedback.

Another important dimension is processes and the most important process in organizations is the capability to integrate knowledge and it can be integrated through codifying and diffusion, the main characteristics of the knowledge integration capability are efficiency, scope and flexibility. Information intended for knowledge management use lends itself to systematic handling and widespread dissemination, using techniques of information resource management. Information and communication infrastructure must provide people to people and people to information connectivity and networkability. Many organizations tend to rely solely on information technology to supply their knowledge management needs. IT to support KM must be aligned with the organizations culture, structures and processes. The last dimension is related to measurement, knowledge is intangible and its measurement does not fit into

the simple rules of financial accounting. Special measures are therefore needed to obtain some indication of the performance of these intangible assets. Outputs from any KM measurement programs / tools should be used for aligning KM practices with organizational objective and strategies (Botha, 2005).

#### **2.4 Critical Summary of literature review**

Knowledge management is the process of managing the overall knowledge in an organization. There were many researches done on knowledge management and organization performance, job satisfaction of employees and at higher level and the researches address the importance of knowledge management, knowledge management and organizational performance, knowledge management practices indifferent organization. There were significant relationship and effect shown by different researches. A researcher namely Botha describe the six dimensions of knowledge management, many other researchers also explore different dimensions from different context also the researchers explored that there is a need to give awareness regarding knowledge management and stress on the development of knowledge management cell in the institutions.

Some researches were also done at school level also. The identified gap in all these researches was that there was less focus on the manager of knowledge management thus the researcher found a gap that there is a need to do research on knowledge management practices of heads or the knowledge managers. Knowledge management is basically used to maintain the process and for maintaining the whole process good leadership skill, organizational culture, proper structure, technology and measurement required. Furthermore, job satisfaction of head of institution plays an important role for the success of an organization. If the head gets satisfied from his job he/she runs the institution smoothly and if he/she became dissatisfied the system gets



weakens as principals are the key element that describe about the organization achievements. Thus, the researcher explored the relationship between knowledge management practices of principals and their job satisfaction.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This study was conducted to explore relationship between knowledge management practices and job satisfaction of school principals in Islamabad. This chapter discusses the study Design, Population, Sample and Sampling Technique, Instrument, Data Collection and data analysis

#### **3.1 Research Paradigm/ Research Design**

The study falls under positivism paradigm. It was conducted in quantitative manner and was a correlational study. The researcher took primary sources to collect data from respondents.

#### **3.2 Population and Sample**

All the Principals of Islamabad Model School for Girls (Urban-1, Urban-2, Bara Kau, Tarnol, Nilore and Sihala) were the population of the study. There were total 145 IMSGs according to the record of Federal Directorate of Education (2022). As total number of IMSGs were 145 so, total number of Principals were also 145 as each school is having one principal. According to the Gay (2012) table (APPENDIX-F) if population is 145 than 103 is the sample size so the sample size of study was 103 (APPENDIX-C). The sample (Principals of IMSGs) of the study was selected through Simple Random Sampling technique from the given population. The sample was selected through lottery method technique by using the list of institutions so that each member of the population had an equal chance of being selected.

**Table 3.1**

*Population and sample of the Study*

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S#	Population	Sample
1.	145 Principals	103 Principals

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(Source: <https://fde.gov.pk/institutions>, 2022)

### **3.3 Instruments**

Two instruments were used.

#### **3.3.1 SA Knowledge Management Survey**

An instrument was adapted to measure knowledge management practices of principals which was developed by Botha in 2005 and is called SA knowledge management survey. The questionnaire was based on a Knowledge management model which include knowledge management in terms of leadership, culture, technology, structure, process and measurement. A five-point Likert scale with options of strongly agree, agree, undecided, disagree, and strongly disagree was used. The instrument is attached as (APPENDIX-A).

#### **3.3.2 Job Satisfaction Questionnaire**

On the basis of literature review questionnaire was developed for measuring job satisfaction of principals. The questionnaire was based on Herzberg two factor theory of motivation which is divided into hygiene factor (working condition, salary satisfaction, work security, interpersonal relation, institutional policy and supervision)

and motivation factor (personal recognition, work itself, advancement, achievement, personal growth and responsibility). A five-point Likert scale with options of strongly agree, agree, undecided, disagree, and strongly disagree was used. Instrument is attached as (APPENDIX-B).

### **3.4 Procedure (Validity, pilot test, Reliability)**

#### **3.4.1 Validity**

The validity of the instrument was checked through experts' opinion. Experts were taken from Faculty of Education, Faculty of Management Science and Department of Psychology to ensure content validity of the instruments. Unclear questions were revised as per suggestions given by experts. The certificates of validation by experts is attached (APPENDIX-E).

#### **3.4.2 Pilot Test**

After checking validity of the instrument a pilot test was conducted on 25 Principals of Islamabad Model School of Girls. Participants selected for pilot study were not included in the final data collection.

#### **3.4.3 Reliability**

To check the reliability of the instruments data gathered from pilot test were analyzed by applying Cronbach Alpha through SPSS.

**Table 3.2***Reliability analysis of knowledge management*

<b>Variables</b>	<b>No. of items</b>	<b>Cronbach's Alfa Value</b>
Leadership	5	.858
Culture	9	.865
Structure	9	.885
Process	4	.872
Technology	4	.728
Measurement	3	.808
Total knowledge management	34	.963

Table 3.2 shows that the value of reliability of KM was .963, which indicated that all the statements of the questionnaire are quite reliable. The reliability of the sub-scales was also checked.

**Table 3.3***Reliability analysis of job satisfaction*

<b>Variables</b>	<b>No. of items</b>	<b>Cronbach's Alfa Value</b>
Personal recognition	3	.823
Work itself	3	.680
Personal growth	3	.882
Advancement	3	.797
Achievement	3	.890
Responsibility	3	.611
Working condition	3	.763
Salary satisfaction	3	.886
Work security	3	.633
Interpersonal relation	3	.862
Supervision	3	.685
Institutional policy	3	.915
Total job satisfaction	36	.958

Table 3.3 shows that the value of reliability of job satisfaction questionnaire was .958, which indicated that all the statements of the questionnaire are quite reliable. The reliability of the sub-scales was also checked.

### 3.5 Data Collection (practicalities)

The researcher personally visited the selected IMSGs for data collection. Data was collected from principals of the respective schools and Principals availability were taken into consideration. Researcher took permission from Federal Directorate of Education (FDE) for collecting data. (APPENDIX-D)

### 3.6 Data Analysis

Data were analyzed by using descriptive and inferential statistics. Collected data were analyzed by calculating frequency and percentage. For measuring the relationship between knowledge management practices and job satisfaction of principals Pearson Product Moment Correlation ( $r$ ) was calculated through SPSS.

**Table 3.4**

*Intervals of knowledge management practices*

Scores	Intervals of KM practices
34-68	Rarely
69-136	Sometime
137-170	Always

**Table 3.5***Levels of job satisfaction of principals*

Scores	levels of job satisfaction
36-72	low
73-144	Moderate
145-180	High

**Table 3.6***Data analysis table*

Objectives	Research Questions/Hypothesis	Data Analysis
Objective 1	Research question 1	Frequency and Percentage
Objective 2	Research question 2	Frequency and Percentage
Objective 3	Hypothesis	Pearson Product Moment Correlation ( r )

**3.7 Ethical Consideration**

According to Sekaran and Bougie (2016) ethical issues in research are associated to respondents and the researcher is responsible for protection of confidential information. In this study the researcher was fully aware of the confidentiality of the participants. There was no harm to the participants mentally,



physically and socially. Researcher behaved in a trust worthy manner and built a level of trust between the researcher and the participants. The researcher explained the study to the participants before taking data from the participants. The researcher didn't go beyond confidentiality and didn't disclose any information. The information were only used for the academic purpose. Before going to collect data, proper permission was taken from Federal Directorate of Education (FDE).

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION

This chapter include data analysis and data interpretations to achieve the objectives of the study. This study was quantitative in nature and the Statistical Package for Social Sciences (SPSS) was used for the analysis of primary data. A simple Random Sampling Technique was used and One hundred and three participants took part in this study. First and second objective were achieved through descriptive analysis (frequency and percentage) and to test the hypothesis Pearson Product Moment Correlation was used.

#### Objective 1

To determine knowledge management practices of principals.

**Table 4.1**

*Knowledge management practices of principals*

<b>Knowledge management Practices</b>	<b>Frequency</b>	<b>Percentage</b>
Rarely	0	0%
Sometimes	35	34%
Always	68	66%

Table 4.1 shows that 66% principals always practice knowledge management and 34% principals sometime practice knowledge management in their schools. This

table shows that majority of principals always practice knowledge management in their school.

**Table 4.2**

*Knowledge management practices in terms of leadership*

<b>Leadership</b>	<b>Frequency</b>	<b>Percentage</b>
Rarely	0	0%
Sometimes	30	29.2%
Always	73	70.8%

Table 4.2 shows that 70.8% principals always practice knowledge management in terms of leadership and 29.2% principals sometime practice knowledge management in terms of leadership in their schools. This table shows that majority of principals always practice knowledge management in terms of leadership in their school.

**Table 4.3**

*Knowledge management practices in terms of culture*

<b>Culture</b>	<b>Frequency</b>	<b>Percentage</b>
Rarely	0	0%
Sometimes	23	22.3%
Always	80	77.7%

Table 4.3 shows that 77.7% principals always practice knowledge management in terms of culture and 22.3% principals sometime practice knowledge management in

terms of culture in their schools. This table shows that majority of principals always practice knowledge management in terms of culture in their school.

**Table 4.4**

*Knowledge management practices in terms of structure*

<b>Structure</b>	<b>Frequency</b>	<b>Percentage</b>
Rarely	0	0%
Sometimes	24	23.3%
Always	79	76.7%

Table 4.4 shows that 76.7% principals always practice knowledge management in terms of structure and 23.3% principals sometime practice knowledge management in terms of structure in their schools. This table shows that majority of principals always practice knowledge management in terms of structure in their school.

**Table 4.5**

*Knowledge management practices in terms of process*

<b>Process</b>	<b>Frequency</b>	<b>Percentage</b>
Rarely	1	.9%
Sometimes	58	56.3%
Always	44	42.7%

Table 4.5 shows that 42.7% principals always practice knowledge management in terms of process.56.3% principals sometime practice knowledge management in terms of process and .9% rarely practice knowledge management in terms of process

in their schools. This table shows that majority of principals sometime practice knowledge management in terms of process in their school.

**Table 4.6**

*Knowledge management practices in terms of technology*

<b>Technology</b>	<b>Frequency</b>	<b>Percentage</b>
Rarely	2	1.9%
Sometimes	75	72.9%
Always	26	25.2%

Table 4.6 shows that 25.2 % principals always practice knowledge management in terms of technology.72.9% principals sometime practice knowledge management in terms of technology and 1.9% principals rarely practice knowledge management in terms of technology in their school. This table shows that majority of principals sometime practice knowledge management in terms of technology in their school.

**Table 4.7**

*Knowledge management practices in terms of measurement.*

<b>Knowledge management Practices</b>	<b>Frequency</b>	<b>Percentage</b>
Rarely	2	1.9%
Sometimes	72	70%
Always	29	28.1%

Table 4.7 shows that 28.1% principals always practice knowledge management in terms of measurement. 70% principals sometime practice knowledge management in terms of measurement and 1.9% rarely practice knowledge management in terms of measurement in their schools. This table shows that majority of principals sometime practice knowledge management in terms of measurement in their school.

## **Objective 2**

To identify job satisfaction level of principals

**Table 4.8**

*Job satisfaction level of school principals*

<b>Level of satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Low	0	0%
Moderate	23	22.4%
High	80	77.6%

Table 4.8 shows that 77.6% principals have high level of job satisfaction. Moderate level of job satisfaction was 22.4% and the percentage of low level of job satisfaction was 0. This table shows that majority of principals' shows high level of satisfaction with their job

**Table 4.9**

*Job satisfaction level in terms of personal recognition*

<b>Level of satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Low	0	0%
Moderate	41	39.8%
High	62	60.2%

Table 4.9 shows that the high level of job satisfaction in terms of personal recognition is 60.2 %. Percentage of moderate level of job satisfaction is 39.8% and low level of job satisfaction is 0. This table shows that majority of principals' shows high level of satisfaction with their job in terms of personal recognition.

**Table 4.10**

*Job satisfaction level in terms of work itself*

<b>Level of satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Low	0	0%
Moderate	45	43.7%
High	58	56.3%

Table 4.10 shows that 56.3% principals have high level of job satisfaction in terms of work itself. Percentage of moderate level of job satisfaction was 43.7% and low level of job satisfaction was 0%. This table showed that majority of principals' shows high level of satisfaction with their job in terms of work itself.

**Table 4.11***Job satisfaction level in terms of personal growth*

<b>Level of satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Low	0	0%
Moderate	33	32%
High	70	68%

Table 4.11 shows that 68% principals have high level of job satisfaction in terms of personal growth. Percentage of moderate level of job satisfaction was 32% and low level of job satisfaction was 0%. This table shows that majority of principals' shows high level of satisfaction with their job in terms of personal growth.

**Table 4.12***Job satisfaction level in terms of advancement*

<b>Level of satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Low	1	.9 %
Moderate	41	39.8%
High	61	59.3%

Table 4.12 shows that 59.3% principals have high level of job satisfaction in terms of advancement. Percentage of moderate level of job satisfaction is 39.8% and low level of job satisfaction is 0.9%. This table showed that majority of principals' shows high level of satisfaction with their job in terms of advancement.



**Table 4.13**

*Job satisfaction level in terms of achievement*

<b>Level of satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Low	0	0%
Moderate	37	35.9%
High	66	64.1 %

Table 4.13 shows that 64.1% principals have high level of job satisfaction in terms of achievement. Percentage of moderate level of job satisfaction was 35.9% and low level of job satisfaction was 0. This table shows that majority of principals' shows high level of satisfaction with their job in terms of achievement.

**Table 4.14**

*Job satisfaction level in terms of responsibility*

<b>Level of satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Low	0	0%
Moderate	37	36%
High	66	64%

Table 4.14 shows that 64% principals have high level of job satisfaction in terms of responsibility. Percentage of moderate level of job satisfaction was 36% and low level of job satisfaction was 0. This table shows that majority of principals' shows high level of satisfaction with their job in terms of responsibility.

**Table 4.15**

*Job satisfaction level in terms of working condition*

<b>Level of satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Low	0	0%
Moderate	31	30%
High	72	70%

Table 4.15 shows that 70% principals have high level of job satisfaction in terms of working condition. Percentage of moderate level of job satisfaction was 30% and low level of job satisfaction was 0. This table shows that majority of principals' shows high level of satisfaction with their job in terms of working condition.

**Table 4.16**

*Job satisfaction level in terms of salary satisfaction*

<b>Level of satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Low	13	12.6%
Moderate	50	48.6%
High	40	38.8%

Table 4.16 shows that 38.8% principals have high level of job satisfaction in terms of salary. Percentage of moderate level of job satisfaction was 48.6% and low level of job satisfaction was 12.6%. This table shows that majority of principals' shows moderate level of satisfaction with their job in terms of salary.

**Table 4.17**

*Job satisfaction level in terms of work security*

<b>Level of satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Low	0	0%
Moderate	54	52.5%
High	49	47.5%

Table 4.17 shows that 47.5% principals have high level of job satisfaction in terms of work security. Percentage of moderate level of job satisfaction was 52.5% and the percentage of low level of job satisfaction was 0. This table shows that majority of principals' shows moderate level of satisfaction with their job in terms of work security

**Table 4.18**

*Job satisfaction level in terms of interpersonal relation*

<b>Level of satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Low	0	0%
Moderate	35	34%
High	68	66%

Table 4.18 shows that 66% principals have high level of job satisfaction in terms of interpersonal relation. Percentage of moderate level of job satisfaction was 34% and low level of job satisfaction was 0. This table shows that majority of principals' shows high level of satisfaction with their job in terms of interpersonal relation.

**Table 4.19***Job satisfaction level in terms of supervision*

<b>Level of satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Low	0	0%
Moderate	42	40.8%
High	61	59.3%

Table 4.19 shows that 59.3% principals have high level of job satisfaction in terms of supervision. Percentage of moderate level of job satisfaction was 40.8% and low level of job satisfaction was 0%. This table shows that majority of principals' shows high level of satisfaction with their job in terms of supervision.

**Table 4.20***Job satisfaction level in terms of institutional policy*

<b>Level of satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Low	1	0.9%
Moderate	49	47.6%
High	53	51.5%

Table 4.20 shows that 51.5% principals have high level of job satisfaction in terms of institutional policy. Percentage of moderate level of job satisfaction was 47.6% and low level of job satisfaction was 0.9%. This table shows that majority of principals have high level of satisfaction with their job in terms of institutional policy.

### Objective 3

To find out relationship between knowledge management practices and job satisfaction of principals.

**Table 4.21**

*Correlation of total knowledge management practices and total job satisfaction*

<b>Variables</b>	<b>No. of Participants (N)</b>	<b>Pearson Coefficient (r)</b>	<b>p-value</b>
Total KM	103	.684	.000
Total JS	103		

Table 4.21 shows that the value of correlation coefficient (r) is .684 and *p*-value is .000 which shows that there was a positive significant and moderate relationship exist between knowledge management practices and job satisfaction of school principals. Hence, the null hypothesis was failed to accept.

**Table 4.22**

*Correlation of knowledge management practices and motivational factor of job satisfaction*

<b>Variables</b>	<b>No. of Participants (N)</b>	<b>Pearson Coefficient (r)</b>	<b>p-value</b>
Total knowledge	103		
Management		.657	.000
Motivational factor	103		

Table 4.22 shows that the value of correlation coefficient (r) is .657 and p-value is .000 which shows that there was a positive significant and moderate relationship exist between knowledge management practices and motivational factor of job satisfaction of school principals.

**Table 4.23**

*Correlation of knowledge management practices and hygiene factor of job satisfaction*

<b>Variables</b>	<b>No. of Participants (N)</b>	<b>Pearson Coefficient (r)</b>	<b>p-value</b>
Total knowledge	103		
Management		.596	.000
Hygiene factor	103		

Table 4.23 shows that the value of correlation coefficient (r) is .596 and p-value is .000 which shows that there was a positive significant and moderate relationship exist

between knowledge management practices and hygiene factor of job satisfaction of school principals.

**Table 4.24**

*Correlation of knowledge management practices in terms of leadership and motivational factor of job satisfaction*

<b>Variables</b>	<b>No. of Participants (N)</b>	<b>Pearson Coefficient (r)</b>	<b>p-value</b>
Leadership	103	.401	.000
motivational factor	103		

Table 4.24 shows that the value of correlation coefficient (r) is .401 and *p*-value is .000 which shows that there was a positive weak and significant relationship between knowledge management practices in terms of leadership and motivational factor of job satisfaction.

**Table 4.25**

*Correlation of knowledge management practices in terms of leadership and hygiene factor job satisfaction*

<b>Variables</b>	<b>No. of Participants (N)</b>	<b>Pearson Coefficient (r)</b>	<b><i>p</i>-value</b>
Leadership	103	.433	.000
hygiene factor	103		

Table 4.25 shows that the value of correlation coefficient (r) is .433 and *p*-value is .000 which shows that there was a positive weak and significant relationship between knowledge management practices in terms of leadership and hygiene factor job satisfaction.

**Table 4.26**

*Correlation of knowledge management practices in terms of culture and motivational factor of job satisfaction*

<b>Variables</b>	<b>No. of Participants (N)</b>	<b>Pearson Coefficient (r)</b>	<b><i>p</i>-value</b>
Culture	103	.616	.000
motivational factor	103		



Table 4.26 shows that the value of correlation coefficient (r) is .616 and *p*-value is .000 which shows that there was a positive significant and moderate relationship exist between knowledge management practices in terms of culture and motivational factor of job satisfaction.

**Table 4.27**

*Correlation of knowledge management practices in terms of culture and hygiene factor of job satisfaction*

<b>Variables</b>	<b>No. of Participants (N)</b>	<b>Pearson Coefficient (r)</b>	<b><i>p</i>-value</b>
Culture	103	.433	.000
Hygiene factor	103		

Table 4.27 shows that the value of correlation coefficient (r) is .433 and *p*-value is .000 which shows that there was a positive weak and significant relationship between knowledge management practices in terms of culture and hygiene factor of job satisfaction.

**Table 4.28**

*Correlation of knowledge management practices in terms of structure and motivational factor of job satisfaction*

<b>Variables</b>	<b>No. of Participants (N)</b>	<b>Pearson Coefficient (r)</b>	<b>p-value</b>
structure	103	.553	.000
motivational factor	103		

Table 4.28 shows that the value of correlation coefficient (r) is .553 and *p*-value is .000 which shows that there was a positive significant and moderate relationship exist between knowledge management practices in terms of structure and motivational factor of job satisfaction.

**Table 4.29**

*Correlation of knowledge management practices in terms of structure and hygiene factor of job satisfaction*

<b>Variables</b>	<b>No. of Participants (N)</b>	<b>Pearson Coefficient (r)</b>	<b>p-value</b>
structure	103	.455	.000
Hygiene factor	103		

Table 4.29 shows that the value of correlation coefficient (r) is .455 and *p*-value is .000 which shows that there was a positive weak and significant relationship between knowledge management practices in terms of structure and hygiene factor of job satisfaction.

**Table 4.30**

*Correlation of knowledge management practices in terms of process and motivational factor of job satisfaction*

<b>Variables</b>	<b>No. of Participants (N)</b>	<b>Pearson Coefficient (r)</b>	<b><i>p</i>-value</b>
Process	103	.484	.000
motivational factor	103		

Table 4.30 shows that the value of correlation coefficient (r) is .484 and *p*-value is .000 which shows that there was a positive weak and significant relationship between knowledge management practices in terms of process and motivational factor of job satisfaction.

**Table 4.31**

*Correlation of knowledge management practices in terms of process and hygiene factor of job satisfaction*

<b>Variables</b>	<b>No. of Participants (N)</b>	<b>Pearson Coefficient (r)</b>	<b><i>p</i>-value</b>
Process	103	.531	.000
Hygiene factor	103		

Table 4.31 shows that the value of correlation coefficient (r) is .531 and *p*-value is .000 which shows that there was a positive significant and moderate relationship exist between knowledge management practices in terms of process and hygiene factor of job satisfaction.

**Table 4.32**

*Correlation of knowledge management practices in terms of technology and motivational factor of job satisfaction*

<b>Variables</b>	<b>No. of Participants (N)</b>	<b>Pearson Coefficient (r)</b>	<b><i>p</i>-value</b>
Technology	103	.520	.000
motivational factor	103		

Table 4.32 shows that the value of correlation coefficient (r) is .520 and *p*-value is .000 which shows that there was a positive weak and significant relationship between knowledge management practices in terms of technology and motivational factor of job satisfaction.

**Table 4.33**

*Correlation of knowledge management practices in terms of technology and hygiene factor of job satisfaction*

<b>Variables</b>	<b>No. of Participants (N)</b>	<b>Pearson Coefficient (r)</b>	<b><i>p</i>-value</b>
Technology	103	.490	.000
Hygiene factor	103		

Table 4.33 shows that the value of correlation coefficient (r) is .490 and *p*-value is .000 which shows that there was a positive weak and significant relationship between knowledge management practices in terms of technology and hygiene factor of job satisfaction.

**Table 4.34**

*Correlation of knowledge management practices in terms of measurement and motivational factor of job satisfaction*

<b>Variables</b>	<b>No. of Participants (N)</b>	<b>Pearson Coefficient (r)</b>	<b>p-value</b>
Measurement	103	.357	.000
motivational factor	103		

Table 4.34 shows that the value of correlation coefficient (r) is .357 and p-value is .000 which shows that there was a positive weak and significant relationship between knowledge management practices in terms of measurement and motivational factor of job satisfaction.

**Table 4.35**

*Correlation of knowledge management practices in terms of measurement and hygiene factor of job satisfaction*

<b>Variables</b>	<b>No. of Participants (N)</b>	<b>Pearson Coefficient (r)</b>	<b>p-value</b>
Measurement	103	.245	.013
Hygiene factor	103		

Table 4.35 shows that the value of correlation coefficient ( $r$ ) is .245 and  $p$ -value is .013 which shows that there was a positive weak and significant relationship between knowledge management practices in terms of measurement and hygiene factor of job satisfaction.

## CHAPTER 5

### SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

The study aimed to explore relationship between knowledge management practices and job satisfaction of school principals in Islamabad, Therefore the study was based on three objectives; to determine knowledge management practices of principals, to identify job satisfaction level of principals and to find out the relationship between knowledge management practices and job satisfaction of principals. Relevant literature was reviewed. The study was delimited to Islamabad Model School for Girls (IMSGs) and Herzberg two factor theory of motivation. Two instruments were used; one was about knowledge management practices of principals which was adapted from SA Botha knowledge management survey and the second one was about job satisfaction level of principals which was based on Herzberg two factor theory of motivation. Instruments were first validated, pilot tested, and then finalized. Instruments were validated through experts' opinion and to find reliability of the instruments Cronbach Alfa was calculated, reliability value of Knowledge Management practices questionnaire was .963 and job satisfaction questionnaire was .958. Data were directly collected from the respondents. To carry out this research the total population was 145 principals (according to the record of Federal Directorate of Education) and sample of the study was 103 principals of Islamabad Model School for Girls (IMSGs) the sample was selected through lottery method technique by using the list of institutions The sample size drawn according to LR Gay table so, the instruments were administered to one hundred and three principals and data were gathered from them about their



knowledge management practices and job satisfaction level. This research study was conducted in a quantitative manner. The researcher personally visit the selected schools for data collection. Data were analyzed by using descriptive and inferential statistics. Collected data were analyzed by calculating frequency and percentage. Moreover for measuring the relationship between knowledge management practices and job satisfaction of principals Pearson Product Moment Correlation was calculated through SPSS.

## **5.2 Findings**

The following findings were drawn from the analyzed data:

1. 66% principals always practice knowledge management and 34% principals sometime practice knowledge management in their schools. Majority of principals always practice knowledge management in their school (Table 4.1).
2. 70.8% principals always practice knowledge management in terms of leadership and 29.2% principals sometime practice knowledge management in terms of leadership in their schools which indicates that majority of principals' always practice knowledge management in terms of leadership in their school (Table 4.2).
3. 77.7% principals always practice knowledge management in terms of culture and 22.3% principals sometime practice knowledge management in terms of culture in their schools which indicates that majority of principals always practice knowledge management in terms of culture in their school (Table 4.3).
4. 76.7% principals always practice knowledge management in terms of structure and 23.3% principals sometime practice knowledge management in terms of structure in their schools so majority of principals always practice knowledge management in terms of structure in their school (Table 4.4).

5. 42.7% principals always practice knowledge management in terms of process and 56.3% principals sometime practice knowledge management in terms of process in their schools which indicates that majority of principals some time practice knowledge management in terms of process in their school. (Table 4.5)
6. 25.2% principals always practice knowledge management in terms of technology.72.9% principals sometime practice knowledge management in terms of technology and 1.9% principals rarely practice knowledge management in terms of technology in their school which indicates that majority of principals sometime practice knowledge management in terms of technology in their school (Table 4.6).
7. 28.1% principals always practice knowledge management in terms of measurement. 70% principals sometime practice knowledge management in terms of measurement and 1.9% rarely practice knowledge management in terms of measurement in their schools which indicates that majority of principals always practice knowledge management in terms of measurement in their school (Table 4.7).
8. 77.6% of the principals showed high level of job satisfaction, 22.4% principals showed moderate level of job satisfaction and 0% principal showed low level of job satisfaction therefore, majority of principals were satisfied with their job (Table 4.8).
9. 60.2 %. Principals have high level of job satisfaction in terms of personal recognition and percentage of moderate level of job satisfaction was 39.8% which indicates that majority of principals have high level of satisfaction with their job in terms of personal recognition (Table 4.9).

10. 56.3% principals have high level of job satisfaction and 43.7% principals have moderate level of job satisfaction in terms of work itself which indicates that majority of principals have high level of satisfaction with their job in terms of work itself (Table 4.10).
11. 68% principals have high level of job satisfaction and 32% principals have moderate level of job satisfaction in terms of personal growth which indicates that majority of principals have high level of satisfaction with their job in terms of personal growth (Table 4.11).
12. 59.3% principals have high level of job satisfaction, 39.8% principals have moderate level of job satisfaction and 0.9% principals have low level of job satisfaction in terms of advancement which indicates that majority of principals have high level of satisfaction with their job in terms of advancement (Table 4.12).
13. 64.1% principals have high level of job satisfaction and 35.6% principals have moderate level of satisfaction in terms of achievement which indicates that majority of principals have high level of satisfaction with their job in terms of achievement (Table 4.13).
14. 64.1% principals shows high level of job satisfaction and 35.6% principals have moderate level of satisfaction in terms of responsibility which indicates that majority of principals have high level of satisfaction with their job in terms of responsibility (Table 4.14).
15. 70% principals have high level of job satisfaction and 30% principals have moderate level of job satisfaction in terms of working condition which indicates that majority of principals have high level of satisfaction with their job in terms of working condition (Table 4.15).

16. 38% principals shows high level of job satisfaction, 48% principals have moderate level of satisfaction and 12.6% principals have low level of job satisfaction in terms of salary which indicates that majority of principals have moderate level of satisfaction with their job in terms of salary (Table 4.16).
17. 47.5% principals have high level of job satisfaction in terms of work security and 52.2% principals have moderate level of job satisfaction in terms of work security which indicates that majority of principals have moderate level of satisfaction with their job in terms of work security (Table 4.17).
18. 66% principals have high level of job satisfaction and 34% principals have moderate level of satisfaction in terms of interpersonal relation which indicates that majority of principals have high level of satisfaction with their job in terms of interpersonal relation (Table 4.18).
19. 59.3% principals have high level of job satisfaction and 40.7% principals have moderate level of job satisfaction in terms of supervision which indicates that majority of principals have high level of satisfaction with their job in terms of supervision (Table 4.19).
20. 51.5% principals have high level of job satisfaction, 47.6% principals have moderate level of satisfaction and 0.9% principals have low level of satisfaction with their job in terms of institutional policy which indicates that majority of principals have high level of satisfaction with their job in terms of institutional policy (Table 4.20).
21. Pearson  $r$  value was .684 and  $p$ -value was .000 that was smaller than significant level of 0.05 which shows that there was a positive significant and moderate relationship exist between knowledge management practices and job satisfaction of school principals. Hence, the null hypothesis was failed to accept as there is a

positive significant and moderate relationship exists between knowledge management practices and job satisfaction scores (Table 4.21).

22. Pearson  $r$  value was .657 and  $p$ -value was .000 that was smaller than significant level of 0.05 which shows that there was a positive significant and moderate relationship exists between knowledge management practices and motivational factor of job satisfaction of school principals (Table 4.22).
23. Pearson  $r$  value was .596 and  $p$ -value was .000 that was smaller than significant level of 0.05 which shows that there was a positive significant and moderate relationship exists between knowledge management practices and hygiene factor of job satisfaction of school principals (Table 4.23).
24. Pearson  $r$  value was .401 and  $p$ -value was .000 that was smaller than significant level of 0.05 which shows that there was a positive weak and significant relationship exists between knowledge management practices in terms of leadership and motivational factor of job satisfaction of school principals (Table 4.24).
25. Pearson  $r$  value was .433 and  $p$ -value was .000 that was smaller than significant level of 0.05 which shows that there was a positive weak and significant relationship exists between knowledge management practices in terms of leadership and hygiene factor of job satisfaction of school principals (Table 4.25).
26. Pearson  $r$  value was .616 and  $p$ -value was .000 that was smaller than significant level of 0.05 which shows that there was a positive significant and moderate relationship exists between knowledge management practices in terms of culture and motivational factor of job satisfaction of school principals (Table 4.26).
27. Pearson  $r$  value was .433 and  $p$ -value was .000 that was smaller than significant level of 0.05 which shows that there was a positive weak and significant relationship

exists between knowledge management practices in terms of culture and hygiene factor of job satisfaction of school principals (Table 4.27).

28. Pearson  $r$  value was .533 and  $p$ -value was .000 that was smaller than significant level of 0.05 which shows that there was a positive significant and moderate relationship exists between knowledge management practices in terms of structure and motivational factor of job satisfaction of school principals (Table 4.28).
29. Pearson  $r$  value was .455 and  $p$ -value was .000 that was smaller than significant level of 0.05 which shows that there was a positive weak and significant relationship exists between knowledge management practices in terms of structure and hygiene factor of job satisfaction of school principals (Table 4.29).
30. Pearson  $r$  value was .484 and  $p$ -value was .000 that was smaller than significant level of 0.05 which shows that there was a positive weak and significant relationship exists between knowledge management practices in terms of process and motivational factor of job satisfaction of school principals (Table 4.30).
31. Pearson  $r$  value was .531 and  $p$ -value was .000 that was smaller than significant level of 0.05 which shows that there was a positive significant and moderate relationship exists between knowledge management practices in terms of process and hygiene factor of job satisfaction of school principals (Table 4.31).
32. Pearson  $r$  value was .520 and  $p$ -value was .000 that was smaller than significant level of 0.05 which shows that there was a positive significant and moderate relationship exists between knowledge management practices in terms of technology and motivational factor of job satisfaction of school principals (Table 4.32)
33. Pearson  $r$  value was .490 and  $p$ -value was .000 that was smaller than significant level of 0.05 which shows that there was a positive weak and significant relationship

exists between knowledge management practices in terms of technology and hygiene factor of job satisfaction of school principals (Table 4.33).

34. Pearson  $r$  value was .357 and  $p$ -value was .000 that was smaller than significant level of 0.05 which shows that there was a positive weak and significant relationship exists between knowledge management practices in terms of measurement and motivational factor of job satisfaction of school principals (Table 4.34).

35. Pearson  $r$  value was .245 and  $p$ -value was .013 that was smaller than significant level of 0.05 which shows that there was a positive weak and significant relationship exists between knowledge management practices in terms of measurement and hygiene factor of job satisfaction of school principals (Table 4.35).

### **5.3 Discussion**

This research study was designed to explore relationship between knowledge management practices (leadership, culture, technology, structure, process, measurement) and job satisfaction (motivational and hygiene factor from Herzberg two factor theory) of school principals. The objectives of the study were to explore knowledge management practices of principals, to identify job satisfaction level of principals and to find out relationship between knowledge management practices and job satisfaction of school principals.

The findings of this study showed that there was a positive weak significant relationship exist between knowledge management practices and job satisfaction of school principals. Rafique and Mahmood (2018) carried out a study on relationship between knowledge sharing and job satisfaction: a systematic review. In their study they examined the relationship between knowledge sharing and job satisfaction. They review different articles which provide evidence of existing relationship between the variables. The findings revealed that there exist a strong and positive relationship

between knowledge sharing and job satisfaction and their influence on each other. Hence it is necessary to have a strong relationship among knowledge management and job satisfaction.

Another research conducted by (Husna & Ahmad 2021) on “Relationship between Knowledge Management and Job Satisfaction among University Librarians of the Punjab, Pakistan”. This study also showed that there exists a positive significant correlation between knowledge management and job satisfaction. The study also revealed that knowledge management is the key factor for the improvement as well as development of the organization. Knowledge management is considering as key practice which supports and encourages job satisfaction. The findings of current study showed that there exist significant weak relation between knowledge management and job satisfaction. Literature shown that the strong relationship between knowledge management and job satisfaction is important for organization. Moreover literature revealed the importance of knowledge management for the development of organization. This study findings shown that principals some time practice the knowledge management in terms of process, technology and measurement, the absence of these practices may become barrier to development of institution.

As this study shown that principals are satisfied with their job and job satisfaction of principals plays important role in handling different situations in institution. A school is an important social institution with specific objectives that must be accomplished by its leadership. The qualities, attitudes and job satisfaction level of principals greatly influence the dynamics within a school. Both schools and society as a whole depend on principals and satisfied principal can handle the hurdles related to job and institution (Edmond, 2014).



Managing knowledge plays a crucial role in the operations of schools, taking place at various levels. It is important to gain an understanding of what knowledge management (KM) entails in schools and the involvement of school leaders in this process. Further school leaders have the potential to make the greatest impact on schools by effectively applying KM practices to their teams and the processes they oversee. Therefore, it is imperative to address and explore questions regarding KM in schools, including its practical applications and how school leaders can effectively lead and manage knowledge (Robbins, 2020). Literature shown that knowledge management is important in the operations of a school so, the findings of this study showed that the principals practice knowledge management in their institution but in some areas of knowledge management the principals' shoed moderate level of knowledge management practice. Therefore it is necessary to address problems regarding practicing knowledge management.

#### **5.4 Conclusion**

On the basis of findings, following conclusions were drawn:

1. It is concluded that majority of principals always practice knowledge management in their school in terms of leadership, culture and structure. Moreover it is further concluded that majority of the principals some time practice knowledge management in terms of technology, process and measurement in their schools.( based on finding 1,2,3,4,5,6,7)
2. It is concluded that majority of principals have high level of job satisfaction in terms of personal recognition, work itself, personal growth, advancement, achievement, responsibility, working condition, interpersonal relation, supervision and institutional policy. Moreover principals shows moderate level

of job satisfaction in terms of salary and work security ( based on findings 8,9,10,11,12,13,14,15,16,17,18,19,20)

3. It is concluded that there is a positive significant and moderate relationship exist between the scores of knowledge management practices and job satisfaction of school principals. Furthermore there is a positive significant and moderate relationship exists between knowledge management practices and motivational and hygiene factor of job satisfaction of school principals.(based on findings 21,22,23)
4. It is concluded that there is a positive weak and significant relationship exists between knowledge management practices in terms of leadership, process, measurement and motivational factor of job satisfaction of school principals moreover It is concluded that there is a positive significant and moderate relationship exists between knowledge management practices in terms culture, technology, structure and motivational factor of job satisfaction of school principals. (Based on findings 24,26,28,30,32,34)
5. It is concluded that there is a positive weak and significant relationship exists between knowledge management practices in terms of leadership, culture, structure, technology, measurement and hygiene factor of job satisfaction of school principals moreover It is concluded that there is a positive significant and moderate relationship exists between knowledge management practices in terms of process and hygiene factor of job satisfaction of school principals.(Based on findings 25, 27, 29, 31, 33, 35)

## **5.5 Recommendations**

According to the findings and conclusions the following recommendations were formulated:

1. Findings indicates that principals some time practice knowledge management in terms of technology, process and measurement in their schools. So it is recommended that principals may focus on practicing knowledge management in terms of technology, process and measurement as these are very important indicators to compete in this competitive world. Different organizations arrange online trainings and seminars related to knowledge management to leaders so the principals may attend such seminars.
2. The findings of the study indicated that majority of principals sometime practice knowledge management in terms of technology, process and measurement in their school. Therefore it is recommended to Federal Directorate of Education that they may provide enough trainings and seminars on knowledge management practices for principals and make them understand about the worth of knowledge management as knowledge management plays very important role for competing an institution in this competitive world. Furthermore, FDE may provide advance technology to the institution in order to practice knowledge management in terms of technology, process knowledge management in an effective way and measure the practices through technology. If technology is provided then may provide training to principals in order to use the technology.
3. The findings of the study indicated that Principals show moderate level of satisfaction in terms of salary and work security so, it is recommended to Federal Directorate of Education that they may work on satisfying principals with their salaries and ensure work security.
4. The findings indicated that there was a significant positive and moderate relationship exist between knowledge management practices and job

satisfaction of school principals. The principals may work on developing strong relationship between knowledge management and job satisfaction. As the strong relation between the variable is important for running an institution successfully so, principals may go through the contents related to knowledge management and its importance in order to develop a strong relationship.

### **Recommendations for Future Researchers**

1. This study was conducted to public sector principals. Future researchers may conduct this study on private sector as well as a comparison between public and private sector principals.
2. As this study was about knowledge management of female principals so future researches may conduct to compare the knowledge management practices of male and female principals.
3. An effect study of knowledge management practices and organization performance may also be conducted.
4. The study may also be conducted on knowledge management practices of principals and job satisfaction of teachers.

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## Appendix A

### Questionnaire for Principal

I am a student of MS (Educational leadership and management). I am conducting a research study entitled “**Relationship between knowledge Management Practices and Job Satisfaction of school Principals in Islamabad**”. The main purpose of this research study is to explore knowledge management practice (leadership, culture, technology, structure, process and measurement) of principals, to identify job satisfaction level (motivation factor and hygiene factor taken from Herzberg two factor theory) of principals and to find out relationship between knowledge management practices and job satisfaction of principals. Please take a few minutes to complete this survey (Questionnaire). I guarantee that your specific answers will be kept confidential. Please note that your honest responses are very important for this research.

### Operational definitions:

#### Knowledge Management Practices

Knowledge management practices are referred as the working method and innovations used by the principal to make the organization more effective. The practices used by the principal are in terms of leadership, Culture, technology, structure, measurement and processes to manage knowledge in an organization.

- **Leadership:** Leadership refers to the vision of head regarding distribution of knowledge by using suitable strategy for the integration of organization.
- **Culture:** Culture stands out as creating the right attitude for communication and knowledge sharing at workplace.
- **Structure:** Structure here means, a leader provides a structure that encourage team and group work, assign the role to the teachers according to the level of expertise.
- **Processes:** Process refers to the integration of knowledge by Principal in an organization. The most important process in organizations is the capability to integrate knowledge
- **Technology:** Technology here means use of tools for aligning the knowledge management practices with objectives of organization.
- **Measurement:** Measurement here means to check either knowledge management is applied in an organization or not also alignment of objectives with practices.

#### Principal’s job satisfaction

Principals job satisfaction include the factors describe by Herzberg two factor theory which include motivational factor (personal recognition, work itself, advancement, achievement, personal growth and responsibility.) and hygiene factors

(working condition, salary satisfaction, work security, interpersonal relation, institutional policy.

**Scale:** SA Strongly Agree=5, A Agree=4, UD Undecided=3, DA Disagree=2, SDA Strongly Disagree=1

### Knowledge Management Practices

	Statement	S A	A	U D	D A	SDA
<b>Leadership</b>						
01	I have a vision on the critical importance of knowledge management for the achievement of institution objectives.					
02	The vision of institution about knowledge management is clearly articulated and mutually shared with all members.					
03	I have implemented a strategy to create and apply knowledge that aligns with the objectives of the institution.					
04	The knowledge management strategy has been clearly and purposefully communicated at all levels.					
05	Everyone in the institution knows about the importance to use knowledge gained from the stakeholders and competitors					
<b>Culture</b>						
06	I work with my staff to decide about the knowledge we need, and Then we work hard to get it.					
07	Knowledge and information communication across Organizational boundaries is open, widespread and Free Flowing.					
08	The Knowledge and information communication is understood by mutual trust, understanding and respect.					
09	Everyone in the institution is committed to use what they know to solve problems and create value on a regular basis.					
10	I know how important it is to use the physical space where we work to share knowledge and exchange information. I support and encourage this practice.					
11	I know that sharing knowledge is beneficial for everyone, so we naturally do it without being asked.					

		<b>SA</b>	<b>A</b>	<b>UD</b>	<b>DA</b>	<b>SDA</b>
12	I support knowledge sharing in my institution and recognizes when staff share knowledge and create new knowledge.					
13	I understand that it's important to contribute knowledge to the institution's base.					
14	Institution has culture of voluntary knowledge contributions to the institutions knowledge-base and is established amongst all members, teams and groups.					
	<b>Structure</b>					
15	In order to make projects, tasks and assignment, I usually promote teamwork as it will contribute valuable ideas and perspectives for the best use of everyone's knowledge and skills.					
16	I assign specific knowledge management roles to staff, made appointments and responsibilities allocated.					
17	In my institution, staff accept responsibility to promote knowledge management awareness throughout the institution.					
18	In my institution the staff are responsible for making sure that everyone in their area understands the importance of knowledge management and how it works.					
19	I encourage everyone to participate and share their knowledge in the institution.					
20	Knowledge and knowledge management is regular agenda for the formal and informal communication sessions held between management and staff.					
21	I establish incentive system to motivate employees to contribute to the institution's knowledge base.					
22	Incentive systems are effective in encouraging employees to share their knowledge and expertise					
		<b>SA</b>	<b>A</b>	<b>UD</b>	<b>DA</b>	<b>SDA</b>

23	We have formal system of sharing knowledge with all members of the institution. Together, we have set shared knowledge objectives and agreed on how to achieve them.					
<b>Process</b>						
24	My institution is quick to use its main sources of knowledge and abilities from different departments and functions to tackle new challenges.					
25	In my institution, I establish effective process for acquiring, organizing, and distribution of information.					
26	The processes are used to enhance knowledge creation, innovation and employees value					
27	In my institution, I established a sophisticated and ethical process for gathering intelligence by monitoring the trends, competitor and customer profiles on regular basis.					
<b>Technology</b>						
28	In my institution, I implemented information systems designed to enhance the effective access to information, interpersonal and group communication and collaboration.					
29	My institution has set up its technology systems in a way that makes it easy for everyone in the institution to access and connect to them quickly and effectively to get their work done efficiently.					
30	In my institution, there is special software to manage its knowledge and this software works together with the institutions formal information system.					
31	A formal system to measure and manage intellectual capital and other intangible assets are maintained. The measures are used to assess the contribution that intellectual capital/intangible assets make towards the institution's performance.					
<b>Measurement</b>						

32	I keep record of how often knowledge Management applications and tools are used and evaluates their effectiveness on a regular basis.					
33	A system of monitoring, reporting and continual assessment of Knowledge management programs and Practices is maintained.					
34	Top management fully understands/realizes the importance of continually aligning the knowledge management practices with the organizations vision, strategy and objectives as well as culture, Structure, processes, and technology.					

## Appendix B

### Job Satisfaction Questionnaire

**Scale:** **SA** Strongly Agree=1, **A** Agree=2, **UD** Undecided=3, **DA** Disagree=4, **SDA** Strongly Disagree=5

S. no	STATEMENTS	SA	A	UD	DA	SDA
<b>Motivational factors</b>						
<b>Personal recognition</b>						
01	I feel appreciated when I achieve or complete a task.					
02	I gain recognition from the inspection <sup>211</sup> on my performance in School.					
03	My employees appreciate me after completing the tasks and this makes me happy.					
<b>Work itself</b>						
04	My work is interesting and I have variety of task to do					
05	I am empowered enough to do my job					
06	The nature of my job is challenging but I enjoy working in the way.					
<b>Personal growth</b>						
07	My job allows me to improve my experiences and skills.					
08	I am proud to work in this institution because I feel I have grown as a professional person.					
09	My job improve my performance.					
<b>Advancement</b>						
10	I have the opportunity of attending seminars in order to learn new knowledge					
11	Training programs are arranged for me so that I can learn new techniques.					
12	Carrier advancement program plays very important role for the success of an organization.					
<b>Achievement</b>						
13	I feel proud to work in this institution because it recognize my achievement.					
		<b>SA</b>	<b>A</b>	<b>UD</b>	<b>DA</b>	<b>SDA</b>



14	I am satisfied with my job because it gives me feeling of accomplishment.					
15	I feel I have contributed towards my institution in a positive manner.					
<b>Responsibility</b>						
16	I perceive that I have ownership of all institutional work					
17	I have given freedom and authority to perform a task					
18	Principals' responsibility is a very big responsibility having large no of tasks so principal have to work on the task carefully.					
<b>Hygiene factor</b>						
<b>Working condition</b>						
19	In my school there is a pleasant working condition.					
20	I promote team work in my institution because I found that team work help to accomplish the task early.					
21	When my staff perform good task I encourage the work and appreciate every member of my school.					
<b>Salary satisfaction</b>						
22	I feel encouraged to work hard because of my salary.					
23	The salary I received is appropriate for the work I do.					
24	I believe my salary is fair.					
<b>Work security</b>						
25	I believe that there is safe working environment in my school.					
26	I believe my job is secure.					
27	My school is located in an area which is near to my place so I feel comfortable.					
<b>Interpersonal relation</b>						
28	It is easy to interact with my staff as they all give me respect.					
29	I develop a friendly environment in my institution with my staff.					
30	My staff is comfortable to discuss their problems with me.					
<b>Supervision</b>		<b>SA</b>	<b>A</b>	<b>UD</b>	<b>DA</b>	<b>SDA</b>
31	I supervise the classes on daily basis					

32	There is a proper check and balance system of all the staff in my institution.					
33	I am satisfied that stakeholders appreciate me because of my good supervision in school.					
<b>Institutional policy</b>						
34	The policies of institution are easy to understand for all staff.					
35	I am proud to work in this institution because the policies of institution are favorable for me.					
36	I completely understand the mission of my institution and try to accomplish the mission.					

### *List of Institutions*

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1. IMMSG G-6/1-3
2. IMMSG (VI-X) G-9/4
3. IMMSG (VI-X) G-6/2
4. IMMSG (I-X) G-9/1
5. IMMSG G-6/2 (I-VIII)
6. IMMSG (V-X) G-10/1
7. IMMSG (I-X) P.E. CLY G-5
8. IMMSG (I-X) G-10/3
9. IMMSG (VI-X) G-7/1
10. IMMSG (I-X) G-11/2
11. IMMSG (VI-X) G-7/2
12. IMMSG (VI-X) F-11/I
13. IMMSG (I-VIII) G-7/3-2
14. IMMSG (VI-X) G-11/1
15. IMMSG (I-VIII) G-7/3
16. IMMSG (VI-X) I-8/1
17. IMMSG (I-VIII) F-7/1
18. IMMSG (I-VIII) I-9/4
19. IMMSG (VI-X) F-7/2
20. IMMSG (I-VIII) I-8/1
21. IMMSG (VI-X) F-6/1
22. IMMSG (VI-X) I-10/4
23. IMMSG (I-VIII) F-7/4
24. IMMSG (I-VIII) I-10/4
25. IMMSG (I-X) P.M COLONY
26. IMMSG (VI-X) I-9/4
27. IMMSG (VI-X) E-8
28. IMMSG (I-X) LAKHWAL
29. IMMSG (I-X) E-9
30. IMMSG (IV-X) Sihala
31. IMMSG (VI-X) G-8/2
32. IMMSG (I-X) Nara Syedan
33. IMMSG (I-VIII) G-8/4
34. IMMSG (I-X) Dhoke Gangal
35. IMMSG (VI-X) G-9/3
36. IMMSG (I-X), MALOT
37. IMMSG (I-X) TALHAR
38. IMMSG (I-VIII), SHAHDRA KALAN
39. IMMSG (I-X), NHC
40. IMMSG (I-VIII), BAIN NALA
41. IMMSG (I-X) GOKINA
42. IMMSG (I-X) Humak
43. IMMSG (I-X) KURRI
44. IMMSG (I-X) Gagri
45. IMMSG (I-X) PHULGRAN
46. IMMSG (I-X) Upran Gohra

47. MSG (I-X) NOORPUR  
SHAHAN
49. MSG (I-X) SHAHDRA KHURD
51. MSG (I-VIII), MANDLA
53. MSG (I-X), MOHRA NOOR
55. MSG (I-VIII), BHARA KAU
57. MSG (I-VIII), BOBRI
59. MSG (I-VIII), KOT HATHIAL
61. MSG (I-VIII), SANJALIAN
63. MSG (I-V), ATHA
65. MSG (I-V), (NCH) CHAK SHEHZAD
67. MSG (I-V), DHOKE JERRANI  
NAIABADI
69. MSG (I-V) Pindory Syedan
71. MSG (I-VIII) Miana Thub
73. MSG (I-VIII) Jandala
75. MSG (I-V) Rawat
77. MSG (I-V) Sheikhpur
79. MSG (I-V) Herdogher
81. MSG (I-V) Mughal
83. MSG (I-V) Sihala
85. MSG (I-V) Sihala Mirzian
87. MSG (I-V) Hoon Dhamial
48. MSG (I-VIII) Bhimber Trar
50. MSG (I-X), SAID PUR
52. MSG (I-VIII) Mohri Rawat
54. MSG (I-X) R/Col. Rawat
56. MSG (I-VIII) Bhangril
58. MSG (I-VIII) Rajwal
60. MSG (I-X) Dhaliya
62. MSG (I-VIII) Niazian
64. MSG (I-V) (M.T) Humak
66. MSG (I-VIII) Peija
68. MSG (I-V), KOT HATHIAL,  
DANA
70. MSG (I-VIII), MOHRAN
72. MSG (I-V), PIND BEGWAL  
DANA
74. MSG (I-V), SHAH PUR
76. MSG (I-V), SUBBAN
78. MSG (I-V) (MV),  
SHAHZAD TOWN
80. MSG (I-V), BHARA KAU,  
NAI ABADI
82. MSG (I-V), MULPUR (F.A)
84. MSG (I-V) Maira Malpur
86. MSG (I-X) Sangjani
88. MSG (I-X) Jhangi Syedan

89. IMMSG (I-V) Gohra Mast
91. IMMSG (I-V) Ladhiot
93. IMMSG (I-V) Humak
95. IMMSG (I-V) GANGOTA  
SYEDAN
97. IMMSG (I-V) Boora Bangial
99. IMMSG (VI-X) I-14/3
101. IMMSG (I-X) Naugazi (F.A)
103. IMMSG (I-X) BQB
105. IMMSG (I-VIII) Dhoke Jouri
107. IMMSG (I-VIII) Pind Paracha
109. IMMSG (I-VIII) Sarae Kharboza (F.A)
111. IMMSG (I-V) Bheka Syedan
113. IMMSG (I-V) Pind Parian
115. IMMSG (I-V) Sheikhpur
117. IMMSG (I-V) Dhoke Hashoo
119. IMMSG (I-V) Dhoke Suleman
121. ABADI IMMSG (I-V) Sarae Madhu
123. IMMSG (I-VIII) KH. DAK
125. IMMSG (I-V) KALIA
127. IMMSG (I-V) JHANG SYEDAN
129. IMMSG (I-V) CHAPPAR
131. IMMSG (I-V) CHAKHTAN
133. IMMSG (I-V) NILORE
135. IMMSG (I-V) PUNJGRAN
90. IMMSG (I-XII) Bhadana Kalan
92. IMMSG (I-V) I-14/3
94. IMMSG (I-V) Mohri Mughal
96. IMMSG (I-VIII) PTC Sihala
98. IMMSG (I-V) PWD Col
100. IMMSG (I-V) Sihala Khurd
102. IMMSG (I-V) CBR Colony
104. IMMSG (I-X) Maira Beri
106. IMMSG (I-VIII) Noon
108. IMMSG (I-VIII) Dhreak Mohri
110. IMMSG (I-VIII) Dhoke Paracha
112. IMMSG (I-X) NEW SHAKRIAL
114. IMMSG (I-VIII) KALIA
116. IMMSG (I-X) JABA TAILI
118. IMMSG (I-V) SHAKRIAL
120. IMMSG (I-V) KHANNA NAI
122. IMMSG (I-V) NO.1 TARLAI
124. IMMSG (I-V) NO.2 TARLAI
126. IMMSG (I-V) TAMMA
128. IMMSG (I-V) ALI PUR (MV)
130. IMMSG (I-V) ALI PUR FRASH
132. IMMSG (I-V) SEVERA
134. IMMSG (I-V) CHOUNIAL  
BANGIAL
136. IMMSG (I-VIII) SOHAN

137. IMSG (I-V) TUMIAR

139. IMSG (I-VIII) KIJNAH

141. IMSG (I-V) SIMLY DAM

143. IMSG (I-V) CHIRAH

145. IMSG (I-V) DHOK FATHALL

138. IMSG (I-V) ALI PUR SOUTH

140. IMSG (I-V) FRASH TOWN

142. IMSG (I-V) HERNO

144. IMSG (I-X) DARKAL



F.1-107/2008 (Academics) FDE  
Government of Pakistan  
Federal Directorate of Education  
\*\*\*\*\*

Academics Wing

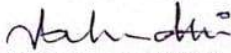
Islamabad the 14<sup>th</sup> April, 2023.

✓ **All the Heads of Institutions.**  
Islamabad Model Schools for Girls,  
Urban & Rural Area, Islamabad.

**Subject: PERMISSION FOR RESEARCH AND DATA COLLECTION.**

I am directed to refer on the captioned subject and to say that Ms. Samreen Zehra (406-FSS/MSEDU/F21), MS (Education) student of International Islamic University doing research study on the topic "**Relationship between Knowledge Management Practices and Job Satisfaction of School Principals in Islamabad**" requesting to visit your institution. In this regard you are requested to extend your cooperation regarding her research study.

2. The research scholar is required to forward a copy of thesis to Federal Directorate of Education after completion of the project.
3. This is issued with the approval of Director (Academics & Quality Assurance).

  
(ABID ALI KHAN)  
Assistant Director (Academics)  
Phone #. 051-9261146

**Copy to:**

- APS to Director (Academics & QA), Islamabad.
- Office File



الجامعة الإسلامية العالمية  
International Islamic University, Islamabad

Faculty of Education

Department of Educational leadership and Management

CERTIFICATE OF VALIDATION

Research Title: Relationship between knowledge Management Practices and Job Satisfaction of school Principals in Islamabad

By: Ms. Samreen Zehra (MS Scholar)

This is to certify that the attached research instrument developed by Ms. Samreen Zehra student of MS Education, underwent validation by me. It is considered that the instrument developed for the research is according to the objectives of the research and it also assures adequate face and content validity. The questionnaire had passed through careful examination and were proven substantially useful for her thesis.

CERTIFIED BY:

Name: Dr. Hussarret Jabeen

Designation: Lecturer

Institution: IIUI

Department: Psychology

Signature: [Handwritten Signature]





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CERTIFIED BY:

Name: Sumaisa Batool

Designation: Teaching/Research Assistant

Institution: IUI

Department: ELM

Signature: [Handwritten Signature]



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CERTIFIED BY:

Name: Dr Fouzia Ahmad

Designation: Assistant Professor

Institution: IIUI

Department: Teacher Education

Signature: [Signature]



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CERTIFIED BY:

Name: Dr. Mehwish Majeed

Designation: Lecturer

Institution: IIUI

Department: FMS

Signature: [Handwritten Signature]





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CERTIFIED BY:

Name: \_\_\_\_\_ *Shams*

Designation: \_\_\_\_\_

Institution: \_\_\_\_\_

Department: \_\_\_\_\_

Signature: \_\_\_\_\_



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CERTIFIED BY:

Name: Dr. Kausar

Designation: Assistant Professor

Institution: IUI

Department: DIPM

Signature: [Handwritten Signature]



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CERTIFIED BY:

Name: Dr. Humaira Akrom

Designation: Teaching/Research Associate

Institution: IIUI

Department: Teacher Education

Signature: 





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CERTIFIED BY:

Name: Dr. Kausar

Designation: Assistant Professor

Institution: IUI

Department: DIPM

Signature: [Handwritten Signature]



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CERTIFIED BY:

Name: Dr. Larina Akhbar

Designation: Assistant Professor

Institution: International Islamic University

Department: Teacher Education

Signature: [Handwritten Signature]



Table 4.1  
Sample Sizes (S) Required for Given Population Sizes (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: From R. V. Krejcie and D. W. Morgan, Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 608. Copyright © 1970 by Sage Publications.

75 87

# request for knowledge management tool

External



Inbox



Samreen Zehra... 11/9/2022

to chm2 ▾



Hi

This is Samreen Zehra (MS Scholar) from International Islamic University Islamabad, Pakistan. I am doing research on "Knowledge management practices of principals and its effect on performance of organization at higher secondary level ". I wanted to use the instrument KMAT that you used in the study " the state of KM in Higher Education Institutions in Zambia particularly within three public universities in Zambia". I will use the instrument within the due terms and conditions provided by you. It's a humble request for you to allow me to use the instruments. I will be grateful for your kind gesture and will share my results with you from a Pakistani context.

Thank you

yours sincerely

samreen zehra

[samreen.msedu407@iiu.edu.pk](mailto:samreen.msedu407@iiu.edu.pk)



Maasdorp, Chri... 11/10/2022

to me ▾



Dear Samreen,

Very nice to hear from you. Later today, I will send you a copy of the original instrument and the papers where it was validated. It will be great if you can use the instrument also in a different context.

Regards

Christiaan

---

**From:** Samreen Zehra 407-FSS/MSEDU/F21  
<[samreen.msedu407@iiu.edu.pk](mailto:samreen.msedu407@iiu.edu.pk)>

**Sent:** Tuesday, 08 November 2022 23:13

**To:** Maasdorp, Christiaan [[chm2@sun.ac.za](mailto:chm2@sun.ac.za)]  
<[chm2@sun.ac.za](mailto:chm2@sun.ac.za)>

**Subject:** [EXTERNAL] request for knowledge management tool

## Questionnaire for Principal

I am a student of MS (Educational leadership and management). I am conducting a research study entitled “**relationship between knowledge management practices and job satisfaction of principals at secondary and middle level Islamabad**” Please take a few minutes to complete this survey (Questionnaire). I guarantee that your specific answers will be kept confidential. Please note that your honest responses are very important for this research.

Name: \_\_\_\_\_

Institute name: \_\_\_\_\_

### Scale

**SA** Strongly Agree

**A** Agree

**UD** UN Decided

**DA** Disagree

**SDA** Strongly Disagree

### Knowledge Management practices of Principals:

s.no	Statement	SA	A	UD	DA	SDA
	<b>Leadership</b>					
01	I have a vision on the critical importance of knowledge for the achievement of organizations objectives. This is clearly articulated and mutually shared by all members.					
02	I have implemented a strategy to create and apply knowledge that aligns with the operational objectives of organization. This					

	knowledge strategy has been clearly and purposefully communicated to all levels.					
03	The advantage to be gained from exploiting customer, supplier, distributor, alliance and partner knowledge is well understood throughout the organization. Learning objectives with respect to the learning of students and teachers					
	<b>Culture</b>					
04	Knowledge are jointly set and actively pursued.					
05	Knowledge and information communication across organizational boundaries is intense, open, widespread, free flowing and underscored by mutual trust, understanding and respect.					
06	All members share a deep sense of commitment to continually apply organizational knowledge to problems solving, and value creation. Sharing experiences with others in the organization and the value chain has become part of daily routine.					
07	Collaborative relationships that exist in the form of alliances, joint ventures, partnerships and other members of the value chain are constantly used by organizational employees to create customer value. Joint					

	knowledge development, innovation, and knowledge sharing are standard practice in these relationships.					
08	The value of using the physical work environment (open areas, co-located offices, and informal meeting places) to promote knowledge sharing and information exchange are fully realized by all members of the organization. Management openly supports and encourages this practice.					
09	A natural awareness of the mutual benefits of sharing knowledge is instilled in all members of the organization and has become a way of life. Management recognizes knowledge sharing and knowledge creation efforts and firmly discourages knowledge and information hoarding.					
10	A culture of voluntary contributions to the organization's knowledge-base is widely entrenched amongst all members, teams and groups. Utilization of the knowledge-base is likewise well engrained as standard operating procedure.					
	<b>Structure</b>					
11	It is standard practice for the organization to staff project teams, task forces and workgroups with multi-disciplinary and cross-functional members in order to exploit all embodied knowledge. Every opportunity					

	to involve value chain members in these teams is likewise exploited.					
12	Specific knowledge management roles are defined, appointments made and responsibilities allocated. Leaders of operational entities accept responsibility to promote knowledge management awareness throughout the organization.					
13	Knowledge and knowledge management are regular agenda points for the formal and informal two-way communication sessions held between management and employees.					
14	Incentive systems for motivating employees to sustain the organization's knowledge base are institutionalized and successfully applied.					
15	I established well-structured formal relationships with all the members of the organization. Shared knowledge objectives and how to achieve them are agreed upon between these entities.  <b>Process</b>					
16	The organization readily engages its core knowledge resources and capabilities across organizational boundaries/functions to face new centric challenges. These are integrated with efficiency and speed using new					

	knowledge to continuously adapt well-proven business processes.					
17	Processes for information acquisition, codification, and distribution are well established in the organization. These processes are used to enhance knowledge creation, innovation and employees value.					
18	A sophisticated and ethical intelligence-gathering process that excels at scanning the environment for information on industry trends, competitor products, services, and customer profiles are institutionalized.					
	<b>Technology</b>					
19	The organization has implemented information systems designed to enhance the effective access to information, interpersonal and group communication and collaboration. These systems are widely available to members and actively used. Examples are groupware, corporate intranets and portals.					
20	The organization's information technology infrastructure is purposefully deployed and integrated to ensure sufficient and efficient accessibility and connectivity to all members, including members of the value chain.					



21	Dedicated knowledge management software applications are functionally integrated and continuously aligned with the organizations formal information system. This system is available and accessible to all members and used with commitment and dedication for the purpose of employee value creation.					
22	A formal system to measure and manage intellectual capital and other intangible assets are maintained. The measures are used to assess the contribution that intellectual capital/intangible assets make towards the organization's performance.					
	<b>Measurement</b>					
23	Usage of knowledge management applications and tools is regularly monitored and assessed.					
24	A system of monitoring, reporting and continual assessment of knowledge management programs and practices is maintained.					
25	Top management fully understands/realizes the importance of continually aligning the knowledge management practices with the organizations vision, strategy and objectives as well as culture, structure, processes, and technology.					

**Job satisfaction Questionnaire**

I am the student of MS Educational leadership and management and I am going to conduct a research study entitled “**relationship between knowledge management practices and job satisfaction of principals at secondary and middle level Islamabad.** Please take a few minutes to complete this survey (Questionnaire). I guaranteed that your specific answers will be kept confidential. Please note that your honest responses are very important for this research.

Name: \_\_\_\_\_

Institute name: \_\_\_\_\_

**Scale**

**SA** Strongly Agree

**A** Agree

**UD** UN Decided

**DA** Disagree

**SDA** Strongly Disagree

S.no	STATEMENTS	SA	A	UD	DA	SDA
<b>Motivational factors</b>						
<b>Personal recognition</b>						
1	I feel appreciated when I achieve or complete a task.					
02	I give recognition to employees who perform good task.					

03	My employees appreciate me after completing the tasks and this makes me happy.					
	<b>Work itself</b>					
04	My work is interesting and I have variety of task to do					
05	I am empowered enough to do my job					
06	The nature of my job is challenging but I enjoy working in the way.					
	<b>Personal growth</b>					
07	My job allow me to improve my experiences and skills.					
08	I am proud to work in this institution because I feel I have grown as a person.					
09	My job improve my performance.					
	<b>Advancement</b>					
10	I have the opportunity of attending seminars in order to learn new knowledge					
11	Training programs are arranged for us so that we can learn new techniques.					
12	Carrier advancement program plays very important role for the success of an organization.					
	<b>Achievement</b>					
13	I feel proud to work in this institution because it recognize my achievement.					

14	I am satisfied with my job because it gives me feeling of accomplishment.					
15	I feel I have contributed towards my institution in a positive manner.					
	<b>Responsibility</b>					
16	I perceive that I have ownership of all institutional work					
17	I have given freedom and authority to perform a task					
18	Principals' responsibility is a very big responsibility having large no of tasks so principal have to work on the task carefully.					
	<b>Hygiene factor</b>					
	<b>Working condition</b>					
19	In my school there is a pleasant working condition.					
20	I promote team work in my institution because I found that team work help to accomplish the task early.					
21	When perform good task I encourage the work and appreciate every member.					
	<b>Salary satisfaction</b>					
22	I am encouraged to work hard because of my salary.					
23	The pay I received is appropriate for the work I do.					
24	I believe my salary is fair.					
	<b>Work security</b>					

25	I believe their there is safe working environment in my school.					
26	I believe my job is secure					
27	My school is located in an area which is near to me so I feel comfortable.					
	<b>Interpersonal relation</b>					
28	It is easy to interact with my employees as they all give me respect.					
29	I develop a friendly environment in my institution with my employees.					
30	My employees are easy to discuss their problems with me					
	<b>Institutional policy</b>					
31	The policies of institutions are easy to understand for all employees					
32	I am proud to work in this institution because the policies of my institution are favorable for me.					
33	I completely understand the mission of my institution and try to accomplish the mission.					