Review Article

SERD/ Knowledge Management Competencies Of School Administrators: A Corpus Research

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Abstract

The significance of controlling the continuously expanding volume of information grows daily. In the past, corporations encountered concentration in manpower, capital, and technology; today, they suffer it in information. Organizations that collect an abundance of information must swiftly transmit it to the appropriate units, guarantee that it is utilized, retain it, and acquire fresh information. These groups are dominated by educational institutions. The greatest difficulty of the twenty-first century, the prerequisite for survival, is to succeed in not escaping this race and necessity. The most important criterion for surpassing other societies is to produce more information and technology than they do. Educational institutions hold the most significant authority and obligation in this context. If education and training institutions in a nation work to develop knowledge and technology, that nation will experience social, cultural, and economic prosperity. There is little doubt that school administrators are the individuals who effectively direct, guide, and motivate teachers. Based on this backdrop, the purpose of this study is to assess the efficacy of the idea of knowledge management, which has been included into research on a variety of themes in recent years, in the field of educational management by constructing a corpus of relevant research. This corpus research is expected to contribute to the field of educational sciences and management by shedding light about school administrators, who play such an important role for the future of a country in educational administration, information management, and new studies and practices related to the topic.

Keywords: Knowledge, knowledge management, school administrators, competencies, school

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Giriş

When we take a close look at our surroundings, the most noticeable shift is the rapid expansion of knowledge and resources. The number of printed books, periodicals, and newspapers, as well as digital materials, is growing at an astounding rate. All of this data cannot be stored on quantum computers, terabytes of drives, or in tens of thousands of libraries. Even when looking back only 40 years, this transformation is evident. A transformation that once required years can now occur within months or even weeks. Consider how few information sources we have had access to in the recent past. Our only sources of information were our elders, the school library encyclopedias, and the few books we owned at home. Daily newspapers and a few television and radio stations were additional limited information sources. Today, we have access to more information than we can digest. With the advent of the Internet, we may access information that has accumulated like an avalanche from any location. Within seconds, everyone can access the information they require.

Utilized appropriately and effectively, the information that is exchanged daily and grows as it is shared has become the most precious resource in the world. Moreover, unlike other most valuable goods, information does not decline as it is utilized or shared; rather, it increases. Computers with improved capacity, processing speed, and storage space are created in order to store and manage crucial data in order to progress and advance. To correctly process information, programs are developed and utilized. Knowledgeable individuals add value to firms and help them stand out from the competition. Only a person with the right knowledge may earn the same amount of money on their computer from their desk as hundreds of factory owners used to earn.

The ever-increasing deluge of information has allowed humanity to evolve and change at an astounding rate. This transformation and development brought with it new duties, obligations, and issues. The administration of the vast amount of acquired information and its application are only two of them. People and institutions now have two options: they may either disregard this knowledge and continue to use the previous information, or they can learn to control and utilize it.

People, organizations, and communities that can move at the same rate can achieve the information's rate of change. Traditional structures that preserve their familiar structures, are resistant to change and quick reactions, and are not adaptable are unable to keep up with the speed and are destined to extinction. Controlling the ever-increasing amount of information used today necessitates a highly effective application of technology to make it usable.

To illustrate this with a contemporary example, we can utilize the Covid 19 Pandemic, which killed thousands of individuals. Globally, information and research on the disease have begun to be gathered and conducted at a rapid rate. In a matter of weeks, if not days, the source material on this topic reached millions of pages. Technology has emerged to process and utilize all this data as quickly as possible. The disease's treatment process, its ability to be controlled, instances of other nations' struggles, patient tracking systems, quarantine

procedures, etc. Countries that successfully process all subjects and information with technology have earned a competitive edge in the fight against sickness. From an educational standpoint, numerous lessons have undoubtedly been learned. During this procedure, it became apparent that technology was the only method to reach the kids who were required to remain at home to avoid the spread of the sickness. By converting to online training, online exams, and online assignments, educational institutions with technology resources were able to reach their students relatively quickly.

Children and adolescents are unquestionably the best observers and consumers of the world's rapid transformation and expansion of knowledge (can be true or false). Children and adolescents spend most of their lives in schools. While the student population is so linked with technology and information, can school administrators utilize information efficiently in the education system? How successfully are they able to utilize knowledge, the key word of our age?

When we examine the current state of the world, we see that many nations spend a significant portion of their resources on unneeded security expenses. This condition lowers the standard of living in that country and prevents its citizens from receiving the essential modern education. Moreover, after a very short period of time, the most modern security tools (guns, missiles, cannons, aircraft, etc.) become obsolete, and the country becomes a museum of antiques. This may be perceived as naivety, but many people believe that common interests are the true issue. There are unqualified, incompetent, and impersonal individuals in every community. Such individuals can be utilized to impede proper management. Today, the most crucial skill a manager must possess in order to thrive, compete, and manage effectively and correctly is the ability to develop and share knowledge (Yazıcıoğlu & Borat, 2016: 1-3).

The most important criterion for surpassing other societies is to produce more information and technology than they do. Educational institutions hold the most significant authority and obligation in this context. If education and training institutions in a nation work to develop knowledge and technology, that nation will experience social, cultural, and economic prosperity. Teachers have the most significant role in educating students who contribute to this progress. Undoubtedly, school administrators are the individuals responsible for directing, guiding, motivating, and leading instructors appropriately and efficiently (Durnali, 2018).

Those who can utilize it appropriately and successfully have access to numerous chances. To do this, however, managers who understand the need of investing in knowledge and individuals who can develop knowledge are required (Barutçugil, 2002: 13-18).

Managers should be able to apply their management skills to the institutions they oversee. Information in management is the form managers can utilize for management by processing raw data and information that assists the institution in achieving its goals (Gökçen, 2005: 13-15). In this setting, it is crucial that managers not only possess knowledge and abilities, but also understand how to apply them in management.

The significance of controlling the continuously expanding volume of information grows daily. In the past, corporations encountered concentration in manpower, capital, and technology; today, they suffer it in information. Organizations that collect an abundance of information must swiftly transmit it to the appropriate units, guarantee that it is utilized, retain it, and acquire fresh information. These groups are dominated by educational institutions. The greatest difficulty of the 21st century, the prerequisite for survival, is to not escape this race and necessity (Çınar, 2002: 3). How should school administrators, who play a crucial role in a nation's destiny, handle information? Do they receive sufficient instruction on this topic? How do they stay up with the quickly evolving technology and information, to which daily new data is added? Exist sufficient resources and guidance to assist them in this regard?

Numerous studies have been conducted on this topic, with the majority being conducted by the commercial sector. Since recognizing the importance of information management systems to corporate performance, the private sector has concentrated its research on this topic. According to these studies, businesses and organizations have redesigned their management processes and continue to adapt them to the changing circumstances. In recent years, these studies have become more popular in the sphere of education and schools. Schools have recognized the significance of information management practices, if belatedly, and have begun working on this matter. In the performed studies, the competencies of school principals and other administrators in the most important positions were examined. However, the majority of these studies focused on managers' self-evaluation. On this topic, there are extremely few studies in which instructors evaluate their administrators. Consequently, it is evident that the proper application and management of knowledge in the sphere of education would have a significant impact on education. The most crucial aspect of success is the accurate processing, archiving, and utilization of data. Managers that have a thorough understanding of future knowledge management will be more successful and achieve their objectives more readily. Özmen (2002) states that leadership, overall quality management, etc. In an increasingly competitive world, 'knowledge management' has emerged as one of the most effective themes for maximizing information benefits and enhancing information utilization. Today, firms who can utilize information in the most efficient manner are able to survive in this competitive and continuously evolving environment. Knowledge-based institutions are educational organizations that strive to benefit society. In order for educational institutions to continue serving themselves and society, they must manage information correctly and effectively. On the other hand, according to Celep & Çetin (2003), administrators with critical abilities are necessary to ensure that knowledge management is utilized successfully and contributes to school performance. Based on this backdrop, the purpose of this study is to assess the efficacy of the idea of knowledge management, which has been included into research on a variety of themes in recent years, in the field of educational management by constructing a corpus of relevant research. This corpus research is expected to contribute to the field of educational sciences and management by shedding light about school administrators, who play such an

important role for the future of a country in educational administration, information management, and new studies and practices related to the topic.

Background

Information Administration

Knowledge management is an increasingly acknowledged strategic activity among managers and employees in organizations and businesses. Modern organizations and businesses attempt to maximize their profits in many ways. Increasing competition and more sophisticated management techniques compel managers to explore new avenues (Przysucha, 2017).

Knowledge management (KM) was defined by Omnisci (2020) as the interdisciplinary process of efficiently developing, collecting, utilizing, sharing, and managing an organization's knowledge and information. It is a multidimensional strategy for maximizing the use of organizational information assets to fulfill corporate objectives such as enhancing competitive advantage, enhancing performance, fostering innovation, sharing insights, and continually enhancing the company. Therefore, knowledge management systems are a component of corporate learning, with a stronger emphasis on the strategic management of knowledge as a shareable company asset. The primary objective of knowledge management is to connect those who seek knowledge inside an organization with those who have knowledge, with the ultimate goal of enhancing the team's and company's overall level of knowledge (Omnisci, 2020). Four knowledge management objectives help to reach this objective. These objectives are to enhance the information collecting process, streamline and enhance the information environment, expand access to corporate information, and sustain information as an organizational asset (Omnisci, 2020).

Knowledge management is a mix of information technologies, learning, organization, and people. When knowledge management is addressed, organization and culture should also be considered. In both society and organizations, there is a need for individuals who grasp the significance of knowledge, can utilize it, and can communicate it. Organizations and communities require individuals who can utilize information effectively and appropriately, as well as comprehend its significance (Baruccugil, 2002).

Coordination of information management in companies should be dynamic, not static. Modern education should incorporate practical applications. They should be aware that managers cannot function without knowledgeable people. However, knowing how to utilize them is as as vital as possessing them. Managers may not have comprehensive knowledge of this topic. Risks such as retirement, competitiveness, and capital transfer may represent a threat to information management institutions. Therefore, knowledge management must occur at the institutional, group, and individual levels (Yazcolu and Borat, 2016: 7).

School Information Management System

We do know that schools face increasing competition from other schools in their districts with each passing day. In a competitive global education market, the GPAs of students, the social activities provided, the responsiveness to the rising needs of parents, and the maintenance of a school's appeal to students are vital. When change is inevitable, schools must embrace it rather than reject it. These changes are associated with higher education institutions, environmental conditions, other schools, sickness states, and regional shifts, among others. An ecological framework integrates the actions of practice and inquiry, which are fundamental to the creation of a vision, the generation of sustainable solutions to emergent situations and issues, and the creation of conducive school climates (Guiney & Petrides, 2002). For this reason, a knowledge management method has been incorporated into the research conducted to achieve educational institution expectations and to create educational institutions. Knowledge management will revolutionize schools as a result of the productive use of data and knowledge within existing education systems. Knowledge-based knowledge management efforts should be manageable by educational leaders. For this reason, it is crucial that schools are reconstructed in accordance with the knowledge management strategy so that they can continually adapt to environmental changes and impart new information and technology to pupils (Memisoglu & Ozsarikamis, 2009; Kaya, 2019).

Teachers in a research conducted by Chu, Wang, and Yuen (2011) on secondary schools in Hong Kong stated, in response to the question "Understanding CM," that it is crucial for the organization to manage knowledge as an asset that can be saved, shared, transferred, or transformed among members.

Teachers were aware that KM contained components such as "Dissemination and Transfer" and "Application and Use," but did not completely grasp the essence of "Knowledge Creation" and "Acquisition and Learning" (Chu & Wang & Yuen, 2011). In the same study, they concluded that while KM builds self-confidence in teachers who are familiar with it, it creates anxiety in those who are not, and that it would be beneficial to implement activities that promote cooperation between teachers in order to eliminate this and make KM a school culture (Chu & Wang & Yuen, 2011).

Teachers believe that information technology (IT) support and culture are essential, but that knowledge management (KM) procedures are inadequate and must be enhanced. In addition to IT and culture support, people and management support as a prerequisite for supporting knowledge management, the importance of the key KM components "Technology and Infrastructure," "Sharing Culture," and "Human Competence" and "Leadership and Support" in facilitating KM implementation was emphasized (Chu & Wang & Yuen, 2011).

In the study conducted by Çetin (2002), it was concluded that the school's Internet network and website are the most essential components of its knowledge management. In addition, the presence of an in-school computer network and whether or not professional journals were subscribed to were included. In addition, this study revealed that school administrators lacked

adequate expertise of knowledge management and contributed insufficiently to the discovery, sharing, and utilization of new information. Among the findings of the study are that they utilize existing knowledge and share it with teachers, that they are unable to access information sources outside the school, and that school teachers do not support their efforts in this respect and are unable to utilize this source. Culturally and structurally, it has been discovered that school administrators and instructors do not make time for creative thinking, that acquiring new information and skills is not viewed as a typical activity, and that the school is not viewed as a learning organization (Çetin, 2002).

Characteristics of Knowledge Management Schools

Schools are, as is well known, knowledge-based institutions, and education is a human-based industry. It is not possible to "manage" knowledge outside of the individual who possesses it. Phrases such as "being knowledge-oriented" and "seeing the world through the lens of knowledge" serve as a more accurate guide for our thinking. Management of knowledge is the art of creating value from intangible assets (Svediby, 2000).

Hargreaves' (1999) concept of knowledge management in schools is significant. Teachers in schools are typically unaware of the common knowledge they possess, and as a result, they do not add to it. They not only do not exchange knowledge, but they are also unaware of the information they lack. In a school, there is a very complex and social distribution of professional knowledge. A teacher never knows or cannot know the total sum of professional knowledge possessed by other teachers in his discipline. A school leader, often known as a principal, plays a crucial role in the knowledge generation processes of knowledge management, based on this principle. The principal's perspective on school knowledge management is directly tied to the school's success. In this regard, the most important question is whether or not the school principal has the required skills to design the information management system. The most crucial step in developing a strong knowledge management system at school is establishing a knowledge-based work environment. This action should be made by the school principal. The following characteristics make it simpler to comprehend the contexts in which information is used (Celep & Çetin, 2003):

- All current developments are monitored, and the steps required to adapt to time and competition are taken.
- All employees and supervisors are informed about the information endeavor and management by communications and, if necessary, visual means, based on a compelling view and structure.
- Appointment of a knowledge manager with knowledge management, initiative, and expertise
- Learning and experimentation are encouraged and supported.
- It is known that open knowledge (information) can be shared with anybody at any time through the institution's established networks and structure.

- The invention, collecting, organization, storage, dissemination, use, distribution, and preservation of knowledge are carried out by designated individuals in an organized manner.

Benefits of School Knowledge Management

Schools can utilize Knowledge Management (KM) as an alternate technique to improve the professional performance of instructors with relevant abilities and increase their competitiveness. Despite this, little study has been conducted on the application of KM in the educational sector. Before implementing KM, it is crucial to comprehend how teachers perceive it. IT assistance for information sharing, people, culture, and information storage is extremely vital (Chu, Wang & Yuen, 2011).

In information societies, it is more necessary than ever to educate individuals so that they can use knowledge in the most effective and advantageous manner. Educational institutions have a significant role in addressing this crucial issue. Educational institutions play a crucial role in the development of the information society. Schools that utilize information management and are leaders in information societies exhibit the following characteristics (Can, 2002):

- The school administrator believes management is about teamwork and promotes teamwork at the school.
- It allows for participation in the decision-making process.
- To encourage employees to express themselves, settings are designed to make people feel at ease.
- It holds that development and innovation are permanent and places a premium on building a knowledge base.
- Active knowledge management fosters organizational cohesion and a sense of "we."
- It believes teachers and students, who have distinct values, to be a valuable resource.

There are four measures schools can take to implement knowledge management within an ecological framework (Petrides & Guiney, 2002). This is intended to demonstrate how schools benefit. As knowledge management and an ecological approach can further contribute to the interchange of ideas, this process will enable educational organizations to evolve into learning communities. This also permits the school's effectiveness to be enhanced. Schools can take the following four steps: analyzing the existing usability of information, defining information required to support decision making, working within the context and perspective of organizational processes, and examining information culture and policies.

Implementing Knowledge Management in Educational İnstitutions

Knowledge management initiatives and programs are extremely different. However, typical activities include:

- Establishment of knowledge databases: best practices, expertise, guidance, audience profiles, organizational legislation and other changes, organizational procedures, appointments, etc. Creating the data repository.
- Construction and organization of information in the form of a knowledge tree or dictionary.
- Formation of knowledge teams: A good team is comprised of knowledge managers/librarians, IT professionals, and other experts (it is very important that these people around them really understand this business).
- Active management of information processes, including collection, classification, storage, and distribution.
- Creating knowledge centers by identifying focus locations to improve knowledge skills and knowledge flow.
- Establishing networks of experts who collaborate outside the functional and geographical boundaries of an organization.
- Introducing collaborative technologies: utilizing the Internet or groupware for speedy information retrieval, as well as introducing new collaborative technologies to facilitate interpersonal interactions.

As the preceding list indicates, knowledge management involves organizational design, knowledge and information processes, technology, and concerns pertaining to people. In conclusion, the eight major components of the study's conceptual framework indicate that they will help us comprehend teachers' perceptions of KM in the school. This study reveals that the four KM components: "Knowledge Creation," "Acquisition and Learning," "Dissemination and Transfer," and "Application and Use" are Process Components, whereas the four other KM components: "Leadership and Support," "Technology and Infrastructure," "Human Competence," and "Sharing Culture" are Condition Components.

Schools must train teachers to gain a deeper understanding of process components so that they may better teach "Human Competence" and "Sharing Culture." In addition, "Leadership and Support" and "Technology and Infrastructure" should be reinforced to support the adoption of knowledge management. To support teachers' positive attitudes, feelings, or perceptions of KM and to decrease these worries or any negative attitudes, feelings, or perceptions, hence easing the implementation of KM, it is necessary to address both the process and condition components (Chu & Wang & Yuen, 2011).

Management of Knowledge For School Administrators

Although the importance of knowledge and knowledge management in the commercial world is well-known, this is not the case in the education sector. However, education administrators have recently begun to investigate how information technologies may be used to build effective learning environments (Guiney & Petrides, 2002).

Knowledge management can contribute satisfactorily to the quality of instruction if it occurs within the educational organization. The school administrator employs knowledge management principles instinctively in their daily routine and in the services they deliver. Knowledge management approaches relating to the structure of organizational processes in schools are already in use on a daily basis and by the majority of administrators (Periotto & Wessellenns, 2018). One of the greatest challenges managers encounter in knowledge management is the inability to motivate staff to work and digest information. Many institution's employees are unwilling to do so. Create an atmosphere where these resources can be utilized by bringing together as many of the required resources as feasible. It facilitates cooperation amongst employees with varying perspectives, backgrounds, and habits, and directs the organization toward the most valuable information and innovation kinds (Barutcugil, 2002). There are also efforts that managers must take for employees to assist with information management and contribute more to the organization's success. The manager of an information organization must insistently focus on the following issues (Barutcugil, 2002):

Employees should be permitted to determine their own schedules and select and alter their own work areas.

The opinions of employees should be sought and valued.

All fresh ideas and proposals should be valued, and employees' motivation and morale must not be compromised.

People who can produce fresh concepts and breakthroughs are typically exceptional individuals. Their peculiarity must be tolerated.

There are fundamental skills that a school administrator should possess. To boost the success of knowledge management, managers must equip themselves with the following competencies. Several (Celep and Cetin, 2003):

- Administrators of educational institutions must be able to actively apply knowledge management. This includes how school instructors might contribute to the development of a shared vision for institutional knowledge.
- Administrators of schools should also be aware of how knowledge management might help them achieve their educational objectives.
- Additionally, school administrators should be able to harness the existing central school's competencies and learning to facilitate the development of new ones.
- If school administrators possess the requisite knowledge management skills, it would be accurate to say that schools make full use of knowledge management.

According to Camsari (2018), knowledge managers in schools should utilize the influence of educational leadership in knowledge management. The authority of educational leadership is composed on four factors:

- The first is the symbolic cultural power of leadership, which is based on the capacity to convey the school's mission, core values, and significance.

- The second is the educational power of leadership, which depends on the level of education the leader has in child development, curricular framework, learning theories, socialization, citizenship, and decision-making.
- It includes the competencies of trust, caring, empowerment, reconciliation, goal attainment, and appreciation of human potential.
- The impact of a leader's technical proficiency on the organizational structure, policies, and programs is the fourth characteristic.

Relevant Corpus Research: Related Studies

National studies. In elementary schools in Edirne, etin (2002) did a quantitative study titled "Teacher Perceptions of the Behaviors of Primary School Administrators in Terms of Information Management." This study was conducted with 750 educators and administrators. The study subdivided knowledge management in Turkish schools into seven dimensions. These are the knowledge centers, leadership, cultural structure, knowledge vision, implicit knowledge, open knowledge, and learning culture components. According to the research findings, school administrators lack the necessary knowledge regarding knowledge management. It has been determined that school administrators do not contribute to the creation of new knowledge and the application of this knowledge in the schools in which they work, and that teachers at these schools do not adequately support the knowledge creation processes and efforts and do not value teachers.

In his study entitled "Knowledge Management Strategies in Educational Organizations" done in Tunceli province schools, Muratolu (2005) evaluated the aspects of the knowledge management team, the production of knowledge maps, the knowledge database, and the selection of a responsible manager. It has been discovered that school administrators and instructors are not implemented properly in schools. Young teachers have a greater interest and expectation in knowledge management than older teachers; administrators and teachers do not use knowledge management effectively in schools; information teams are not formed in schools; it has been determined that accessing information and creating an information repository have not received sufficient attention.

In their research, Dalkir and Keller (2005) conducted a case study utilizing knowledge management to create an alternate learning environment. A one-year curriculum has been devised to assist middle-class students with learning issues in a redesigned learning environment incorporating knowledge management. The purpose of this information management system is to make it easier for pupils to go to the next class. In schools where knowledge management is implemented, the relevance of having knowledge, sharing knowledge, the role of technology in using knowledge, developing knowledge, and the significance of communication culture have been noticed. In the research, dimensions such as organizational culture and knowledge culture, planning, leadership, technology, personnel, and a knowledge map were investigated.

Kesen (2006), in a study titled "Knowledge Management Competencies of Primary School Administrators" in which school administrators and teachers working in primary schools in the ankaya district of Ankara participated, stated, "While school administrators view themselves as highly competent in implicit knowledge sharing, teachers view their administrators as adequate in this regard." resulted. Due to the lack of archives, libraries, and information repositories with a solid infrastructure in primary schools, administrators consider themselves as being woefully insufficient with regard to "categorization and preservation of free material." School administrators who have obtained training in the domains of management, education management, and human resources management are more confident in their abilities than those who have not.

Cerit (2001) performed a study titled "The Roles of Primary School Principals in the Information Society" with the participation of 10 Bolu-based primary school principals and one teacher from each school. The following are the study's findings: In terms of establishing open communication with their teachers, ensuring that teachers communicate comfortably with one another, communicating from the bottom up, freely discussing problems encountered at school and producing solutions, and sharing information about the school, elementary school principals are not at an adequate level. In the same survey, it was discovered that the information technology skills of elementary school principals were inadequate.

Erten (2006) applied his study titled "Skills of School Administrators to Use Knowledge Management Effectively" to 145 administrators and 764 teachers in the province of Elazig who worked in elementary and high schools. Erten (2006) investigated self-actualization, engagement in knowledge management processes, technology use competences, leadership in knowledge management, learning culture skills, and process evaluation skills. The research has been conducted in terms of knowledge management learning culture, self-actualization, leadership, technology utilization, stage participation, and evaluative variables.

In the 2005-2006 academic year, Fidan (2007) conducted his study titled "The Level of Competence in Using Information Management Tools of Official Primary School Administrators" with administrators and instructors working in primary schools in Antalya. Taking into account the viewpoints of administrators and teachers in primary education, the research concluded that administrators in primary schools utilized information management systems properly.

Ağır (2005) conducted research on "Information Management Systems and Application of Information Management System in Education" with 163 administrators from Istanbul's public, private, and basic schools. In the study, the existing situation was determined, and considerable discrepancies between public and private schools were found.

Akkoç (2008) stated that since the use of information systems in organizations has made information sharing widespread by making information sharing significantly more accessible, it can be inferred from the participants' ideas that activating the functions that learning

organizations intend to reveal accelerates the formation of learning organizations. In-depth study reveals that the purpose of the research is to test the knowledge management competencies of elementary school administrators, and that the research and examinations are conducted with knowledge management in the context of technological infrastructure.

Çınar (2002) applied his research titled "The Competencies of Education Managers in Information Management" to 30 national education directors, 261 school principals, and 46 primary education inspectors working in Malatya province and its districts during the 2001-2002 academic year. According to the perspectives of National Education administrators, school principals, and inspectors of primary education, the level of organizational knowledge management competencies was evaluated. The school principals who participated in the study believe that the directors of the National Education principals are moderately competent in all of the aforementioned areas.

As a consequence of the research, it has become apparent that pre-service and in-service training programs in which all levels can participate are necessary for a thorough understanding and application of these challenges. According to the findings of the study, either the administrators were unable to demonstrate or explain their competencies to the segments they oversaw, or the administrators did not wish to view and comprehend the competencies of their peers.

According to the findings of Kılıç (2007), "Educational Administrators' Competencies in Knowledge Management," National Education administrators were evaluated on the dimensions of "acquiring, storing, and sharing information" in knowledge management competence, and they perceived themselves to have a high level of competence; on the dimension of "using knowledge," they rated themselves as having a moderate level of competence. It has been discovered that National Education administrators are better at sharing, utilizing, and storing information than school principals and basic education inspectors. It has been determined that National Education administrators should get in-service knowledge management training.

In accordance with the opinions of primary school administrators and teachers, Sakarya (2006) investigated the organizational knowledge management competencies of primary school administrators. If the school administrators are adequate; Within the framework of obtaining, exchanging, utilizing, and accumulating data, investigations were conducted. Among the findings of the study are the following: While it is extremely adequate in terms of delivering information, exchanging information, and gathering information, school administrators believe it is only somewhat adequate in terms of utilizing information. Teachers and school administrators believe that the degree of competence in sharing and keeping information is at a high level. They believe that the level of competence in giving and utilizing information is reasonably adequate.

Dağlı & Uzunboylu (2007) conducted a study to examine the knowledge management capabilities of elementary school administrators. The knowledge management competencies

of school administrators; information acquisition, knowledge sharing, knowledge application, and knowledge storage. At the conclusion of the study, it was determined that school administrators do not wish to receive information from ministry inspectors.

Ozsarikamiş (2009) studied the skills of primary school administrators in managing organizational information by surveying teachers and administrators. Examining the aspects of school administrators' information collecting, sharing, utilization, and storage competencies. According to the findings of the study, primary school administrators and teachers believe students to be somewhat competent in gaining knowledge, but extremely competent in sharing information, utilizing information, and retaining information, as well as in all other areas of competence.

Almis (2010) sought to elucidate, from the perspectives of school administrators and teachers, the knowledge management skills of education administrators working in public elementary and secondary schools. The elements of providing an appropriate environment, acquiring/producing information, preserving information, and sharing and utilizing information comprise the abilities of an education manager. According to the findings of the study, school administrators regard it as medium level in terms of storing information, high level in terms of obtaining/producing information, sharing and utilizing the information, and high level in terms of providing an appropriate atmosphere.

Kocadağ (2010) sought to identify the information acquisition, knowledge sharing, knowledge application, and knowledge storage competencies of primary school administrators. In the study, four competency areas were assessed. These are knowledge acquisition, knowledge sharing, knowledge storage, and knowledge application. As a result of the research, school administrators have the following levels of knowledge management proficiency: sharing information, keeping information, getting information, and utilizing information.

At the 2011-2012 academic year, Balkar (2012) interviewed 573 secondary school teachers working in secondary schools in the ukurova region of Adana province. The following are the findings of the investigation: Administrators at secondary schools believe that the leadership qualities of advancing a shared vision, reflecting on the process, leading personnel, and fostering their development contribute to their knowledge management process competences.

International studies. Rowley (2000) evaluated the application of knowledge management ideas in English higher education institutions. He concluded that certain activities, systems, and projects were defined, including libraries that contribute to knowledge management in higher education schools, the presentation of learning tools and materials in an electronic environment, e-mail communication networks, and information management systems that provide data on the student's general condition. He viewed this as a discussion of what is required to build a knowledge environment in higher education and an opportunity to recognize the significance of knowledge.

Singh (2008) evaluated the effect and association of leadership styles on the knowledge management practices of an Indian software company. The research demonstrates that the

leading and supporting leadership styles are strongly and negatively associated with knowledge management techniques.

Gustafon and Shuyler (2003) is a case study for the deployment of the first examples of the knowledge management system developed by PETT, the Washington University research group whose mission is to develop technology-oriented education techniques and adapt them to the learning sciences. As a result of the research, an increase in the students' communication, cooperation, and sharing of information, as well as an improvement in their critical thinking skills, were noticed.

Edge (2005) investigated how the early years literacy project (EYLP) of the Toronto District School Council boosted explicit and tacit knowledge that influenced learning and instruction inside the school. This assessment concluded that the technical and social list of EYLP knowledge management techniques in the design-execution, leadership, and educational development categories validated Takeuchi's research and document analysis within the knowledge management framework. The schools were provided with criticism and intriguing aspects of the current knowledge management theory and techniques, as well as their specifics. The significance of basic literacy to knowledge management has been emphasized.

Kidwell, Linde, & Johnson (2005) conducted a literature review to guarantee that high school equivalent schools and higher education institutions that emphasize foreign language instruction have the chance to employ knowledge management strategies that support their long-term objectives. He discussed the adaptation and benefits of curricula and school climate, knowledge management, culture, technology, explicit knowledge, tacit knowledge, the organizational learning formation process, the application of intellectual intelligence, and its aspects.

Zheng (2005), Minneapolis-St. Paul Twin investigated the impact of company culture, structure, and strategy on the efficacy of knowledge management through a survey of 384 human resources employees from 301 firms. As a consequence of the analysis, organizational culture, structure, and strategy are identified as factors that positively impact knowledge management. This finding indicates that organizational culture has the greatest beneficial impact, whereas organizational strategy has the least positive impact.

Daniel et al. (2005) investigated the perspectives of school administrators regarding their knowledge and abilities in relation to 21st century leadership responsibilities. These 21 leadership responsibilities, which are handled within the scope of the leaders' knowledge and skills, are as follows: "Creating a collaborative culture structure, creating an orderly school climate, providing discipline during education, providing teaching resources, participating in curricula, teaching and evaluation processes, determining goals, subject matter, teaching and evaluation competence, and communicating with teachers and students. (visibility), conditional reward in recognition of success, communicating and maintaining, being the advocate and spokesperson of the school, involving teachers in decision-making processes, confirming success and failure, developing/establishing relationships, being open to change,

encouraging and awakening innovations, educational ideals /creating and disseminating beliefs, observing/evaluating, situational adaptability in leadership, awareness and intellectual curiosity.

Babu et al. (2008) examined the association between leadership qualities and knowledge management in three distinct public sectors. In his evaluations, he sought to build process models for leadership skills and knowledge management, instruments for measuring leadership skills and knowledge management initiatives, and an analysis of the relationship between leadership skills and knowledge management. Leadership qualities in research; essential competencies, emotional intelligence, and the process model for strategic planning and implementation. According to the assessment results, emotional intelligence is a crucial aspect of leadership abilities, and knowledge sharing delivers the most advantage to knowledge management.

In his study of two elementary schools, Barlow (2008) did research on organizational learning and knowledge management, as well as the development and implementation of professional learning communities. The review tries to answer the question of how organizational learning and knowledge management support and foster the creation and development of professional learning groups and their activities. Depending on the basic stages, country-specific characteristics of organizational learning, knowledge management, and professional learning communities were defined; these included knowledge preparation, acquisition, internalization, and application. In these characteristics, there is managerial behavior in the preparation dimension and supportive leadership in the internalization dimension.

Mac Donnell (2009) sought a solution to the question of how primary school administrators manage knowledge regarding the enhancement of student learning. In the examination data analysis, the nature of the information and the techniques of obtaining, structuring, and transferring it, as well as its utilization, are considered. As a consequence of the assessment, it was determined that school administrators do not apply a permanent, consistent, and systematic knowledge management plan to utilize information and communication regarding student learning.

In her study with teachers and school administrators, Peredia (2009) evaluated the leadership strategies of school administrators. It featured leadership strategies in the dimensions of transformation, school vision, and traits that contribute to school success. In this context, it evaluated the leadership abilities and methods that school administrators employ in their leadership practices, as well as the leadership qualities that school administrators value the most. The primary findings of the study are as follows: Providing instructional leadership, creating relationships, being team-oriented, inspiring, and being open-minded are among the leadership traits that school administrators deem most essential for guaranteeing the success of their schools.

Leung (2010) conducted a study to analyze the success of knowledge management in primary and secondary schools, as well as to identify the challenges encountered during the knowledge

management process. In the study, the presence of knowledge management practices in schools, the important success aspects of knowledge management, the barriers to knowledge management in schools, and what should be done to overcome these barriers were examined. The primary findings of the study are as follows: Leadership, which emerges as the most important aspect in the establishment of knowledge management in schools, can commence the process of information sharing in schools. For knowledge management, leadership, organization, learning, and technology must be inclusive.

Martin and Marion (2005) disclosed the ontology of knowledge management and analyzed the techniques for eradicating knowledge deficits through interviews with administrators from a variety of higher education institutions. He sought a response to the question, "What effect do leadership behaviors, methods, and programs have on knowledge-building activities?" The review highlighted six dimensions of leadership importance. These include crisis management, network management, environmental management, policy management, knowledge gap management, and modeling for future leader preparation. It has been observed that leaders play a significant role in managing the environment for knowledge production, and that the leadership role has a significant impact on closing knowledge gaps.

American and Chinese colleges were contrasted by Geng et al. (2005) in terms of knowledge management. Universities in China predict that knowledge management will foster innovation within their enterprises while also enhancing customer service and corporate effectiveness. American institutions also want to lay the groundwork for research of knowledge management best practices, both to increase organizational effectiveness and the interconnectedness of information.

Discussion

Examining prior research and theses on knowledge management competences reveals that the majority of studies focus on managers and management. It is surprising that the majority of research on this topic is conducted in the commercial sector abroad. In today's society, when knowledge is synonymous with power and wealth, for-profit businesses and educational institutions have conducted extensive study on how to better their knowledge management by investing heavily in knowledge management. It is not erroneous to believe that all public and commercial institutions and organizations who wish to increase their success and catch up with the times should work on this issue. The majority of prior research on this topic are quite old, have a very narrow scope, and were conducted with few participants. In the study, only the administrative practices in specific areas were evaluated. When examining how school administrators utilize their knowledge management competencies in schools or how they play a role in demonstrating their knowledge management competencies and what benefits they give, there is little data available.

Although numerous studies have been undertaken with businesses on this topic, it has been found that there is little academic study on this topic. The focus of the studies was on achieving

the enterprise's objectives. In recent years, however, the number of studies on knowledge management has increased significantly.

When examining prior research, we find that some studies have focused on the infrastructure of knowledge management in schools, others on database systems, and others on the knowledge use competencies of school administrators. Many of them have tackled these difficulties from a managerial perspective. In addition, when examining both international and domestic research, there are few studies that cover all aspects of information management.

When comparing our study to those conducted in this field in the United States, we found both similarities and differences. In his study of 750 teachers in Edirne, etin (2002) discovered that school principals do not encourage teachers to engage in knowledge management. In contrast, our research revealed that school principals received high marks for supporting and praising students. In our investigation, we discovered that school principals were not sharing and developing information at an adequate level. In his study, Muratolu (2005) discovered that young teachers have a greater interest in and expectation of knowledge management than older teachers. However, this conclusion was not replicated in our study of new teachers. Teachers with one to five years of experience found their principals to be more knowledgeable about knowledge management.

Multiple research on this topic have found that school principals lack the appropriate degree of knowledge management process capabilities and cannot spend enough time to this topic. Additionally, technology and information sharing in schools are not at the necessary level. The findings of Kılıç (2007) in his study titled "The Competencies of Education Managers in Knowledge Management" overlap with our findings about the importance of in-service training. Self-evaluation of knowledge management process competencies by school principals has been the subject of numerous studies on knowledge management. There are few studies in which teachers evaluate school administrators. In reality, the study conducted by Erten (2006) with 145 administrators and 764 instructors demonstrates this. In this study, it was found that while school principals believe themselves competent in knowledge management and a variety of related concerns, instructors do not share the same opinion. While there are very few studies on information management in American schools, there are numerous studies on this topic in the business sector. This is a strong indicator that the private sector and the business world have been aware of the significance and benefits of information management for quite some time and have begun to implement it.

Conclusion

In order for a successful individual to be a global citizen and keep up with all the advances and inventions in the world, he must be able to collect the appropriate information and handle it appropriately, as well as use technology efficiently. Organizations and/or individuals who can efficiently and accurately utilize knowledge attain success. Due to the rapid evolution of knowledge and knowledge management, it is difficult to follow and maintain pace. In the

twenty-first century, it has become crucial for our kids, who represent our future, and the schools that educate our children to utilize knowledge efficiently and accurately in order to compete with the world's leading models.

When we examine the nations that have taken the lead in growth in our time, we discover that some have realized the importance of education and skilled labor and have made investments in this area. The same may be said for the economy. The economy of nations that invest in education improve as a result. Education is no longer a concept limited to a set period of time; it is instead a lifelong pursuit. Due to the rapid evolution of information and the anticipated value of knowledge, people receive training throughout their entire lives (Akyol, Yavuzkurt & Ulutaş, 2020). Education is one of the most essential components of the information society.

When we examine the current state of the world, we see that many nations spend a significant portion of their resources on unneeded security expenses. This condition lowers the standard of living in that country and prevents its citizens from receiving the essential modern education. Moreover, after a very short period of time, the most modern security tools (guns, missiles, cannons, aircraft, etc.) become obsolete, and the country becomes a museum of antiques. This may be perceived as naivety, but many people believe that common interests are the true issue. There are unqualified, incompetent, and impersonal individuals in every community. Such individuals can be utilized to impede proper management. Today, the most crucial skill a manager must possess in order to thrive, compete, and manage effectively and correctly is the ability to develop and transmit knowledge (Yazıcıoğlu & Borat, 2016).

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