



# A Structural Equation Model on Knowledge Management of School Heads

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**Abstract**— The study aimed to determine the best fit model on knowledge management of school heads in region XI. This study made used descriptive-correlational design and employed structural equation modeling. Using a simple random sampling technique, the researcher has chosen the 400 public school teachers across the Davao region as the respondents. To gather substantial data, the researcher made use of pilot-tested and enhanced adapted questionnaires to determine the level of leadership self-efficacy, relational leadership, organizational socialization and the knowledge management of school heads. Based on the results, the level of leadership self-efficacy, relational leadership, organizational socialization and the knowledge management of school heads obtained different mean scores, but all belong to the descriptive level equivalent to very high. Meanwhile, significant positive correlation of leadership self-efficacy, relational leadership and organizational socialization to the knowledge management were established. Further, results showed that relational leadership and organizational socialization significantly predicts knowledge management. However, leadership self-efficacy does not predict knowledge management. Lastly, the structural equation model revealed that knowledge management of public school heads in the region is best anchored on their organizational socialization and supported by their leadership self-efficacy.

**Keywords**— education, leadership self-efficacy, relational leadership, organizational socialization, knowledge management, Philippines.

## INTRODUCTION

Considering that instructive establishments, similar to some other sort of association, are information-based organizations, dealing with the information it has ought to be at the center of its development (Masa'deh, Shannak, Maqableh, and Tarhini, 2017). This burdened school heads to drive their associations to accomplish destinations and expressed objectives. Thus, it doesn't just need flexibility and ability, however more sufficient information the executives with superb independent direction (Abubakar, Elrehail, Alatailat, and Elci, 2019). Thus, because of the intricacy of business climate and contest power, associations understood that the worth of immaterial resources like the board's information is a primary determinant for the association's seriousness (Abualloush, Masa'deh, Bataineh, and Alrowwad, 2018; Kianto, Vanhala, and Heilmann, 2016).

This study on knowledge management is significant as articulated by (Shamim, Cang, & Yu, 2017) that many of those in a position of authority within an organization play a massive role in the development of the

organization in general. In addition, Jyoti & Rani (2017) emphasized that the job of information as a central unit of abundance has relied upon inventive abilities, aptitude, and abilities of people to produce new knowledge. The created information and its connection with the human component (addressed by human experience), qualities, convictions, and abilities is currently one of the best, compelling, and took on elements in the administration process across the association). The board can help associations stay serious by imparting data to the outside accomplices and knowing their rivals' items, administrations, techniques, and best practices (Attia and Salama, 2018). Moreover, executives can help associations get, decipher, and utilize information-related assets across practical limits to make the new information (Hussinki et al., 2017)

It allows the free flow of information and ideas to benefit the organization and the most important aspects of a school head's role (Koenig, 2018). In turn, it determines the entirety of an educational institution's competitive ability and how high the quality of education they can provide. Naturally, those countries with efficient and prodigious knowledge management will always be known as pioneers in the field, generating greater demand for their workforce on the global market.

Furthermore, in the local setting, there is no concrete structure equation model for knowledge management to respond to improving the skills of current and future school heads in knowledge management. The researcher has not come across a study of leadership self-efficacy, relational leadership, and organizational socialization, Structure Equation Model on knowledge management of school heads. It is in this context that leadership self-efficacy, relational leadership, and organizational socialization can be a structural equation model on knowledge management as this can raise awareness to the extended beneficiaries of the study and possibly develop intervention schemes to improve the overall quality and management of educational institutions in the Philippines thus, the need to conduct this study.

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Unquestionably, for Kelleher (2016) and Isik & Gumus (2017), a school head should likewise be somebody who has factors like school viability, instructing and learning quality, and persuasive authority connected with executive's self-adequacy. Additionally, a pioneer has explicit trademark includes that persuade people in the association to assist with arriving at the shared objective that passes on their encounters, the



person who sets them up to change by collaborating with them, propels the staff by making collective energy, surpasses the standard practices and specialists, and influences and coordinates the practices, convictions, and perspectives of the staff who are under the board (Altinay, 2015). Thus, a positive concept by which any leadership decision is made should also be acted upon (Akram, Lei, & Heider, 2016) to continually improve methodologies, techniques, and materials to suit the ever-changing demands of the modern world. School head empowering in social leadership management to material resource management relies heavily on the efficiency with which these two-skill sets are utilized (Koohang, Paliszkievicz, & Goluchowski, 2017).

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## **RESEARCH OBJECTIVES**

The purpose of this study is to determine which best model fits the knowledge management of School Heads. Specifically, it will deal the following objectives: Describe the level of leadership self-efficacy of School Heads in terms of starting and leading change process in groups, choosing effective followers and delegating responsibilities, building and managing interpersonal relationships, showing self-awareness and self-confidence, motivating people, and gaining consensus of group members. Ascertain the level of relational leadership of School Heads in terms of inclusive, empower, caring ethics, and vision. Assess the level of organizational socialization of School Heads in terms of: training, understanding/perception co-worker support, and prospects for the future. Ascertain the level of knowledge management of School Heads in terms of organizational memory, knowledge sharing, knowledge absorption, and knowledge receptivity. Determine the significant relationship between leadership self-efficacy between knowledge management, relational leadership between knowledge management, and organizational socialization between knowledge management. Lastly, determine what best fit model for knowledge management of School Heads.

## **HYPOTHESIS**

The following hypothesis will be tested at .05 level of significance. There is no significant relationship between: leadership self-efficacy between knowledge management, relational leadership between knowledge management, and organizational socialization between knowledge management. No best fit model for knowledge management of School Head.

## **LITERATURE REVIEW**

### ***Leadership Self-Efficacy***

Leadership Self-Efficacy is a quality separate from leadership itself. Efficacy in administration is tied to one's confidence in successfully engaging in the act of leading or guiding others. Its defining qualities are the skills, knowledge, and abilities specific to the social role of influencing separate individuals into performing tasks to best suit the interests of collective interest (Ackerman & LaMorte, 2018). Like many qualities of an individual, the primary methodology to judge leadership self-efficacy is to dissect the relevant facets that correlate to the individual being assessed. In this case, the leadership of educational institutions is under scrutiny, namely teachers, principals, and various other staff members of considerable authority. As leaders, their role is varied, and one of these is initiating and enacting change. In the modern world, where difference is the only constant, the only way to fail is to avoid risk, which means that for any organized group to survive and thrive, they must always be looking to change with the times (Phillips, 2019). However, adapting to every change presented is hardly wise.

Moreover, a self-effective leader must possess awareness and judgment that can separate the wheat from the chaff, as it were. Seventy percent of change that leader initiate fail because they cannot be followed through, are unfeasible or are rendered redundant or irrelevant, showing that a significant majority of suggestions for change are often counter-productive or outright damaging (Kotter, Bosscher, & Irace, 2018). While the initial judgment on whether to adopt a change is left solely as the leader's responsibility in charge of it, there are several critical steps identified by Phillips (2019) that may guide the follow-up to lubricate the process of integrating the change into the organization.

After judging a change worthy of adoption, the leader must visualize the end goal. A clear-cut vision of the desired outcome means that in formulating the plan to achieve it, errors can be seen as they will contrast with the end goal. What comes next is communicating this plan of action to all involved. Identifying key players relevant to the change should also be prioritized. Providing a cascade for the transition to ride can prove more cost-efficient than one individual, ensuring smooth integration. Thus, once this is done, setting reasonable objectives for everyone under the jurisdiction for the change and enforcing this reasonably will provide a sense of stability that should smooth out discipline and acceptance of the planned change until it is fully integrated (Biddle & Lemoine, 2016).

The first indicator is starting and leading the change process in groups. Leadership efficiency always boils down to how well one can influence the people under their jurisdiction. It requires fluid thought and a

willingness to embrace risk and change. Enacting this change within others can be thought of simply as the essence of leadership, but none of it is present at the very beginning of one's career and must constantly be developed from the ground up (Phillips, 2019).

Consequently, the goal of leading is in producing good results, and to do so, one must be able to focus the concerted effort of a sizeable group of people towards a common goal. Doing so is decided by many factors, but the first of these is motivation. Employees are hired for their skills, and those employees want to see their work repaid with appropriate worth.

For some, this means simple acknowledgment of effort spent, and others appropriate financial remuneration (Lovins & Winslade, 2017). Then comes the aftermath of leading change, which is fatigue. People are more comfortable with routine, and change can sometimes cause individuals to feel lost and awkward with the new status quo. Counteracting this requires both preparation and personal perceptiveness, which is to say, mentally preparing each team member for the upcoming change (Burnett & Osing, 2017) as facilitating change is often an issue of ample preparation and systematic notification. Change should not be a surprise. It depends on the hierarchy of responsibilities to adequately disseminate all upcoming changes to everyone involved in the process to go smoothly while minimizing interference in day-to-day operations (Steckler et al., 2015).

The second indicator is choosing influential followers and delegating responsibilities. One of the defining features of the role of leadership is that it mainly deals with effective delegation, which is the next facet for judging self-efficacy in leadership. Leaders who have mastered the task of the board are capable of identifying the strengths and weaknesses of each individual under them and prioritizing essential tasks, and setting up the proper feedback loops (DeMers & Haden, 2015). For some, delegation may seem as simple as tasking underlings to tasks and leaving them be, but effective leadership demands that supervision and feedback be integral parts of this. Even the most skilled leaders can only be one of themselves. Still, in delegating, they ration out part of their skillset and allow others to grow and improve, eventually taking more and more of the responsibility so that more focus can be given on quality and less to the sustainability of operations (Ho, 2019).

Henceforth, Reilly (n.d.) emphasized the importance of tempered trust when dealing with delegates. While one must trust one to finish the work assigned, supervision must still be done so that corrections and improvements are constantly made and implemented. Blind trust can itself be more damaging than no trust at all Fouts and Brown (2017). Considering that leadership entails building relationships, any professional in authority can have a professional association. Still, as leading requires trust, the leader must have the charisma necessary to perceive the qualities of his subordinates and let his associates place that trust on them (Odison, 2019). Also, a critical quality in instilling and earning trust is perceiving other people accurately. While a confident lax attitude may engender a relaxed atmosphere, cultivating respect among subordinates is far more capable of earning trust. The ability to see things through their eyes, ergo their

unique perception, also helps analyze strengths and weaknesses and sometimes paves the way for improvement in a field they would otherwise have dismissed as impossible or inconsequential (Lattimer & Powers, 2019).

And then, once a cohesive group is formed, the next issue in interpersonal skills development is conflict management. Any leader will have gone through a period where they were being led; however, unlike such a situation, a leader must effectively resolve conflicts and disagreements (Doyle & Czinkota, 2019). Each individual's take on a problem is unique in perception and resolution, and disparities between two different ideologies will eventually happen. The practical solution also instills trust in one's ability to lead. If one can resolve with fairness and discipline, then future decisions are less likely to be contested within the group.

The third indicator is building and managing interpersonal relationships. Interpersonal relationships are the meat and bones of the leadership role. What else is there to lead if not other people, and how can anyone lead effectively if they cannot connect to someone personally? Simply building relationships isn't all there is to it, though; the end goal of building these relationships always boils down to creating a positive and productive working environment. People are inherently different and unique; getting them to work together seamlessly is a challenge in and of itself, and understanding the motivations behind each team member's actions lends weight to any effort made to have them work together (Zender, 2017). Specifically, a leader can achieve this by various methods; however, there is a consensus on priorities to gun for when aiming to form a cohesive work group through strong interpersonal relationships. The first relies on charisma and aims to inspire and motivate others. The focus is, of course, that reason for motivation vary according to each person, and there is no universal big red button to up motivation. The solution to this is getting an even mix, finding the most significant common between all team units, and focusing on satisfying that can minimize the effort for maximum efficiency (Lis, Newes, & Kalinska, 2015).

Generally, displaying integrity. Unshakeable integrity means that people can trust what you say, and convincing people to see things from your point of view is infinitely easier once trust has been built up. Then there is the primary responsibility of every leader, solving problems. Problems and challenges are present in every field. However, utilizing the unique characteristic of each team member to overcome each provides a sizeable morale boost for all involved. They feel appreciated, acknowledged, and used to their fullest. In short, they are not being wasted, and this particular motivation seems to have the most impact on many people (Phillpott, 2019).

The fourth indicator is showing self-awareness and self-confidence. Self-awareness and Self-Confidence are two qualities of leadership self-efficacy that may be the most universal. These two co-qualities determine man's perception not only of himself but also of others. Self-awareness is one's perception of personal ability and limitations (Tenney & Goleman, 2015).

And so, while pushing one's limits is essential for personal growth, good things beyond your limitations can easily prove to be one's downfall, especially in a leadership role where trust is an integral part of the

cohesiveness of your group. The reason is that it deals with emotional and logical control, which can be argued, is what drives or controls most people instead of the other way around (Dowaches-Wheeler, 2018). Once one can be fully in control of their thoughts and emotions, the ability to freely manipulate the mood of one's surroundings becomes significantly easier. However, while self-awareness can inspire confidence in oneself and others, it can also prove to be a double-edged blade. Self-awareness is by its very nature introspective. However, the mind is naturally biased, and often when we perform introspection, we make subconscious assumptions that do not fit well with other people's perceptions of ourselves. Once these erroneous thought processes are made, one often arrives at both self-serving and narcissistic (Moskowitz & Eurich, 2018).

The fifth indicator is motivating people. This quality of leadership directly draws on one's interpersonal skills. Unlike delegation, motivation takes advantage of human nature. As humans are not machines, inevitably, they will not always perform at 100% capacity all the time. Productivity waxes and wanes with motivation, and the root cause often differ with each individual (Schwantes & Haden, 2018). As with any logical endeavor, the first step is always surveillance. Finding out what exactly is it that motivates people can be a profoundly personal issue; however, some factors seem universal enough that they can be used as placeholders until sufficient trust is achieved for a proper inquiry. People are social creatures; they thrive on praising and acknowledging efforts well done. So long as credit is given where due, they will feel appreciated and perhaps motivated (Kay & Carman, 2015).

Furthermore, another method is involvement. A natural killer to motivation is working in the dark; even if a team pursues a collective goal, working alone apart from others gives a sense of complete and crushing burden. Letting the teamwork together as a team enables each individual to know that others are sharing the job with them, which can prove to be a psychological load off their minds.

The sixth indicator is gaining consensus among group members. The endpoint of any leadership agenda always comes down to consensus. Consensus is a collective agreement to proceed with a specified action plan. The collaborative nature is essential in maintaining the cohesiveness and morale of any group. The program can come from anyone knowledgeable enough in the field to provide a suggestion; however, for a successful consensus to be reached, each group member must agree that it is the best course of action. The last part is crucial because it prevents a lingering disquiet when an individual is left unsatisfied with the reasons for moving forward and can prove detrimental to team morale in future calls for consensus (Cohn, Foster, & Trojanowski, 2018).

Indeed, utilizing the team in this way doesn't just maximize efficiency; it also confers a large variety of benefits to any organization as a whole. Maximum involvement means any activity is inherently efficient, and the free sharing of information benefits even those outside the scope of a single team. Having a large squad operate by consensus also allows for a more significant margin of error, opening new avenues of approach that were previously blocked off by limitations of decision making. By carefully managing the

concerted effort of a group of people, organizations and teams can take more significant risks or expend more effort in consolidating present resources (Goodman, Reeves, & Lencioni, 2019).

### ***Relational Leadership***

Relational leadership is a branch of leadership specializing in utilizing social constructs and interpersonal skills to bring about the desired outcomes of an organization. In contrast to other types of leadership that depend much on personal abilities, relational leadership instead relies primarily on only one: charisma. The model for relational leadership was made by Wheatley back in 1992 and involved forming positive relationships within an organization as a sign of effective leadership. It has five components in total, inclusiveness, empowerment, caring, ethics, and vision (Sklaveniti, Uhl-Bien, & Ospina, 2016).

These five together form the five-point structure of leadership centered on building relationships. In the last variable, the importance of interpersonal relationships was emphasized about leaders' role in any organization. In relational leadership, this is taken a step further and turned into the core concept by which any leadership decision is made and acted upon (Akram, Lei, & Heider, 2016). Inclusiveness attempts to involve all parts to form a coherent and cohesive whole; empowerment allows them to develop their unique characteristics to benefit the entire group and weed out undesirable elements that may be detrimental to the organization's operations.

Consequently, care encourages efficiency by taking advantage of human preferences. It appeals to each member's humanity and applies it to strengthen bonds between each individual in the group. Ethics plays the role of discipline and attempts to adhere each member to a set of acceptable rules by which they are expected to abide. Finally, vision focuses each attention on a singularly specific goal and mindset (Peckham & Uhl-Bien, 2016). While building good and productive relationships are inherent to any leadership role, focusing on it entirely over everything else shows apparent pros and cons. To its advantage, it fosters more cohesion and loyalty than other methodologies. Still, it sacrifices other focal points, such as the interest of the organization as a whole and degrading resource efficiency somewhat to improve the morale of the individuals within a team (Gaille, 2018).

The first indicator is inclusive. Inclusiveness is the ability to bring people into the fold. However, it's more than mere involvement and encompasses several vital points that make it effective – namely, being open to input, diplomacy, and dialogue (Bullwinkle, Kouzes, & Posner, 2018). Information is self-explanatory; the leader is only because of the people who work with him. It is, therefore, only proper that the effective leader utilizes the specific skillsets of his membership effectively.

As very few leaders are chosen because they are a jack-of-all-trades, and even if they are, this means they specialize very little, if they are capable of utilizing the specialized skills of their members, then it can only add to the efficacy of the whole group (Jenkins, 2018). Diplomacy is tact; this is the simplest way to describe it. It is a communication skill wherein each negotiation, policy, conflict, and interest is agreed upon such that each party involved is happy or at least satisfied with the outcome (Alaba & Aqdas, 2017).



Therefore, it can be considered that true diplomacy occurs only when the leadership responsible for organizing a negotiation sincerely listens to each opinion and suggestion without prior bias. Dialogue is the initiative to open productive discourse. Someone can present themselves as an exceptional leader with a great vision and peerless innovation. Still, without engaging people, their role as a leader is pretty much moot. Dialogue is a leader's go-to skill; the ability to convey and converse is as much part of leadership as proper delegation and skills management (Duncan & Kouzes, 2018). Dialogue depends on the leader making solid relationships, and strong relationships come from trust and mutual understanding.

The second indicator is empowered. Empowerment is the 21st century's choice for leadership. In the past, the stereotypical leader was one of authority and absolutes. One man made the decisions, and all the others were tasked to follow. This leadership style was popular back then due to classism and segregation, and also because it was only the educated who were the leaders while the peasantry was cheap labor. In today's world, even the lowest public servants are at least familiarized with the basics, and to squander that intellect by only one man making the decision is seen as both arrogant and wasteful (LaMarco, 2018).

Furthermore, empowerment of subordinates means that one trusts or trains them to take part in the group's responsibility. In doing so, the task is divided according to skillset, expediting the process overall. The pros of this include effective allocation of time and resources, while the cons are inconsistent. Still, cost-efficiency often trumps the tiny bits of inconsistency that result in such leadership methods (Bundy & Gergen, 2017). In the words of Steve Jobs, intelligent people are hired to do what they're good at, not to be told what to do.

Consequently, this saying highlights the primary employment factor in that the employee must be qualified. To assign a well-qualified individual to be ordered around by another is both redundant and a waste of resources. With empowerment, they are guided and supervised – but not shackled to the thinking of just one individual. They are allowed to present their opinions and suggestions for approval, but above all, they are being used to their total capacity (Krow & Au-Young, 2017). So long as a leader can successfully empower those who work with them, then every project can be completed in the shortest amount of time and with the highest quality, the team can.

The third indicator is caring. Leaders regularly work with or for other people to perform feats that no single individual could produce. In this endeavor, the one quality that produces quickly observable results is of caring. Employees are people; subordinates are human beings. As humans, most of us crave the fact that people value and care for us, and when a superior does so, it shows that their actions hold us in respect instead of one-sided use (Henley & Togoh, 2018). This quality is often intuitive and challenging to reproduce genuinely. It is also a trait that naturally attracts others. Modern leadership often relies on coaching more than instruction, and this usually involves genuinely being involved in the progress and well-being of those under you, especially your juniors.

Hence, this type of quality also improves and maintains emotional and mental health within the group, ideal for long-term projects where people of differing ideologies are required to work together for extended periods (Hardie & Garcia, 2017). Caring for the group doesn't mean handholding, though; the last bit on empowerment is incompatible with spoon-feeding or handholding. Watching as a leader is in the way parents care. Throw challenges at juniors and guide their growth, intervene as necessary but keep intervention to a minimum. Keep an ear open for grievances and always show genuine respect and interest. Any truly caring leader can be identified by a following that respects and admires their commitment (Dahneke, 2015).

The fourth indicator is ethics. Modern culture and society rely heavily on age-old morals and ethics to distinguish proper and improper. This line defines the limitations and acceptance of a specific group. While any self-respecting leader already has a decent enough foundation to be nominated for the position, it is always wise to remember that one country's or ethnicity's ethics can be as different from yours as apples are to oranges (Hawks & Anderson, 2018).

Subsequently, as ethics shows its true importance in a large group, any group large enough to be considered its community inevitably adopts its own unique set of ethics and morality. An insignificant part is because of the leader's influence itself. As individuals of authority, they are in a prime position to dictate and guide the direction of thought within their circle. Sometimes this goes beyond and influences the entire organization (Barot, 2015). From these qualities, we can see that ethics as a whole can be an effective means of change.

Conversely, it can also herald self-harm within the group. When dealing with ethics, it is always wise to take everyone's into account and find the middle ground where everyone can agree. This isn't to say that everyone should follow one person's preference, but just enough compromise that no significant conflicts erupt and each can work with all the others in relative peace and mutual respect (Copeland & Fisher, 2015).

The fifth indicator is vision. Vision is an individual's expectations for the future. For leaders, it must be both comprehensive and compelling. In this way, they instill a sense that there is a way forward and capable of leading their subordinates through that path (Ferreira & Bennis, 2018). In a romantic feel, vision is the leader's capacity to see a brighter and better future and work their way towards it.

However, in the eyes of those who follow them, a leader with a clear and realistic vision is much more attractive, providing a sense of stability and reliability than one whose idea is vague and only makes it up as he goes along. This quality is a psychological morale boost for any team or organization and relies on charisma and communication skills. It doesn't appeal to any specifics but provides a straightforward way to achieve the collective goal of a specific group (Gordon & Mulally, 2017). A strong vision also allows leaders to preserve their individuality amidst the many differing opinions of an organization. Anyone with experience in leadership knows that effective leadership requires being open to many views and ideologies.

This deluge of conflicting thoughts can often erode one's personality and allow it to be influenced, thereby compromising one's role as a leader (Gonzales, Katushabe, & Kulezsa, 2017).

To counteract this, a leader must have a vision, not for the company, but themselves as a person. People in this role often envision themselves with their own distinct set of moralities and ethics, which they closely guard (Biddle et al., 2018). This sometimes leads to being seen as rigid or unyielding but is often necessary to maintain expectations and foster discipline within a team. Those who succeed in maintaining their personal and interpersonal visions are often praised as consistent and reliable, often being called upon when a solid and informed opinion is required (Dee, 2019).

### ***Organizational Socialization***

Every new employee taken into a team is essentially a stranger. No matter how well-meaning people are, the first few days or weeks will always present wariness and awkwardness. This in itself shows the importance of organizational socialization, which is simply the term for effectively breaking in new arrivals to any large organized group (Cebollero, 2019; Vrouvas & Thompson, 2019). There are steps in effectively undertaking organizational socialization. It involves gradually providing context and cultural basis to each newcomer to adapt quickly and painlessly to their assigned duties (Claridge, 2018). These are training, understanding and perception, co-worker support, and clear prospects for the future.

Subsequently, considering employment is a matter of business, each party involved must be offering something of equal value for a decent remuneration. The employer's interests require skilled hands and minds, while the employees often seek financial compensation and satisfaction. The trade is usually equal in the eyes of both at the beginning of any contract signing. Still, to maintain this professional status quo, the steps above must be made to minimize friction between new and old employees and new employees and the system in general (Kowtha & Towers, 2018).

Moreover, training provides specific skills to the field and the organization itself. It also allows familiarization with local resources that are available for their position and their duties and responsibilities. Understanding and perception simply empathize on a larger scale (Olderbak and Wilhelm, 2017). The person in charge of the hiring has to be able to put themselves in the employee's shoes. This allows predictive analysis of their behavior and provides valuable information on how best to handle their specific mindset to the organization's benefit. Co-worker support is something that specific workplace environments can provide. Having an equal to ask for help and assistance can work wonders for easing people into a comfort zone where they can quickly get used to operations.

The first indicator is training. The first of these is training. Simple activity has many benefits, but the primary use of interest is its retention and growth. Each workplace is unique in culture and preferences, and often if employees find themselves uncomfortable, they will abscond soon after, with the more dubious one's going AWOL (O'Neill, 2018; Kitaboo, 2019).

Meanwhile, training can mitigate this somewhat by familiarizing the newcomer with all the necessities so that they settle in quicker; they also eliminate any awkwardness by showing the unique functions and responsibilities expected of them as well as showing their scope of limitations while working within the organization (Benton, 2014; Penfold, 2016). Another importance in organizational socialization is the early engagement it allows individuals to do. Attention instills loyalty and attachment to new hires. It improves productivity, retention, and commitment – all qualities of utmost importance when raising new employees into individuals that can be trusted with the organization's interests (Bhuyan, 2016; Kurtz, 2018).

Adequately, training is also an essential first step in specialization; new hires are often hand-picked for specific roles that are critical to organizational operation. Specialized training is given immediately after general training to satisfy these roles, allowing skilled individuals to take on irreplaceable parts in critical areas. These individuals must be managed more carefully than the rank and file, as they require more resources and person-hours to bring up to the necessary level of competence. Such investments are usually closely husbanded by the proper authority within an organization and are given plenty of privileges and benefits to keep them interested and invested (Kluczny & Kohn, 2018).

The second indicator is understanding/perception. The easiest way to understand perception is to say that it is antithetical to reality. Perception is personal, while the truth is universal. This difference is essential in that when discussing interpersonal relationships, it is often not reality that matters but the individual perceptions of the people concerned. What is suitable for one may be wrong for the other. What is acceptable in her family may be obscene in his eyes and so on. Being alert to perception and playing on it determines the response of each individual to Leadership (Shaw & Koch, 2015).

Indeed, understanding someone's perception means the first step into understanding their train of thought and, therefore, their most likely action in response. In organizational socialization, it is best to quickly grasp the nuances of these perceptions, especially when dealing with outside or unfamiliar cultures (Arnold, 2017). This relates to the many responsibilities of leadership that include developing teamwork and conflict resolution. When two parties take off a misunderstanding, it is essential to remain neutral and unbiased, exploring all possibilities, even those outside one's comfort zone. The differences in perception may sometimes be too subtle to see, but their effects can be lasting and harmful if not resolved early on (Hana-Meksem, 2016).

The third indicator is co-worker support. Just as one needs to familiarize themselves with the workplace and tools, educating oneself with colleagues is also essential. People generally cannot work perfectly right from the get-go and require the guidance of senior people in their chosen line of work. By providing them with an equal to guide them instead of a direct superior, they get the chance to loosen up and learn in a more relaxed environment (Akhtar et al., 2018). This may prove to be helpful in the future, as advice from an equal is often more acceptable than direct criticism from a superior. Of course, criticism can still be beneficial if the situation demands it, but personal growth requires a personal pace most of the time, and

comfortable progress often yields better results than forceful improvement (Thompson, 2018; Pelliccio, 2015). Considering that support from someone who can be deemed an equal in the workplace can also encourage camaraderie and allow for the autologous spread of information and formation of firm bonds of professionalism, maintaining this support can often mean the difference in keeping the status quo in any group (Williams, 2017; GOOD.CO TEAM, 2015; Keyura, 2016).

Consequently, people are still people at the end of the day. Having a support system on-site in the form of good relationships can help even the timidest worker strive not to let down their compatriots. This relationship is beneficial during projects or activities that require close cooperation and management. Strong bonds between senior and junior team members often allow them to be autonomous and independent when trying to achieve the specific tasks laid out. The only thing a leader has to do is monitor their progress and maintain their role as the mediator and supervisor of the team because just as familiarity is essential to a healthy working relationship, so is discipline (Hopkin & Johnson, 2016).

The fourth indicator is prospects for the future. Newcomers often come in with a definite goal in mind. For those aiming for a permanent position within a team or organization, discussing prospects for the future allows one to set up realistic expectations and exchange thoughts early on. This can provide a valuable precedent for both sides. If both manage to come to an honest agreement, it is very likely to hasten the development of mutual trust and understanding (Louie, 2014; Wirtanen, 2018).

Generally, being transparent and honest with one's prospects also avoids disappointment on either side and promotes longevity and loyalty. As an aside, this also means that a well-informed employee will more than likely be satisfied if the nose does not lead them as it were and given realistic prospects of what is expected within their role and advancement while within the organization (McKay, 2018).

Even so, management of human resources must always be done in complete fairness and justice. Human resources, unlike material resources, are emotional individuals with independent thought and will and will more than likely be affected by perceptions of personal slight or injustice – even if the action or decision was made well within organizational rules and regulations. It is essential to practice empathy and transparency (Gassam, 2018; El-Attrash, 2017).

Furthermore, always communicate intent with clear and reasonable thought. Expend effort to make people understand, and if that effort remains unsuccessful, compromise as much as the position allows. It is impossible to please every individual in a team to absolute perfection. Still, it is very much possible to maintain the dignity of each person at the level where they are not only comfortable working with others of different ideologies and moralities but are also capable of respecting these people due to a leader's guidance and influence (Hyman, 2017; Zundel, 2018).

### ***Knowledge Management***

Knowledge management is a blanket term that includes all policies, practices, conventions, and habits associated with discovering, acquiring or capturing, storing for future access, manipulating, sharing, and applying data, information, and insight to organizational work processes (Koenig, 2018). In turn, the knowledge management processes of finding, sharing, and applying knowledge produce new data, information, and insight to be captured and stored, resulting in a continuous loop of ever-changing information (O'Neil, 2017; Salzano et al., 2016). Knowledge management holds authority over a large amount of data. It is influenced by the actions and decisions of all individuals who, in turn, have control over the people of an organization.

In the interim, knowledge management is an interaction in changing information to data, data to lead in an association. This plays a primary job in molding how the individual in the association fosters methodologies and plans for the future (Yilmaz, 2017). The investigation of Shih and Tsai (2016) uncovered that the executive abilities comprise two aspects, to be specific, the empowering influence capacities and interaction abilities. The previous incorporates designs, societies, and data, innovation support, while the last option includes acquisitions, stockpiling, sharing, and applications. The outcome shows that the board cycle abilities figured out how to foresee the apparent school viability adequately.

Primarily, Knowledge Management collectively utilizes technology, workforce, and resources to develop its end goal of innovation. Since it relies on so many things to be effective, those same things then act as its bottleneck. All the characteristics of leadership efficacy, relational leadership, and organizational socialization are intertwined with the purpose of knowledge management itself (Abebe et al., 2017).

The first indicator is organizational memory. One such bank of information is termed corporate memory. This memory is the cumulative information that an organization amasses during its existence. It is coined as an archive or storage of all pertinent information that has been deemed valuable for re-use (Perez & Ramos, 2013). While it is known by other terms such as institutional or corporate memory, the best way to understand the function of organizational memory is to split it into its components. First is primary data and information; all previous actions, employees, and recorded transactions are included. It is the primary archive of organizational details and forms the bulk of its data. Next are specific records on administrative activities. This has intellectual properties, ownerships, contracts, agreements, and trade secrets. Next comes the relevant reference material generated from internal research and other such endeavors. Lastly is institution-created knowledge, the product or conclusions derived from all information included in all previous information categories (Muskat & Deery, 2017).

On the other side, the role of all these information types is in allowing an organization to be self-sufficient. Information is the most valuable commodity in the modern world. Once an organization can accumulate all the previous years' experiences and analyze them, they will eventually come to a point where the aid of outside expertise will no longer be necessary, provided specialized personnel is available within their ranks (Goslar, 2017).

Moreover, establishing the form and function of information within an organization is essential, but using it requires much more finesse. In most cases, organizational memory is massive, and in old and aged organizations, even more so. Its information store is so large that sometimes relevant information falls through the cracks. While not entirely organic, organizational memory still benefits from practices we as humans use (Kluge & Gronau, 2018).

The second indicator is knowledge sharing. Knowledge sharing is defined as the appropriation of relevant information. It can sometimes be termed knowledge transfer and involves spreading news across departments whenever needed. Deery and Muskat (2017) identified three distinct phases of this transfer: pre-event, event, and post-event phases. These phases are determined by the time frame the transfer is made and are self-explanatory for the most part. During the pre-event phase, explicit information is usually the type transferred. It is both detailed and precise, often with little room for error – as most instructions should be (Rastgoo et al., 2016).

Subsequently, only tacit or intuitive information is relayed during the event phase. Once underway, any activity must be completed with all due haste. Assuming that everyone concerned has already received explicit instructions, only minor revisions are shared with the group. During the post-event, the real issue starts as there is very little transfer of information, for the most part, usually limiting itself to the bare minimum. During this phase, people are liable to under-state the event's results, underutilizing the organizational memory's archives (Barros et al., 2015).

This issue is essential because organizational memory is crucial for competitiveness. On the global stage, limiting oneself to limited information significantly stunts growth. The nature of competition being ruthless, the usage, maintenance, and accumulation of information must itself be so efficient as to leave little room for error. In this case, internal research itself must be both precise and relevant and must always be looking for ways to enrich pre-existing information. Differing ideas and specialties mix and combine in the sharing or transfer of knowledge. These then provide fresh perspectives on potential problems, further widening the scope and perception of those who will, in turn, use this information to advance the interests of the organization (Micic, 2015; Moses, 2017; Vukajlovic et al., 2016).

The third indicator is knowledge absorption. This facet of organizational knowledge is solely reliant on third-party sources. While an organization can, if left alone, generate pertinent information through trial and error or careful research, the outside world is presenting it with information that can be both useful and irrelevant (Petraite, 2013; Davila et al., 2018). This activity, also known as sourcing, relies instead on outside sources to supplement the knowledge provided by inside researchers. The primary goal, of course, is to secure a competitive advantage over other organizations with the same primary interest. The end goal of this outsourcing of information is eventual innovation. With many things being standardized in the modern world, the one weapon that may give an edge to any group is innovation (Fan & Hung, 2013).

Indeed, innovativeness provides something new that improves efficacy, lowers costs, or heightens quality. The idea is to create something new that will improve how an organization runs long-term and will often be archived as a trade secret within the organizational memory itself. This race for innovations often drives many organizations to expand their corporate memories. As information is the primary ingredient for such inventions, it is no wonder that this information and not any material feature is recognized as the most valuable commodity. Considering this, it is often not a surprise when misinformation itself is also used in the spirit of rivalry and competitiveness. Some might even label the act as cruelty, and technically they would be correct. Any organization that expends effort and resources to produce unique ways of gaining an edge over its competitors must also defend itself against malicious intent (Shao et al., 2018)

The fourth indicator is knowledge receptivity. Receptivity or reception is the ability of the mind to perceive outside information and turn it relevant. In simpler terms, an individual can 'connect the dots. Said dots are appropriate pieces of information – to an unreceptive mind, the dots are unconnected, irrelevant to each other, and not worth pondering (Milton, 2019; Eron, 2016). The receptive mind sees these dots and can trace a line from one to the other. At times, the connections may be tenuous, solid, and transparent at others. Either way, a flash of inspiration usually results once a connection is made.

Consequently, this inspiration is the gateway for innovation, lighting the way for the importance of receptivity. Unlike organizational memory, most skills that use it require the human factor. The ever-changing and constantly shifting mind of an individual is the only one capable of achieving inspiration and therefore creating innovation (Ward, 2018; Ranfro, 2016). Being receptive is more than having an open mind. Some types of specific actions include asking the right questions. In today's world of information overload, we often default to requesting a search engine when we hit a wall. This does mean we get instant answers, but it also means that the rationale often eludes us. This results in dependence and desensitization and blocks a receptive mind to the possibilities that would have otherwise been illuminated for them (Harrison et al., 2016).

### ***Correlation between Measures***

The management of the collective archive of information known as Knowledge Management is by its very nature reliant on the combined input of a large number of individuals working together for the sole purpose of collecting data to aid or progress a specific goal or mission. A school-head has many responsibilities, but none can be more all-encompassing and varied in its unique requirements than Knowledge Management with leadership self-efficacy possessing skills, knowledge, and abilities to specify to the social role of influencing separate individuals into performing tasks to best suit the interests of a collective group (Ackerman & LaMorte, 2018). A Relational leader centered on building relationships, and the importance of interpersonal relationships was emphasized about the role leaders have in any organization. Furthermore, this is taken a step further and turned into the core concept by which any leadership decision is made and acted upon (Akram, Lei, & Heider, 2016). This is the goal of continually improving methodologies, techniques, and materials to suit the ever-changing demands of the modern world. It





encompasses skills used in social leadership management to material resource management and relies heavily on the efficiency of these two-skill sets (Koohang, Paliszkievicz, & Goluchowski, 2017). It is this quality that allows the free flow of information and ideas to benefit the organization and is also one of the most important aspects of a school head's role (Koenig, 2018), which in turn determines the entirety of an educational institution's competitive ability and how high the quality of education they can provide. Naturally, those countries with efficient and prodigious knowledge management will always be known as pioneers in the field, generating greater demand for their workforce on the global market.

Social Knowledge Leadership is situated here as working in unique open settings, as spots don't have endorsed characters, however, 'become' (Paasi, 2010), coming about because of social cycles and practices that convey individuals in unbounded organizations. Such authority 'focuses on the empowering and directing a more liquid, social cooperation and coordinated effort between a more extensive scope of people, foundations, firms and other local area-level gatherings who are probably not going to share philosophical perspectives' (Nicholds et al., impending). Information advancements work out across various geological scales, and those in influential positions are obliged likewise to move between these scales (Fairtlough, 2005). RKL can be considered 'itinerant' in its adaptable ability to interface and travel across different scales, considering an assortment of entertainers and oddities in thoughts and practices. It advances development by drawing together from institutional, disciplinary, sectoral, and spatial limits and working with discourse between assorted partners. At critical minutes, vital goals and unanticipated open doors can agree, fortunately, and initiative should be situated to empower such chances to be perceived and taken advantage of (Sotarauta et al., 2012).

In contrast to the automated or computerized nature of the archives of information required in knowledge management, all the other variables measured in this study are definitively human-resourced based (Silva & Silva-Lima, 2017).

Regardless, in terms of Leadership-Efficacy, the factor that sticks out most is that individuals on a personal level are unlikely to practice knowledge management. This is likely due to the self-serving interest that drives most people during their careers. While this is to be expected, this also highlights the role of an effective leader in guiding the collective interest of a team towards the effective practice of knowledge management (Shamim, Cang, & Yu, 2017).

Primarily, leadership efficacy locks knowledge management by limiting progress through the leader's skill. Leaders are often in charge of managing activities and then recording the results of those activities in the archive. They are also tasked with making connections outside the organization and bringing fresh perspectives and trained researchers inside to improve on already existing infrastructure and techniques (Garfield, 2018).

In addition, Sayyadi (2019), Koohang, Paliszkievicz, and Goluchowski (2017) highlight that leadership skills directly contribute to knowledge management simply by being a framework other can follow. Self-

aware leaders can project a model of themselves for others to emulate, and attaining respect and admiration amplifies this effect. As with most things, when an individual is motivated to do something, the quality of their work often rises exponentially compared to forced labor. While modern employment options do require employees to follow the hierarchy of authority within the organization, personal motivation still significantly affects the amount of effort and attention to detail that can be consciously invested within any given project (Endayani and Musadieq, 2018).

Indeed, one of the best ways that Hayat has suggested for doing this is the application of relevant knowledge. The human mind is tuned to remember things more clearly when it has had the opportunity to experience them. So new updates, improvements, and changes to standard operating procedures should be practiced with supervision until the entire team is comfortable doing it with minimal maintenance (Weekes, 2017). As Knowledge management is directly tied to an organization's competitive edge, aside from the careful management of existing team members, leaders must also be aware that not all information handled and given overtime is trustworthy or relevant (Meihami & Meihami, 2014). As the saying goes, anything worth doing is worth the competition, and competitiveness often leads to competitors' predictable acts of cunning and ruthlessness (Buenaventura-Vera, 2017). This means that the leader in any front-line group or team within an organization must carefully sift through both information and staff. Spying is a perfectly predictable act of information theft, and it is a given that anything valuable will attract its fair share of thieves.

Subsequently, Baezat, Aflakfard, and Shahidi (2014) also point out that managing the input of knowledge into organizational learning requires leaders to actively figure out new and innovative ways to add to the organization's edge. The organization, application, sharing, and storage of information forms a loop that must be constantly maintained if any archive is to stay both up-to-date and relevant, and it is the responsibility of each leader tasked with subordinates to ensure that their contributions are religiously documented to prevent the needless loss of information.

Accordingly, in terms of Relational Leadership, the focus is on collecting and appropriating information from both intrinsic and extrinsic sources. Its relationship to the management of collective details lies in the fact that the data is collaborative, meaning the head is the entirety of the organization itself and even involves outside influence, be they beneficial or detrimental. The leader's role in all this is the accurate judgment of information. Which to keep and discard, who to trust or disregard – this approach to knowledge acquisition can only be made by one who is both aware and alert of human intent (Ding, Choi, & Aoyama, 2018).

Moreover, the core concept of relational leadership is in improving professional relationships of both leaders to subordinate and colleague to colleague interactions. The end-goal of course, is to foster tighter bonds and encourage cohesiveness during joint actions, but it can also serve as a medium by which to promote the generation of unique ideas and perspectives; information and input that again aids the entirety

of the organization by facilitating the progress of innovation and creativity (Liu & Li, 2018). Following, Relational Leadership expands on the socialization aspect and locks knowledge management to how well the individuals within an organization work to improve its store of knowledge. It can also define the rate at which innovations occur by the motivation and inspiration levels cultivated among the individuals working there. Considering it can also deal with outside sources of knowledge through exchange and outsourcing, it may also take on that role and improve inside coordination and productivity (Besen et al., 2017).

In addition, the skills in use when practicing relational leadership also serve as an early warning device for information theft. Individuals sent by rival organizations will often present themselves as hard-working individuals with subtle hints at an ulterior motive. Leadership skills with the sound judgment of character are essential in acquiring promising new talent for the organization and weeding out undesirables from obtaining valuable information (Wallis, 2018). Relational leadership can also influence knowledge management in the way it can guide the autonomous actions of individuals in charge of maintenance and filing (Levy, 2015; Chubb, 2018). Leaders may be trained to be both self-aware and environmentally aware. Still, most others with no training may find it challenging to recognize valuable information presented to them. During such instances, close relationships with these individuals may leave them open to critical suggestions and open discourse, the type that free-willed individuals can take to heart instead of resenting.

Furthermore, this type of resource management is precious during field operations and research studies. While each person's skill may be exceptional, it takes an outside perspective to notice irregularities and anomalies. This means that while a leader can be in a position to advise and provide guidance and suggestions to a specialized field team, it is always important to acknowledge the unique qualifications of each member and never overstep the boundaries of expertise to avoid overlap in the respective authorities of each. In this way, the different perspectives of each side are uniquely poised to cover for the mistakes and shortcomings of the other without giving undue offense or wasting valuable time and resources (Jordan, 2017).

Consequently, with regards to Organizational Socialization, the focus is the influx of new talent and skilled workers. Each new hire presents both potential and risk. A person's curriculum vitae can only say so much about an individual. The personal assessment is usually only accurate on-site when active participation and regular skillsets are conducted. Those with tenure and normal positions may be skilled in their way, but new graduates always present new and sometimes baffling innovations of their own. While there is no need to fix what isn't broken, taking risks is also the fuel of invention. Leadership skills in organizational socialization can often present themselves as a challenge when judging whether the newcomer's input should be implemented or binned (Ahmadian et al., 2016).

Conversely, acquiring new techniques and skills is often an unavoidable side-effect of hiring fresh faces. Some individuals simply have an attitude of an irresistible charisma. While it is scarce for such individuals to not vie for a leadership position themselves, it is still essential to carefully manage these attitude types

to overwhelm the existing status quo without going through the proper channels and testing (Hatmaker, 2017).

Once more, organizational socialization deals with acquiring new talent. In contrast to the other two's influence on organizational knowledge, socialization focuses on improving incoming instead of pre-existing human resources. Cultivating skills and loyalty among recruits is also beneficial as they are pivotal to improving both management and quality in the long run (Davies, 2017; Patel, 2017). Improving the transfer of tacit knowledge and implicit understanding between co-workers early on also improves the dynamics by which interactions between them are made. Considering most innovations and inspirations, are the cumulative work and performance of multiple people also mean that this husbandry of human resources is an integral step in the end-goal of knowledge management (Theis, 2016; Juan et al., 2016).

Furthermore, Lashari and Khaliq (2019) also found out that organizational socialization significantly affects knowledge management. Accordingly, Gao (2011) mentioned that the socialization process of an organization is considered the cost of skillful leadership. Hence, it drives people to become dynamic employees, which leads to the organization's development, providing the right opportunities to increase competition (Hitsanen et al., 2011).

The related literature and studies provided the most needed knowledge and background for the subject under investigation, specifically on the relationship among variables and how these variables and their indicators affect one another. The information gleaned from the individual works of the heart obtained from each author has been instrumental in the overall construction and interpretation of the theoretical framework and the study. Each opinion and research were also considered entirely relevant regarding the general basis and structure of each questionnaire used in this study.

### ***Theoretical Framework***

The intellectual capital legal concept embodies a theory that emphasizes the value of knowledge within the organization. The physical capital of an organization, particularly in the rising service the sector is of less relative importance for competitive advantage than intangible assets like know-how and personal sales networks. The market value of many services organizations is far too much larger than the value of their physical capital to be characterized as 'goodwill' (Roos & von Krogh, 1996). Intellectual capital has been defined as the difference between the book value of the company and the amount of money someone is prepared to pay for it. The intellectual capital theory is about assets: assets like trademarks and customer loyalty that give the company power in the marketplace; assets like patents and copy-rights that provide the company property rights 'of the mind'; assets like corporate culture, structure, and IT style that give the company internal strength; and assets like employees' knowledge and personal networks that enable the company processes (Brooking, 1997). Organizational knowledge is viewed as a capital asset. This view implies that knowledge management regards balancing a knowledge portfolio. After that, the portfolio is coordinated and exploited for maximized return-on-investment (Wiig, 1997a).



This study is anchored on the suggestion of the Strategic Management hypothesis, which decides the second class of theory that is persuading information the board. This view sees information as an essential asset that empowers associations to contend more successfully in their business sectors (Earl, 1997). As indicated by this assortment of hypotheses, two key information topics are prompting this reasoning: ability-based contest and dynamic capacity. The board field's information is stretching out these methodology speculations to incorporate new ideas like dumb sizing, information partnerships, information procedure, commercial information centers, and information capacity.

Moreover, intellectual capital is a lawful idea that typifies a hypothesis that underlines the worth of information inside the association. The actual capital, especially in the rising assistance area, is of less relative significance for the upper hand than elusive resources like skill and individual deals organizations. The market worth of many help associations is, to an extreme degree, an excessive amount more significant than the worth of their actual money to be described as 'altruism' (Roos & von Krogh, 1996). Intellectual capital has been characterized as the distinction between the book worth of the organization and how much cash somebody is ready to pay for it. The scholarly capital hypothesis is about resources: resources like brand names and client steadfastness that give the organization power in the commercial center; resources like licenses and duplicate privileges that provide the organization property freedoms 'of the brain' resources like corporate culture, construction, and IT style that give the organization inward strength; and resources like workers' information and individual organizations that empower organization processes (Brooking, 1997). Authoritative information is considered to be a capital resource. This view infers that information the board respects adjusting an information portfolio. The portfolio is facilitated and taken advantage of for boosted profit from the venture (Wiig, 1997).

The equivalent is valid with Petrides and Guiney (2002). They likewise recommend that instructive pioneers should have the option to lead data-based information in the executive's endeavors and that as society turns out to be progressively data-based, educators, students, and school pioneers are extraordinarily situated to assume a noticeable part in this cycle. The method involved fostering a biological structure for information. The executives in schools eventually permit instructive pioneers to develop the data held in the many dynamic openings of the informational learning local area. In this study, the influencing factors that contribute to the knowledge management of school heads are leadership self-efficacy, relational leadership, and organizational socialization that school heads practice within and among themselves. These particular skills represent a school head's overall capacity in administration and emphasize their control and influence over their subordinates and the organization as a whole. Their assistants and the organization's general state then reflect how well they can effectively gather relevant information and then use it to their advantage (Goodman, Reeves, & Lencioni, 2019). A school-head has many responsibilities, but none can be more all-encompassing and varied in its unique requirements than Knowledge Management with leadership self-efficacy possessing qualities are the skills, knowledge, and

abilities to specify to the social role of influencing separate individuals into performing tasks to best suit the interests of collective interest (Ackerman & LaMorte, 2018).

Additionally, Ackerman and LaMorte (2018) described Leadership Self-Efficacy as the successful management of others so that the act of guidance and leadership upon them brings about benefits for the organization and brings out the innate potential of each individual. In the process of unifying a group in the overall goal of knowledge management, having a solid sense of self-identity allows a self-effective leader to not only engage the team's interest but maintain his stance even through the myriad of suggestions and opinions that will no doubt inundate him during his duties (Kotter, Bosscher, & Irace, 2018).

Subsequently, Relational Leadership follows this act of strengthening group unity by emphasizing the relationships between the leader and his subordinates and overall group cohesion among themselves (Peckham & Uhl-Bien, 2016). Any group of organized individuals will naturally be more effective at information sharing and organization, and by extension, knowledge management; however, a cohesive unit can do more than simply share information, and when they are actively looking to improve a lot of their fellows, this serves as a self-sustaining method of encouragement within their group (Jenkins, 2018).

Moreover, it was also emphasized by Walker (2009) that the employees' loyalty to the organization cannot be shown unless they fully understand the structure, functions, and processes of the organization as well as its goals and values.

Finally, Organizational Socialization takes advantage of the primary driver of most applicants to any organization in that they offer their skills and talents in exchange for financial remuneration. This desire can provide a form of motivation in molding recruits into human resources that the organization requires. This form of early guidance allows for greater flexibility once each individual has settled on their role and allows for cultivating both loyalty and respect from each new applicant (Black, Jex, & Britt, 2016).

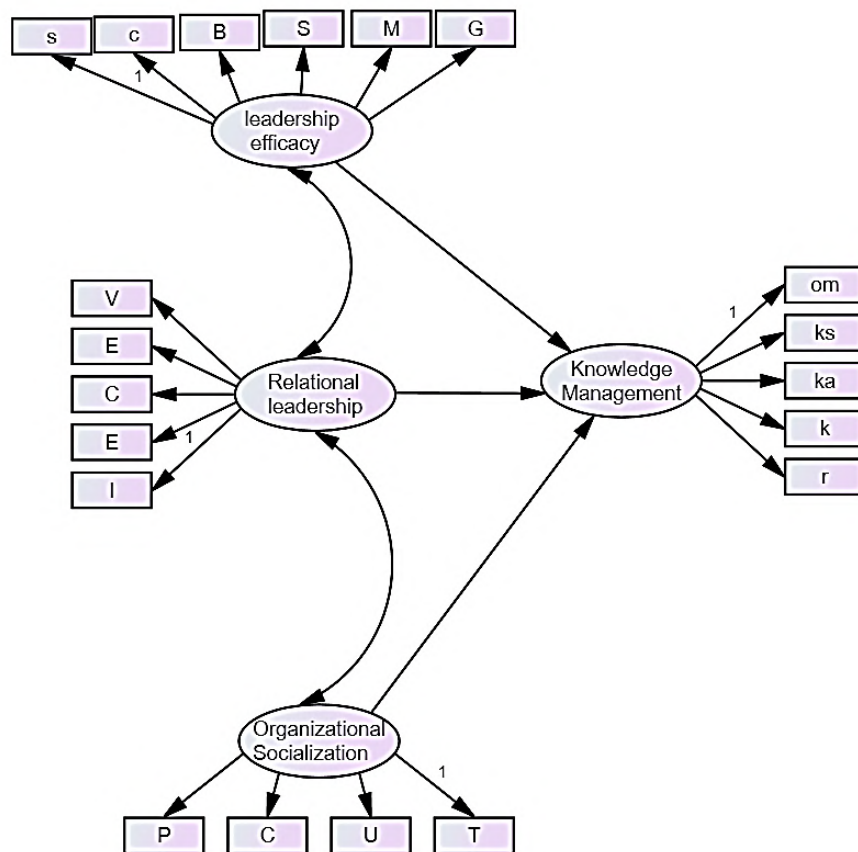
Strategic Management theory determines a second category of the idea that is motivating knowledge management. This view regards knowledge as a fundamental resource that enables organizations to compete more effectively in their markets (Earl, 1997). According to this body of theory, two key knowledge themes lead to this rationale: competence-based competition and dynamic capability. The knowledge management field extends these strategy theories to include new concepts like downsizing, alliances, knowledge strategy, knowledge marketplaces, and knowledge capability.

### ***Conceptual Framework***

The conceptual or hypothesized model is presented in 4 figure showing the variables that contribute to the knowledge management of principals in Davao Region. The four hypothesized models were composed of two types of latent constructs namely exogenous and endogenous variables.

The exogenous and endogenous variables or latent variables are represented with an oval shape as shown in the model, they are also known as the unobserved or unmeasured variables. On the other hand, observed and unobserved variables are represented with rectangular shapes. With SEM, the connecting of observed (or pointer) factors with inactive (or unobserved) factors is the initial phase in formal genuinely substantial technique Nonetheless, aside from the inactive and observed factors, there is a leftover blunder term related with every one of these which is likewise structure a vital piece of the general model and it is addressed with a shape or mistake.

This study will explore the interplay between the independent variables: leadership self-efficacy, relational leadership and organizational socialization. The dependent variable is knowledge management of school heads



**Figure 1: Hypothesized Model 1**

## RESEARCH METHOD

The study utilizes a quantitative non-experimental design research method. In the best fit model generation, a structural equation model (SEM) was used. It employed the descriptive-correlation method of research in which this method is a measure of relations of the variable with the changeable level of extent. It was emphasized by Szapkiw (2012) that descriptive-correlation studies provided an understanding of what is in a particular condition with a recognized population and scrutinized the level to which two or



more variables correlate to one another. Also this review utilized the primary condition model (SEM). Lomax and Li (2013) indicate that this method blends factor assessment with rear entryway examination to test the speculative relationship among disguised factors. Here repeats range from easy to complex of quite a few elements or types that can be involved (i.e., noticed, inactive, free, or potentially subordinate factors). The mixture of figure investigation primary condition demonstrating licenses the specialist to use compound strategies of each static variable as an option of a specific measure; it works with advanced amount conditions (i.e., unwavering quality and legitimacy) than with an individual evaluation. This interaction was utilized to evaluate the administration's self-adequacy, social authority—hierarchical socialization, and information the board among head government-funded schools in Region XI.

The study surveyed Four hundred (400) teachers of selected public schools were involved in the study, and each of them has evaluated their school heads, resulting in 400 samples. The ten respondent school heads for every school are, as per Changing Minds (2012) remedy, which articulated that portion test of 10 for each subgroup is expected to keep away from predisposition in inspecting.

A simple random test is intended to represent a group in an unbiased manner (Hayes, 2019). The survey information is generally assumed to follow quantitative probability distribution, so all of the detail is found in the means and regression coefficients equation. Inclusion criteria include ability of government employees to read and write in the consent form and survey instrument, comprehend instruction and those who voluntarily submit to the test. Additionally, those who are willing to give consent and lastly, those who are willing to participate were included in the study. Meanwhile, exclusion criteria include those who are not willing to participate. Lastly, withdrawal criteria include violation of the researcher to the privacy of the respondents and confidentiality of their identity that needed to be protected. The respondents are free to make decisions not to engage, refuse to take part or terminate involvement at any time without any punishment or loss of any advantage to which they are anything else obligated. It shall also take into account the definition or clarification of the existence and probability of the potential distress or negative effects, including cognitive dangers, if any, and what has been done to mitigate such hazards, and the measures to be taken where appropriate. social support and personal resilience of government employees; the pearson r was utilized to establish the significant relationship between social support and personal resilience of government employees; the linear regression was used to determine the significant influence of social support on the personal resilience of government employees.

## **RESULTS AND DISCUSSION**

Presented in Table 1 is the level of leadership self -efficacy of school heads measured by six indicators, namely: *starting and leading change process in groups, choosing effective followers and delegating responsibilities, building and managing interpersonal relationships, showing self-awareness and self-confidence, motivating people, and gaining consensus of group members*. As reflected in the table, the six indicators of leadership self-efficacy generated a general overall mean of 4.36 or *very high* which means



that the leadership self-efficacy of school heads in terms of *starting and leading change process in groups, choosing effective followers and delegating responsibilities, building and managing interpersonal relationships, showing self-awareness and self-confidence, motivating people, and gaining consensus of group members* were always manifested by school heads. Thus, school heads possess the qualities of initiating and enacting the change to the best interest of the respective unit.

**Table 1. Level of Leadership Self-efficacy of School Heads**

Indicator	SD	Mean	Descriptive Level
Starting and Leading Change Process in Groups	0.50	4.19	High
Choosing Effective Followers and Delegating Responsibilities	0.50	4.47	Very high
Building and Managing Interpersonal Relationships	0.57	4.32	Very high
Showing Self-Awareness and Self-Confidence	0.43	4.36	Very high
Motivating People	0.51	4.45	Very high
Gaining Consensus of Group Members	0.54	4.34	Very high
<b>Overall</b>	<b>0.34</b>	<b>4.36</b>	<b>Very high</b>

Presented in Table 2 is the level of relational leadership of school heads. The table indicates the overall mean of 4.40 described as *very high* in terms of the indicators of teacher's attitude namely *caring, vision, ethics, empower and inclusive*. This implies that the relational leadership was perceived by the school heads is always manifested.

The results showed that *empower* had the highest mean of 4.50 described as very high; *vision* rated as the second highest with a mean of 4.47 or very high; *ethics* with a mean rating of 4.36 described as *very high*. The other indicators obtained mean ratings of 4.35 and 4.33, respectively.

**Table 2. Level of Relational Leadership of School Heads**

Indicator	SD	Mean	Descriptive Level
Inclusive	0.43	4.33	Very high
Empower	0.44	4.50	Very high
Caring	0.52	4.35	Very high
Ethics	0.50	4.36	Very high
Vision	0.51	4.47	Very high
<b>Overall</b>	<b>0.34</b>	<b>4.40</b>	<b>Very high</b>

Reflected in Table 3 is the level of organizational socialization, particularly the indicators namely: *training, understanding/perception, prospects for future and co-worker support*. The table shows that all indicators of

organizational socialization obtained an overall mean of 4.41 which denotes *very high*, that is, the organization socialization among school heads is always manifested.

Among of the indicators, the level of organizational socialization in terms of *prospects for the future* had the highest mean of 4.38 described as *very high*, *co-worker support and understanding/perception* with a mean of 4.43 described as *very high* and *training* with a mean of 4.40 described as *very high*, respectively. This means that school heads organized towards support, prospecting and understanding others is very evident. This also indicates that the organizational socialization of school heads in supporting and understanding of the working environment among teachers is effective, thus, allowing greater flexibility and cultivation of both loyalty and respect from each other.

**Table 3. Level of Organizational Socialization of School Heads**

Indicator	SD	Mean	Descriptive Level
Training	0.47	4.40	Very high
Understanding/Perception	0.48	4.43	Very high
Co-worker Support	0.52	4.43	Very high
Prospects for the Future	0.51	4.38	Very high
<b>Overall</b>	<b>0.38</b>	<b>4.41</b>	<b>Very high</b>

Exhibited in Table 4 is the level of knowledge management of school heads in Region Xi as measured by the four indicators. These indicators include *organizational memory*, *knowledge absorption*, *knowledge sharing and knowledge receptivity*. The said table discloses the mean of 4.39 which denotes *very high* among four indicators of knowledge management, that is, the knowledge management of the school heads is always manifested.

**Table 4. Level of Knowledge Management of School Heads**

Indicator	SD	Mean	Descriptive Level
Organizational Memory	0.43	4.36	Very high
Knowledge Sharing	0.45	4.47	Very high
Knowledge Absorption	0.51	4.40	Very high
Knowledge Receptivity	0.42	4.35	Very high
<b>Overall</b>	<b>0.33</b>	<b>4.39</b>	<b>Very high</b>

In addition, it can be noted that school heads performed high in terms of knowledge management in terms of *knowledge sharing* with a mean of 4.47 or very high. Likewise, in terms of *knowledge absorption*, it was observed that the mean rating of 4.40 denotes also very high. The other indicator such as organization memory had a mean of 4.36 or very high. Moreover, the mean for *knowledge receptivity* was 4.35 or very

high. The results indicated that school heads have very high knowledge sharing on knowledge management, exuded responsibly in their obligation as school heads and open to knowledge absorption for self-development.

In Table 5 showed the correlation between Leadership Self-Efficacy and Knowledge Management of school heads in Region XI. It can be noted that the overall computed r-value is 0.272 with a probability level of .000 at a 0.05 level of significance. Thus, the null hypothesis is rejected. This means that there is a relatively weak positive significant relationship between leadership self-efficacy and knowledge management of school heads. In particular, the data revealed that all indicators of leadership self-efficacy showed a significant relationship to organizational memory, knowledge sharing, knowledge absorption and knowledge receptivity as their individual P-values are all less than 0.05.

**Table 5. Significance on the Relationship between Leadership Self-efficacy and Knowledge Management of School Heads**

Leadership Self-efficacy	Knowledge Management				Overall
	Organizational Memory	Knowledge Sharing	Knowledge Absorption	Knowledge Receptivity	
Starting and Leading Change Process in Groups	.132** (.008)	.147** (.003)	.090 (.072)	.066 (.187)	.149** (.003)
Choosing Effective Followers and Delegating Responsibilities	.141** (.005)	.218** (.000)	.130** (.009)	.098* (.049)	.203** (.000)
Building and managing Interpersonal Relationships	.102* (.041)	.100* (.045)	.094 (.059)	.096 (.054)	.136** (.006)
Showing Self-awareness and self-confidence	.160** (.001)	.173** (.001)	.144** (.004)	.155** (.002)	.219** (.000)
Motivating People	.168** (.001)	.173** (.001)	.133** (.008)	.153** (.002)	.216** (.000)
Gaining Consensus of Group Members	.171** (.001)	.169** (.001)	.072 (.151)	.180** (.000)	.202** (.000)

<b>Overall</b>	<b>.212**</b> (.000)	<b>.236**</b> (.000)	<b>.159**</b> (.001)	<b>.182**</b> (.000)	<b>.272**</b> (.000)
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Table 6 shows the relationship between relational leadership and knowledge management. The result reveals that the relational leadership has significant relationship on knowledge management with r-value of 0.563 with p-value of less than 0.05 level of significance. Therefore, the null hypothesis is hereby rejected. It could be confirmed that there is significant relationship between relational leadership and the knowledge management of school heads.

When the independent variable *relational leadership* was correlated with knowledge management, all its indicators – inclusive, empower, caring, ethics and vision showed a significant relationship to organizational memory, knowledge sharing, knowledge absorption, and knowledge receptivity as their indicated p-values are all less than 0.05 level of significance.

**Table 6. Significance on the Relationship between Relational Leadership and Knowledge**

<b>Relational Leadership</b>	<b>Knowledge Management</b>				<b>Overall</b>
	Organizational Memory	Knowledge Sharing	Knowledge Absorption	Knowledge Receptivity	
Inclusive	.261** (.000)	.265** (.000)	.217** (.000)	.225** (.000)	<b>.335**</b> (.000)
Empower	.237** (.000)	.402** (.000)	.269** (.000)	.103* (.040)	<b>.350**</b> (.000)
Caring	.242** (.000)	.261** (.000)	.141** (.005)	.073 (.143)	<b>.245**</b> (.000)
Ethics	.271** (.000)	.366** (.000)	.268** (.000)	.193** (.000)	<b>.381**</b> (.000)
Vision	.381** (.000)	.541** (.000)	.335** (.000)	.239** (.000)	<b>.516**</b> (.000)
<b>Overall</b>	<b>.437**</b> (.000)	<b>.576**</b> (.000)	<b>.379**</b> (.000)	<b>.241**</b> (.000)	<b>.563**</b> (.000)

**Best Fit Model**

Hypothesized Model 5 satisfied the criteria for the best fit model. The model apparently showed the importance that all four factors of knowledge management and all three factors of personal effectiveness have strong interconnectedness with each other. Leadership Self-efficacy and Organizational socialization have direct effect to the knowledge management. These results were further explained by Sayyadi (2019),

Koohang, Paliszkievicz, and Goluchowski (2017) highlight that self-aware leaders directly contribute to knowledge management simply by virtue of being a framework by which others can follow.

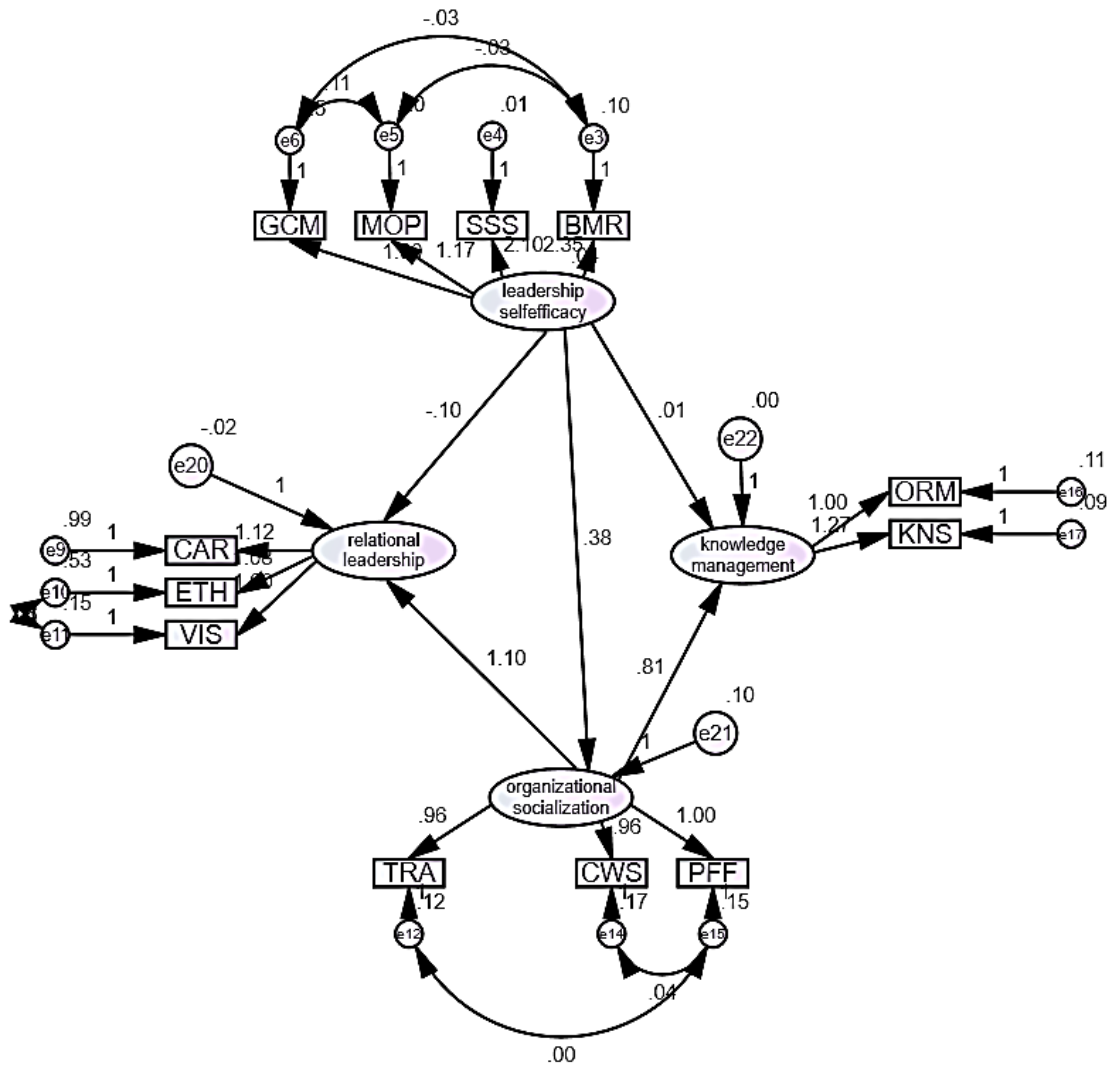


Figure 2: Best Fit Model

Self-aware leaders are able to project a model of themselves for others to emulate and attaining respect and adulation from others amplifies this effect.

Table 7: Direct and Indirect Effects of the Independent Variables on Knowledge Management Best Fit model

Variables	Direct Effect	Indirect Effect	Total Effect
Leadership Self-efficacy	.011	.231	.242
Relational Leadership	-	-	-

Organizational Socialization	.974	-	.974
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Presented in Table 7 is the direct, indirect and total effects of the independent variables on the knowledge management. Leadership Self-efficacy and Organizational socialization have direct effect to the knowledge management. Among the exogenous variables, organizational socialization has a greater influence on the knowledge management while leadership self-efficacy has also direct effect but lesser than the rest of the exogenous variables.

**Table 8: Goodness of Fit Measures of Structural Model 5**

INDEX	CRITERION	MODEL FIT VALUE
<b>P-Close</b>	> 0.05	.995
<b>CMIN/DF</b>	0 < value < 2	1.145
<b>GFI</b>	> 0.95	.980
<b>CFI</b>	> 0.95	.996
<b>NFI</b>	> 0.95	.970
<b>TLI</b>	> 0.95	.994
<b>RMSEA</b>	< 0.05	.019

**Legend:**

<b>CMIN/DF</b>	-	Chi-Square/Degrees of Freedom
<b>NFI</b>	-	Normed Fit Index
<b>TLI</b>	-	Tucker-Lewis Index
<b>CFI</b>	-	Comparative Fit Index
<b>GFI</b>	-	Goodness of Fit Index
<b>RMSEA</b>	-	Root Means Square of Error Approximation
<b>P-close</b>	-	P of Close Fit

Presented the criterion of each index indicating the qualification of a good model. This determines if the hypothesized model is a good model or not using the following indices: Chi-Square/Degrees of Freedom (CMIN/DF), Normed Fir Index (NFI), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), Goodness of Fit (GFI) and Root Mean Square of Error Approximation (RMSEA).

Result revealed that the hypothesized model 5 was found to have indices that satisfy to the criteria of a very good fitting model. P-close > 0.05, CMIN/DF < 2, GFI > 0.95, CFI > 0.95, NFI > 0.95, TLI > 0.95 and RMSEA < 0.05.

Table 9 presents the estimates of variable regression for knowledge management. The result showed that variables except leadership self-efficacy were significantly predict the knowledge management since all the computed p-value are less than  $\alpha = 0.05$ .

As shown in the table is the effects of latent to latent variables and between measured and latent variables that were estimated to produce the regression weights. Results showed that relational leadership and organizational socialization significantly predicts knowledge management. However, leadership self-efficacy does not predict knowledge management since its path is not significant ( $p > 0.05$ ).

**Table 9: Estimates of Variable Regression Weights in Generated Best Fit**

			Estimate	S.E.	Beta	C.R.	P-value
organizational_socialization	<---	leadership_selfefficacy	.383	.114	.237	3.374	***
relational_leadership	<---	leadership_selfefficacy	-.099	.108	.063	-.922	.357
relational_leadership	<---	organizational_socialization	1.097	.107	1.121	10.279	***
knowledge_management	<---	organizational_socialization	.811	.088	.974	9.214	***
knowledge_management	<---	leadership_selfefficacy	.014	.075	.011	.192	.848
GCM	<---	leadership_selfefficacy	1.000		.372		
MOP	<---	leadership_selfefficacy	1.167	.133	.461	8.748	***
SSS	<---	leadership_selfefficacy	2.100	.390	.985	5.380	***
BMR	<---	leadership_selfefficacy	2.354	.323	.833	7.290	***
VIS	<---	relational_leadership	1.000		.627		
ETH	<---	relational_leadership	1.076	.123	.423	8.749	***
CAR	<---	relational_leadership	1.120	.176	.336	6.351	***
PFF	<---	organizational_socialization	1.000		.636		
CWS	<---	organizational_socialization	.957	.087	.595	11.011	***
TRA	<---	organizational_socialization	.959	.093	.660	10.357	***
ORM	<---	knowledge_management	1.000		.626		
KNS	<---	knowledge_management	1.267	.113	.751	11.177	***

**Legend:**

*BMR - Building and Managing Interpersonal Relationships*

*CAR - Caring*

*CWS - Co-worker Support*

*SSS - Showing Self-Awareness and Self-Confidence*

*ETH - Ethnicity*

*PFF - Prospects for the Future*

*MOP - Motivating People*

*VIS - Vision*

*ORM - Organizational Memory*

*GCM - Gaining Consensus of Group Members*

*TRA - Training*

*KNS - Knowledge Sharing*

Presented in Table 10, is the summary of standard fit indices of the structural models. It can be gleaned from the table that model 1 - 4 failed to satisfy some of the criteria in each index; thus, these models are considered not good fit models of knowledge management. Moreover, it can be seen that all standard fit indices of model 5 are within the required criteria. This implies that model 5 is the best model. Thus, the null hypothesis which states that no structural model best fits mathematics achievement is rejected.

**Table 10: Summary of Best Fit Measures of the Five Generated Models**

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	4.651	.851	.777	.734	.744	.096	.000
2	.000	3.383	.884	.856	.809	.833	.077	.000
3	.000	3.441	.883	.853	.806	.829	.078	.000
4	.000	3.384	.884	.856	.809	.833	.077	.000
5		1.145	.980	0.996	.970	0.994	.019	.995

**Legend:** CMIN/DF – Chi Square/Degrees of Freedom      NFI – Normed Fit Index  
 GFI – Goodness of Fit Index      TLI – Tucker-Lewis Index  
 RMSEA – Root Mean Square of Error Approximation      CFI –Comparative Fit Index

**CONCLUSION AND RECOMMENDATION**

The use of structural equation model strengthened the reliability and thoroughness of this research. Results revealed that the level of leadership self-efficacy, relational leadership, organizational socialization and knowledge management of school heads in Region XI is very high. In addition, leadership self-efficacy, relational leadership, and organizational socialization are significantly correlated to the knowledge management. Moreover, out of the five models, only model 5 had indices that satisfy to the criteria of a very good fitting model; therefore, it is identified as the best fitting structural model. This model indicates that organizational socialization and leadership self-efficacy influenced the knowledge management of school heads in Region XI.



The very high-level results of leadership self-efficacy, relational leadership, organizational socialization and knowledge management indicate that school heads of region XII are aware of their functional roles of being a leader and ensure that these components of leadership were manifested in their workplace. Furthermore, results indicate that school heads of region XII are striving for excellence or ideal leadership performance.

The correlation of leadership self-efficacy, relational leadership, and organizational socialization to knowledge management reveal that school heads of region XI are self-efficient in their leadership, establishes camaraderie to their colleagues and always practices socialization as manifested in their involvement and implementation of the application of data, information, and insight to their organizational work.

This conforms to Goodman, Reeves, & Lencioni (2019) who mentioned that school leaders are carefully managing the concerted effort of a group of people, organizations and teams that take greater risks, or expend more effort in consolidating present resources. As leaders their role is varied, and one of these is initiating and enacting change. According to Phillips (2019), in the modern world where change is the only constant, the only way to fail is to avoid risk, which means that for any organized group to survive and thrive, they must always be looking to change with the times. The leader must still be the guide and framework that supports his own decision, but it must always be supplemented by the team to take full advantage of the dynamics that each separate member brings to the table (Stark, 2018). Moreover, self-effective possess awareness, judgement and following judging a change worthy of adoption, thus, visualizing the end goal.

Likewise, the very high level of relational leadership, organizational socialization and knowledge management of school heads are characterized by utilizing social constructs and interpersonal skills in order to bring about the desired outcomes of an organization, gradually providing context and cultural basis to each newcomer so that they adapt quickly and painlessly into their assigned duties and utilization of technology, manpower, and resources in order to develop its end-goal of innovation respectively.

The results are supported by Dee (2019) that those leaders who do succeed in maintaining their personal and interpersonal visions are often praised as consistent and reliable, often being called upon when a solid and informed opinion is required.

Moreover, McKay (2018) mentioned that when employee is well-informed by their leaders will more than likely be satisfied and have realistic prospects of what are expected within their role and advancement while within the organization.

The result on positive correlation of leadership self-efficacy, relational leadership and organizational socialization to the knowledge management can be attributed that all the characteristics of leadership efficacy, relational leadership, and organizational socialization are intertwined with the purpose of knowledge management itself (Abebe, et. al., 2017).

### ***Intellectual capital***

This legal concept embodies a theory that emphasizes the value of knowledge within the organization. The physical capital of an organization, particularly in the rising service sector, is of less relative importance for competitive advantage than intangible assets like know-how and personal sales networks. The market value of many service organizations is far too much larger than the value of their physical capital to be characterized as 'goodwill' (Roos & von Krogh, 1996). Intellectual capital has been defined as the difference between the book value of the company and the amount of money someone is prepared to pay for it. Intellectual capital theory is about assets: assets like trademarks and customer loyalty that give the company power in the marketplace; assets like patents and copy- rights that give the company property rights 'of the mind'; assets like corporate culture, structure, and IT style that give the company internal strength; and assets like employees' knowledge and personal networks that enable company processes (Brooking, 1997). Organizational knowledge is viewed as a capital asset. This view implies that knowledge management regards balancing a knowledge portfolio. Thereafter, the portfolio is coordinated and exploited for maximized return-on-investment (Wiig, 1997a).

Moreover, the outcome upholds the hypothesis of vital administration which views information as a basic asset that empowers associations to contend all the more adequately in their business sectors (Earl, 1997). In like manner, there are two key information topics prompting this reasoning: ability-based rivalry and dynamic capacity. The information the board field is stretching out these system hypotheses to incorporate new ideas like dumsizing, information unions, information technique, information commercial centers, and information ability.

Besides, scholarly capital is a lawful idea that encapsulates a hypothesis that underlines the worth of information inside the association. The actual capital of an association, especially in the rising help area, is of less relative significance for upper hand than elusive resources like skill and individual deals organizations. The market worth of many help associations is decidedly a lot bigger than the worth of their actual funding to be portrayed as 'altruism' (Roos & von Krogh, 1996). Scholarly capital then, at that point, has been characterized as the contrast between the book worth of the organization and how much cash somebody is ready to pay for it. Scholarly capital hypothesis is about resources like representatives' information and individual organizations that empower organization processes (Brooking, 1997). In this manner, authoritative information is considered a capital resource. This view suggests that information the board respects adjusting an information portfolio. From that point, the portfolio is composed and taken advantage of for boosted profit from speculation (Wiig, 1997).

The result on the best fit model for organizational socialization and leadership self-efficacy confirms the proposition of Hatmaker (2017) that it is very important to carefully manage these attitude types in order for them not to overwhelm the existing status quo without going through the proper channels and testing. In addition, Davies & Patel (2017) state that cultivating skills and loyalty among new recruits is also beneficial as they are pivotal to improving both management and quality in the long run. Furthermore,

leadership efficacy locks knowledge management by limiting progress through the leader's skill. Leaders are often in charge of managing activities and then recording the results of those activities in the archive. They are also tasked with making connections outside the organization, as well as bringing fresh perspectives and trained researchers inside in order to improve on already existing infrastructure and techniques (Garfield, 2018). Furthermore, leadership skills directly contribute to knowledge management simply by virtue of being a framework by which others can follow (Sayyadi, 2019; Koohang, Paliszkievicz, & Goluchowski, 2017).

Based on the foregoing findings and conclusions, a number of recommendations are offered. Since there is still a need to maintain the conduct of seminars and trainings to keep the very high level of leadership self-efficacy, relational leadership, organizational socialization, and knowledge management, an appropriate enhancement program might be designed to address the efficacy in leadership, may conduct needs assessment or focus group discussion with the school heads in order to identify possible ways to enhance more their leadership domains.

Moreover, it is also recommended that organizational socialization and leadership self-efficacy as determinants of knowledge management based on the best fit model may be considered in the formulation of intervention programs and trainings among school heads in Regon XI in order to enhance the skills and qualities in serving their respective unit.

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