

## Teachers' Knowledge Management Practices and Sustainable Quality Education Delivery in Lagos State Senior Secondary Schools, Nigeria

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### Abstract

*This study investigated teachers' knowledge management practices and sustainable quality education delivery in Lagos State senior secondary schools, Nigeria. The study sample was randomly selected from the 71 public senior secondary schools in Lagos State Education District V. A total of 324 teachers and 394 students took part in the study. Two structured questionnaires titled Teachers' Knowledge Management Practices Questionnaire for teachers (TKMPQ) and Sustainable Quality Education Delivery Questionnaire for students (SQEDQ) were developed to obtain data from the respondents after ascertaining their validity and reliability obtained to be .86 for TKMPQ and .79 for SQEDQ respectively. The data collected were analyzed using inferential statistics of Pearson's Product Moment Correlation Coefficient to test the hypotheses formulated and the results were held significant at 0.05 probability level. The findings indicated that there is a significant relationship between teachers' knowledge acquisition and sustainable quality education delivery ( $r= 0.891, p < 0.05$ ), and between teachers' knowledge sharing and sustainable quality education delivery in Lagos State senior secondary schools in Education District V, Nigeria ( $r= 0.725, p < 0.05$ ). It could be concluded that teachers' knowledge management practices served as an important success factor in improving the sustainable quality of education delivery by teachers in Lagos State senior secondary schools. The study recommended that the state teaching service commission should organise supervisory teaching and exchange programmes for teachers to aid adequate knowledge acquisition and sharing to improve their performance in the delivery of instruction which will invariably enhance the academic performance of the learners.*

**Keywords:** Knowledge management, Quality education, Sustainable quality education delivery, Public senior secondary schools.

## Introduction

Globally, information is constantly proliferating and teachers have increasingly become essential in the delivery of quality education. Teachers act as the conduit between their students and the world around them, making information available to them and ensuring they are receiving the best possible education (Olasehinde-Williams, Yahya & Owolabi, 2018). In order to decide what material to teach, teachers must acquire information, create curricula, choose teaching techniques and tactics, transfer knowledge, assess teaching and learning, and, at the end, provide feedback. Only "what" they have learned in the manner in which they know "how" to teach is something that teachers can impart. Therefore, it is impossible to overstate the importance of having excellent instructors in the teaching-learning process. In fact, the National Policy on Education (Federal Republic of Nigeria, 2013) provides ample documentation on the critical responsibilities that excellent teachers play in providing high-quality education. Additionally, according to the Instructors Registration Council of Nigeria (TRCN) (TRCN, 2004, p.8), "no education system can rise above the quality of its teachers."

Knowledge is a key component in determining how organizations will develop in the future as it allows different organizations and people to be creative. According to Firas and Faisal (2019), knowledge is considered to be one of the key components in the cultivation of creativity, innovation, and greatness in educational organizations via good management. Knowledge is, however, a fundamental component needed by teachers to function effectively in the delivery of quality education to the students. There are high expectations placed on the teacher in terms of their ability to both impart knowledge and serve as a source of it. No one person, though, is a knowledge superstore. In other words, knowledge is continually sorted for in settings other than the classroom. This stressed the importance of knowledge sharing in collaborative networks to keep abreast with reality. If teachers want to improve both the quality of education they deliver and the academic performance of their students, they must also seek for (acquire), share, and use knowledge (Olusola & Adeyemi, 2021).

The process of acquiring new knowledge involves both successfully producing new information via active conversation and improving the application of already existing knowledge. This new knowledge is subsequently externalized and shared. Some instances of learning acquisition processes include conducting an external survey, purchasing a knowledge-rich

organization, sending employees to training sessions, hiring someone, obtaining a data set, monitoring technological advancements, purchasing a new invention, and acquiring information through intellectual capital (Barinua & Akpan, 2022).

Teachers are to associate with the term knowledge management. This is because of the nature of their job. They are by the nature of their duty expected to teach their students the latest and recent happenings in their field. This primary duty may be thwarted if teachers are not conversant/cannot apply new trends that will boost their performance. Teachers in secondary schools are frequently exposed to knowledge. They ought to see and handle knowledge more sincerely and effectively as Knowledge management can be introduced in schools as a way of improving competitive performances teachers which will invariably affect the quality of education delivery by the teachers which will invariably affect the academic performance of the students positively.

Adequate knowledge management is veritably paramount in the administration of secondary schools effectively. This is because knowledge management is essential for effective decision making in the school system. It is also essential for effective teaching and learning. The school is a center where knowledgeable and proficient people are produced through proper coordination of the activities of all the human resources (teachers and students) and adequate utilization of other physical resources as well as proper instructional methodologies. According to Hazeri in Sarkar (2017), knowledge management techniques are means of putting concepts into practice while working toward certain objectives. Understanding knowledge production, acquisition, organization, storage, transfer, sharing, and retention are all included in knowledge management methods. To effectively and efficiently acquire, create, store, transfer, and share knowledge in order to constantly enhance the incorporation of skills to business practices, products, and processes, one must possess a complex set of internally coordinated and integrated capabilities (King & Marks in Sarkar, 2017).

Udeh (2022) defines quality as performing in accordance with standards or carrying out the appropriate action at the appropriate time. When it comes to educational delivery, quality is measured by how well an intervention performs in comparison to a predetermined standard that is both safe and capable of improving education given the resources at hand. Greater attention needs to be paid to the quality of education provided at all levels. This could be demonstrated by

initiatives to improve teacher-student contact time, hire more qualified teachers, recruit and retain more teachers, produce more pertinent instructional materials, and accelerate the development of educational infrastructure and facilities (Nyirenda, 2017).

A high-quality education is an extremely important tool for changing people's attitudes, beliefs, and behaviors. Additionally, it serves to maintain cultural norms and foster the development of talents that enable members of the community to benefit both themselves and their community. Thus, among other resources, it becomes essential to provide a skilled workforce, a conducive learning environment, pertinent teaching and learning materials, and care for teachers and students (Akingunloye, Okotoni & Olowo, 2021). Nonetheless, enhancing student learning outcomes via the provision of high-quality instruction is the main goal of any educational system. A high-quality education is essential for the development of all societal sectors. People may escape the vicious cycle of poverty when they have access to high-quality education. Therefore, according to Abari, Adetunji, and Akinyemi (2018), the outcomes of a high-quality education allow people, organizations, and societies to develop. Additionally, it gives everyone the ability to lead longer, healthier lives. Knowledge management is thought to be an efficient technique to improve knowledge development and sharing in order to accomplish high-quality education. Thus, the foundation of this research is the management of teachers' knowledge, but it also looks at the connection between that management and the provision of high-quality instruction in Lagos State Education District V senior secondary schools in Nigeria.

A research on the effect of knowledge management on work satisfaction was conducted by Kianto et al. (2016). They contend that an individual's level of job satisfaction in their workplace may be strongly correlated with the presence of knowledge management systems. The five facets of knowledge management—acquisition, sharing, invention, codification, and retention of information—were tested for their link to work satisfaction using structural equation modeling. About 824 respondents who were members of a Finnish municipal organization participated in the survey. They found that information sharing is an essential knowledge management activity that has a strong correlation with work satisfaction, particularly inside the business. In their research, Shpakova et al. (2017) proposed gamification as a means of improving information exchange and communication among employees in the modern workplace. After reviewing the body of research on knowledge management and gamification, they found that gamification has benefits beyond

just raising motivation and engagement levels. These benefits include supporting flexibility, facilitating transparency (which boosts trust), visualizing competencies and skills, and encouraging an atmosphere of cooperation among knowledge workers.

In Nigerian secondary schools, Idhalama and Echedom (2021) studied teachers' understanding of knowledge management and sharing practices. The research was directed by three objectives/purposes, and the hypothesis was evaluated at a significance level of 0.05. The study used a descriptive survey research approach. There were 283 instructors in all. Even though 244 of the returned copies could be examined, the study's sample consisted of 283 copies. The t-test statistical method was used to assess one hypothesis. SPSS version 23 was used for the analysis of the gathered data. The study's main conclusions include the following: instructors in Delta State's Isoko South Local Government Area, both seasoned and less seasoned, had a high degree of knowledge management awareness. Both seasoned and less seasoned teachers exhibited positive and admirable knowledge-sharing behaviors. One of the study's implications is that all levels of government will be fully aware of the need to create an environment that supports teachers' success in the field of knowledge management. It was suggested that all types of teacher educators make sure the idea of knowledge management is included in the curricula of their instructors. In addition, administrators should adopt a policy of open doors to encourage secondary school instructors to share expertise and practice good management.

A research on the impact of knowledge management on service delivery was carried out by Sawe (2017). The research focused on initiatives taken by businesses to facilitate knowledge generation, storage, and transferability between divisions to improve organizational performance. The research was carried out at insurance companies in South Africa. Sawe (2017) examined the impact of independent variables (knowledge generation, knowledge storage, and knowledge transfer) using both quantitative and inferential statistics. The report outlined five strategies. Employee training is the first strategy that a firm may adopt. Creating knowledge repositories is the second. The next step is to organize informal knowledge fairs for staff members and communities of practice. One alternative approach is hiring a research and development conversation room where staff members may discuss current knowledge management strategies and methods for improving their performance. The research clarified that one technique to improve

knowledge production in businesses is to use the knowledge management approach to support business strategy. Innovation may be used to adapt strategies.

The challenge of providing high-quality education at the secondary school level has worried everyone in Nigeria. According to Oguntoye in Obikwelu (2014), our educational system has historically prioritized numeric growth above qualitative advancement. According to Okebukola and Obiwelu (2014), there has been a deterioration in the provision of high-quality education. These causes include outdated infrastructure, overcrowding, low financing, a high teacher-student ratio, and a lack of both quantity and quality instructors.

Another significant aspect that might lower the quality of education provided is teachers' knowledge management in terms of information sharing and acquisition. This is because there is a difficulty of Knowledge lost mostly as a consequence of ineffective teacher knowledge exchange brought about by veteran educators leaving the system. In spite of these commendable challenges and social expectations, secondary school educators have persisted in doing their jobs. In order to better understand the standard of education provided in terms of instructional effectiveness and students' academic achievement, the research looks at the degree of knowledge management techniques among secondary school instructors. The purpose of this research is to determine whether or whether teachers' capacity to provide high-quality education in the classroom is correlated with knowledge management, which is the gathering and sharing of information.

### **Purpose of the Study**

The purpose of this study was to:

- i. determine the influence of teachers' knowledge acquisition on sustainable quality education delivery in Lagos State senior secondary schools in Education District V, Nigeria.
- ii. establish the influence of knowledge sharing on sustainable quality education delivery in Lagos State senior secondary schools in Education District V, Nigeria.

### **Research Hypotheses**

The following research hypotheses were formulated to guide the study:

**H01:** There is no significant relationship between knowledge acquisition and sustainable quality education delivery in Lagos State senior secondary schools, Education District V, Nigeria.

**H02:** There is no significant relationship between knowledge sharing and sustainable quality education delivery in Lagos State senior secondary schools, Education District V, Nigeria.

### **Methodology**

The research designs adopted in the study are descriptive research of survey type and correlational. This is because on one part, the study examined the nature of relationship that exist between teacher's knowledge management and quality education delivery in Lagos State Education District V senior secondary schools, Nigeria. On the other hand, the study attempted a description of the existing situation regarding the state of teacher's knowledge management and quality education delivery in Lagos State senior secondary schools, Education District V, Nigeria. Teacher's knowledge management is the independent variable while quality education delivery is the dependent variable. The population of the study consists of 1702 teachers and 49,421 students of Lagos State senior secondary schools, Education District V, Nigeria. The sample size of the study was determined using Taro Yamane Formula; the sample size for this study consists of 324 teachers and 397 students selected from the population. Proportionate sampling technique was implored in selecting six (6) schools from Ajeromi-Ifelodun, six (6) schools from Amuwo-Odofin, five (5) schools from Badagry and five (5) schools from Ojo respectively making a total of 22 schools. The numbers of schools were selected using 30% of the total schools in each zones of the district and 15 teachers and 18 students were selected from each schools using simple random technique.

Two structured questionnaires; Teachers Knowledge Management Practices Questionnaire for teachers(TKMPQ) and Quality Education Delivery Questionnaire for students (QEDQ) were designed as instruments for data collection from respondents. In order to ensure the validity of the questionnaires, a copy of each of the instruments was given to an expert for content and face validity after which corrections were effected before the final administration on the participants. The instruments were subjected to a reliability test using Cronbach's Alpha Coefficient. Accordingly, a pilot study was carried out by the researchers before the main study to determine the instruments' consistency in measuring what they were meant to measure. Sixty copies of the

questionnaires were administered to 10 teachers and 50 SS 3 students from two senior secondary schools that were not selected for the study. The reliability coefficients obtained were .86 for TKMPQ and .79 for SQEDQ respectively. A four point Likert scale was used in weighting data from respondents as follows – Strongly Agree (4 points), Agree (3 points), Disagree (2 points), and Strongly Disagree (1) for TKQPM and Very True (4), True (3), Untrue (2) and Very Untrue (1) for QEDQ. A total 324 copies of questionnaire were distributed to the teachers; 307) were retrieved and utilized for data analysis while 397 copies of questionnaires were distributed to the students and all retrieved and utilized for data analysis respectively. Data collected was analyzed and presented using descriptive statistics such as tables, frequency counts and so forth while inferential statistics of Pearson’s Product Moment Correlation Coefficient was used to test the extent of relationship that exists between the constructs of the study. Statistical Package for Social Science (SPSS) version 20 was employed for this study at 0.05 level of significance.

**Results**

**Hypothesis One:** There is no significant relationship between knowledge acquisition and sustainable quality education delivery in Lagos State senior secondary schools, Education District V, Nigeria.

**Table 1: Relationship between knowledge acquisition and sustainable quality education delivery in Lagos State senior secondary schools, Education District V, Nigeria**

		Knowledge acquisition	Quality education delivery
Knowledge acquisition	Pearson Correlation	1	.891**
	Sig. (2-tailed)		.000
	N	307	307
Quality education delivery	Pearson Correlation	.891**	1
	Sig. (2-tailed)	.000	
	N	307	397

\*\*Correlation is significant at the 0.05 level (2- tailed).

The result of the test performed also indicates that there exists a strong and positive significant relationship between knowledge acquisition and sustainable quality education delivery in Lagos State senior secondary schools, Education District V, Nigeria ( $r = 0.891, p < 0.05$ ). The implication of this is that there is a positive influence of knowledge acquisition on quality education delivery. Hence, the null hypothesis which states that there is no significant relationship between knowledge

acquisition and quality education delivery in Lagos State senior secondary schools, Education District V, Nigeria is hereby rejected.

**Hypothesis Two:** There is no significant relationship between knowledge sharing and sustainable quality education delivery in Lagos State senior secondary schools, Education District V, Nigeria.

**Table 2: Relationship between knowledge sharing and sustainable quality education delivery in Lagos State senior secondary schools, Education District V, Nigeria**

		Knowledge sharing	Quality education delivery
Knowledge sharing	Pearson Correlation	1	.725**
	Sig. (2-tailed)		.000
	N	307	307
Quality education delivery	Pearson Correlation	.725**	1
	Sig. (2-tailed)	.000	
	N	307	397

\*\*Correlation is significant at the 0.05 level (2- tailed).

The result of the test performed indicates that there exists a positive and significant relationship between knowledge sharing and sustainable quality education delivery in Lagos State senior secondary schools, Education District V, Nigeria ( $r = 0.725$ ,  $p < 0.05$ ). Hence, the null hypothesis which states that there is no significant relationship between knowledge sharing and sustainable quality education delivery in Lagos State senior secondary schools, Education District V, Nigeria is hereby rejected.

### Discussion of Findings

The result of hypothesis one shows that there is a significant relationship between knowledge acquisition and sustainable quality education delivery in Lagos State senior secondary schools, Education District V, Nigeria. It is discovered in the study that teachers acquire knowledge and the knowledge acquired has a significant influence on the quality of education delivered to their students which are in tandem with Chu, Wang and Yuen (2011) who observed through their study that knowledge acquisition could be used as an alternative strategy by schools to help teachers to become more equipped with relevant knowledge and skills to face the challenges of improving students' academic performance. It was concluded that teachers have high moral and confidence in themselves when they are properly informed on what they are doing. This is further corroborated by Barinua and Akpan's (2022) study, which discovered that the process of acquiring information

contributes to four primary problems: organizational learning, knowledge absorption, organizational knowledge transformation, and individual and group creation inside the company. According to a study by Barinua and Akpan (2022), acquiring knowledge in all of its dimensions improves organizational effectiveness. Organizational performance is specifically improved by organizational learning, knowledge initiation, and knowledge transformation. The study contradicts that of Walter, Murithi, and Nzioki (2022), who discovered that postgraduate academic performance in private universities in emerging economies was not significantly impacted by knowledge acquisition. Rather, academic achievement was influenced by variables other than knowledge management.

The second hypothesis revealed that there is no significant relationship between knowledge sharing and sustainable quality education delivered in public senior secondary in Education District V of Lagos State. Chiekezie and Odinaka (2019), who discovered a strong positive correlation between staff retention and knowledge sharing in a few Kogi State tertiary institutions, corroborate the findings. Teachers have the opportunity to enhance their performance in the classroom by using the notion of information sharing that transcends profit-making organizations and educational institutions. Information that is kept to oneself is lost, while information that is shared may help overcome obstacles to learning. According to Mobashar, Ahmad, Rohani, and Aamir (2014), faculty members may share their experiences and expertise via knowledge sharing, which makes it easier and faster for them to provide information services to their customers. These results support their findings. The research found that instructors who communicate their instructional expertise perform better at work, demonstrating greater topic mastery, efficient classroom management, and competent instructing and learning processes. The outcome is also in line with the findings of Olushola and Adeyemi (2021), whose work found a strong relationship between instructors' sharing of knowledge and work satisfaction. This shows that there is a relationship between instructors' degree of knowledge-sharing behavior and their work effectiveness. The conclusion of the research reinforces the necessity for information exchange among secondary school teacher particularly with the difficulties on the quality of education offered to the students.

## **Conclusion**

This result concludes that knowledge management practices serves as an important success factor in improving the quality of education delivered by teachers in public senior secondary schools. This study is premised on the fact that there is a significant link between knowledge

acquisition, knowledge sharing and sustainable quality education delivery in Lagos State senior secondary schools, Education District V, Nigeria.

### **Recommendations**

Based on the findings, the following recommendations were made to improve the level of teachers' knowledge management practices and quality education delivery in Lagos State senior secondary schools, Education District V, Nigeria.

1. A good knowledge management environment should be created in secondary schools in Lagos State to encourage the creation, sharing and use of new knowledge to improve teachers performance in terms of the quality of education to be delivered which will invariably improve the academic achievement of the students.
2. School administrators and the government through the Ministry of Education and the Senior Secondary Schools Board should organize field trips, seminars, workshops, conferences, supervisory teaching and exchange programmes for teachers to aid knowledge acquisition and sharing among teachers.
3. The management of secondary schools should develop a policy guideline for the official transfer of knowledge from experienced teachers to less experienced ones by encouraging staff to share the knowledge and experience they have gathered over the years with less experience teachers as this will boost the knowledge capacity of the employees and improve their competitive edge and reduce the level of knowledge lost in the school system.
4. Teachers should be encouraged to network and collaborate in the classroom. Effective oversight in every aspect of education and instruction should be used in conjunction with this.
5. To facilitate the transmission and dissemination of knowledge within the educational system, infrastructures and facilities for knowledge exchange as well as Information Communication Technology (ICT) should be made available.

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