KNOWLEDGE MANAGEMENT AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN EDUCATION DISTRICT OF LAGOS STATE

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Abstract
This study sought to assess knowledge management and teachers' job performance in public secondary schools in Education District I of Lagos state. Three hypotheses were formulated to guide the study. The study adopted descriptive survey research design and the population for this study comprised all the 2122 teachers in public senior secondary school in Education District I of Lagos State. Stratified sampling technique was used to group the schools into 3 strata namely Agege, Alimosho and Ifako-Ijaiye local government areas under Education District I of Lagos state. Simple random sampling technique was implored to select 106 teachers from schools in each of the local government areas. This brings the total number of teachers to participate in this study to 318 representing 15% of the total population. The instrument used to gather information was questionnaire and the data collected were analyzed using Pearson Product Moment Correlation statistical tools. The findings of the study revealed that a significant relationship existed between knowledge sharing and teachers' job performance; knowledge mapping and teachers' job performance, and knowledge utilization and teachers' job performance. Based on the findings of the study, it was recommended among others that a good knowledge management environment should be created to encourage the creation, sharing and use of new knowledge to improve teachers' job performance and school

administrators should encourage knowledge sharing by organizing seminars for teachers to share knowledge among themselves.

Introduction

Education is the key to socio-economic transformation, especially in this era of science and technology-oriented knowledge driven 21st century. In Nigeria, education is regarded as an instrument per excellence for effecting development al changes needed to respond to the changing demands in the society. The secondary education, a sub-set of the education level, is very necessary in building the foundation for higher level of education. The broad aims of secondary education are the preparation of individuals for useful living within the society and for higher education (NPE, 2004).

The achievement of the goals and aims of secondary education rest on the individual teachers as they interact with the structures, principles and processes that supports learning in schools. The teacher is an important factor in the teaching and learning processes and good teachers are essential for the effective functioning of education system. Ademuwagun (2010) opined that the quality of an educational system depends on the quality of its teaching staff. The ability to teach effectively depends on the teacher's knowledge. Teachers transmit knowledge and as such need to be properly informed about the importance of knowledge management, especially in the era of Information and Communication Technology. This is because they have to interact and collaborate with their colleagues in other schools to acquire, share and disseminate knowledge (Uchendu, Osim & Akuegwu, 2012).

In all countries of the world, and more specifically the educational environment in Nigeria requires knowledge as the main source of development for today and the future. Knowledge is the indivisible asset that is built from meaningful data and information. Bello and Johnson (2012) described knowledge in two terms, explicit and tacit knowledge. While the former refers to technical or academic data or information that is visibly described in formal language and embedded in codified documents, the latter refers to data or information that is cognitive in nature and made up of abstractions. Knowledge is embedded in individuals as well as the school. It permeates through the teaching and learning process hence the differ

from knowledge in other profession as it ends to be rather imprecise and tentative, and bound tightly to personal experience. This is because the key product of the school is also knowledge (Carroll, Choo, Dunlap, Isenhour, Kerr, Maclean and Rosson, 2013). However, it is sometimes difficult to acquire and share knowledge, even when it has been created due to failure in managing and organizing it. Hence the need for knowledge management, most especially in secondary schools where the products are expected to be self reliant in the society.

According to Gurteen as cited in Uchendu, Osim and Akuegwu (2012), knowledge management is an emerging set of principles, processes, organizational structures and technology applications that help people share and leverage their knowledge to meet their business objectives. In other words, achievement of school objectives which primarily is learning from the point of view of students, depend on how knowledge is being acquired and shared by teachers. Armistead (2001) viewed knowledge management as the process of analyzing data or information for a more detailed understanding which precedes how knowledge – based perspective lead to improvements in the process of practice and performance. In addition knowledge management focused on internalization process in knowledge creation. This refers to the ability to create new tacit knowledge from explicit knowledge, and transfer them into operational activities such as teaching to create value.

Effective knowledge management entails new roles and responsibilities for teachers and learners. It is a continuous process of clarifying roles and skills development. Though, there are challenges of effective knowledge management which ranges from lack of trust; time and opportunity and capacity to absorb new knowledge (Carroll et al., 2013). Nevertheless, it helps individual to get their access to knowledge by making it easier for them to find knowledge when they need it, participate in knowledge sharing and provide avenues that will transfer knowledge from tacit to explicit (Robort as cited in Uchendu, Osim & Akuegwu, 2012). Knowledge sharing among teachers relates to their various interactions with other colleagues in terms of shared resources, laboratories, workshops, instructional materials, textbook, lesson plan and classroom know-how. It entails sharing knowledge through a process that involves knowledge source and receiver. Most

importantly, the parties involved must be willing to establish a link and channel for sharing.

Knowledge mapping focused on the application of knowledge in resolving issues in organizations. Grey as cited in Uchendu, Osim and Akuegwu (2012) reported that knowledge mapping is about making knowledge that has been created transparent and logical enough to bring about quality. It is the process of aligning knowledge to suit different purposes and acquired full leverage for creating competitive advantage. It is similar to road map used to locate the direction of opportunities. Knowledge mapping is regarded as aspect of knowledge management because of its capability in illuminating directions for innovation and creativity need d to improve job performance.

Managing knowledge is essential to the school's success. Knowledge need to be managed through structures, processes and technology with respect to accessing, handling and utilizing knowledge. Accordingly, secondary schools build knowledge through various activities and experiences of teachers and learners. However, the teachers are the prime custodian of knowledge because of their involvement in developing and implementing the school curricular goals. That is, the teacher and school manage and develop society's knowledge through teaching and learning process. But more often than not, schools always manage their own knowledge effectively for competitive advantage. On the part of the teachers, knowledge can be acquired through on-the-job experience and training but when it is not shared nor mapped for the purpose of improving teaching and learning it may be lost or replaced in transit. Hence, there is need for knowledge management. This study therefore is premised on managing knowledge but further examined the relationship between knowledge management and job performance of teachers in public secondary schools in Education District I in Lagos State.

Statement of the Problem
The issue of persistent poor job performance by teachers and poor academic performance of students in core and other subjects at the secondary school level of education in Nigeria has been of much concern to all and sundry. Observation of the school system shows that the teachers have an important influence on the teaching and learning process. Also, the quality of education depends on teachers as reflected

in the performance of their duties. However, knowledge is a rudimentary element needed by teachers to function effectively in their job roles, but the extent and depth of knowledge they possess is being questioned by scholars judging from the way they poorly handle and disseminate knowledge to learners as indicated in inadequate preparation and mastery of subjects, among other factors. The teacher is looked upon with great expectations in terms of being a source of knowledge in addition to disseminating the knowledge. However, no single individual is a reservoir of knowledge. In other words, knowledge is being sort for on a daily basis in different operations other than the school. This emphasized the need for sharing knowledge in collaborative network to remain abreast of current realities. The teacher is not left out in the quest for, sharing and utilizing knowledge if they have to improve their performance but the challenge in secondary schools today is that the environment no longer create knowledge, neither are the teachers able to manage knowledge due to lack of competence in basic Information and Communication Technology (ICT) skills, dearth of ICT and other facilities, inadequate infrastructure and technical supports necessary for knowledge management. Nevertheless, the secondary school teacher has been performing their duties in the face of the endearing challenges and demand from the society. This study thus aims to examine the existing phenomenon, and determine if knowledge management (sharing, mapping and utilizing knowledge) relate to their job performance.

Hypotheses
1. There is no significant relationship between knowledge sharing and teachers' job performance.
2. There is no significant relationship between knowledge mapping and teachers' job performance.
3. There is no significant relationship between knowledge utilization and teachers' job performance.

Methodology
The descriptive survey research design was used to carry out this study. The population surveyed consisted of all the 2122 teachers in 39 public senior secondary schools in Education District I of Lagos State. Stratified sampling technique was used to group the schools into three strata

according to local government areas (Agege, Alimosho and Ifako-Ijaiye) under Education District I of Lagos state. Thereafter, the random sampling technique was implored to select 106 teachers from schools in each of the local government areas. This brings the total number of teachers to participate in this study to 318 representing 15% of the total population. The research instrument used for the study was a questionnaire titled Knowledge Management and Teachers' Job Performance Questionnaire (KMTJPQ). The questionnaire comprised of twenty statements about knowledge management and teachers job performance. It consisted of a 4 point scale. The response categories to each of the statements were in descending order of weighting: Strongly Agree (4 points), Agree (3 points), Strongly Disagree (2 points) and Disagree (1 point). The coefficient alpha reliability of KMTJPQ is .71. The instrument was administered by the researchers at a teachers' workshop organized by Education District I and this help to ensure a 100% return rate. Collected data was analysed by using Pearson Product Moment Correlation statistical tool.

Results

Hypotheses 1: There is no significant relationship knowledge sharing and teachers' job performance.

Table 1: Pearson Product Moment Correlation Analysis showing Relationship between Knowledge Sharing and Teachers' Job Performance

Variables	N	$\overline{X}$	df	r-cal	r-tab
Knowledge Sharing		24.08			
Teachers' Job Performance	318	19.71	316	0.91	0.632

Table 1 shows that the calculated r- value is 0.91 and the tabulated value r is 0.632 at 316 degree of freedom and 0.05 level of significance. Since, the calculated value r-value (0.91) is greater than tabulated r-value (0.632), the null hypotheses which states that there is no significant relationship between knowledge sharing and teachers' job

performance was rejected. This implies that there is a significant relationship between knowledge sharing and teachers' job performance.

Hypotheses 2: There is no significant relationship knowledge mapping and teachers' job performance.

Table 2: Pearson Product Moment Correlation Analysis showing Relationship between Knowledge Mapping and Teachers' Job Performance

Variables	N	$\overline{X}$	Df	r-cal	r-tab
Knowledge Sharing		23.26			
Teachers' Job Performance	318	17.21	316	0.89	0.632

Table 2 shows that the calculated r- value is 0.89 and the tabulated r- value is 0.632 at 316 degree of freedom and 0.05 level of significance. Since, the calculated r- value (0.89) is greater than tabulated r- value (0.632), the null hypotheses which states that there is no significant relationship between knowledge mapping and teachers' job performance is hereby rejected while the alternative hypothesis is accepted. This implies that there is a significant relationship between knowledge mapping and teachers' job performance.

Hypotheses Three: There is no significant relationship knowledge utilisation and teachers' job performance.

Table 3: Pearson Product Moment Correlation Analysis showing Relationship between Knowledge Utilization and Teachers' Job Performance

Variables	N	$\overline{X}$	Df	r-cal	r-tab
Knowledge Utilization		21.26			
Teachers' Job Performance	318	14.42	316	0.92	0.632

Table 3 shows that the calculated r- value is 0.92 and the tabulated r- value is 0.632 at 316 degree of freedom and 0.05 level of significance. Since, the calculated r- value r (0.92) is greater than tabulated r- value (0.632), the null hypotheses which states that there is no significant relationship between knowledge utilization and teachers' job performance is hereby rejected while the alternative hypothesis is accepted. This implies that there is a significant relationship between knowledge utilization and teachers' job performance.

Discussion of Findings
The result of hypothesis one indicated that there is a significant relationship between knowledge sharing and teachers' job performance. This implies that teachers' job performance relate to knowledge sharing. This finding is consistent with the study of Uchendu, Osim and Akuegwu (2012) which showed that if knowledge is well managed in terms of sharing, it will affect lecturers' job performance positively. The finding is in agreement with finding of Mobashar, Ahmad, Rohani & Aamir (2014) who found that knowledge sharing enables faculty members to share their insight and experiences in order to allow for fast, efficient and effective provision of information services to their users. The study reveals that instructional knowledge sharing among teachers enhances their job performance, which includes more informed teaching and learning process, mastery of subject and class management. This finding aptly supports the assertion of Lee and Choi (2003) that collaborative knowledge sharing plays a vital role in bringing together knowledge, experience and skills of multiple team members to bear on their job roles.

Furthermore, Ufoma (2012) and Kalling (2013) note that the leveraging concept of sharing knowledge which transcend from profit making organizations to educational institutions puts teachers at a vantage point of improving their performances in the classroom. Knowledge not shared becomes misplaced while knowledge shared offers possible solution to learning challenges. There has been much research on knowledge sharing in organization and higher institutions with less emphasis on the secondary level of education. The result of the study strengthens the need for knowledge sharing among secondary school teacher especially with the challenges of poor performance among students.

The result of hypothesis two showed that there is a significant relationship between knowledge mapping and teachers' job performance. This implies that teachers' job performance is related to knowledge mapping. This finding is in line with the findings of Mills and smith (2011) who found that knowledge mapping and job performance are positively and significantly correlated. Also, Uchendu, Osim and Akuegwu (2012) found a significant relationship between knowledge mapping and lecturers' job performance. Furthermore, the opinions of Yasin&Egbu (2010) and Suzana and Kasim (2010) are in line with the result of the analysis of the response to questionnaire which revealed that knowledge mapping as the process of associating items of information or knowledge, preferably, visually, in such a way that the mapping itself also creates additional knowledge.

Another finding of this study relates to hypothesis three and it indicated that there is a significant relationship between knowledge utilization and teachers' job performance. This implies that teachers' job performance relate to how they use knowledge in their teaching activities. Knowledge utilization helps to remove the challenge of dormancy in schools. Russli and Kassim (2012) and Nasser and Ahmed (2014) corroborated the finding of this study that knowledge utilization is related to job performance of teachers.   The findings of this study and other literature underscore the importance of knowledge management in enhancing the performance of teachers in addition to other factors. Based on the discussion the study posit that knowledge management in terms of sharing, mapping and utilizing knowledge is related o job performance of teachers.

Conclusion
The study explored knowledge management and teachers' job performance in public secondary schools.

This result suggests that knowledge management is an important success factor in improving job performance of teachers. This study is premised on the fact that a significant link exist between knowledge sharing, mapping and utilization. Furthermore, almost all of other researchers found that all aspects of knowledge management are important. Hence, it can be concluded that this study corroborated other findings and implied that knowledge management is related to teachers' job performance.   The findings of this study would enable

educational policy makers and planners to acquire adequate and relevant information towards initiating the desired policies needed to improve knowledge management and teachers' job performance, as well as promote and develop school effectiveness in our education system.

Recommendations

In the light of the findings above, this study recommends that:

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 performance and academic achievement.

2. School administrators should encourage knowledge sharing by organizing seminars for teachers to share knowledge among themselves.

3. Collaborative teaching and networking should be encouraged among teachers. This should be complemented with adequate supervision in all areas of teaching and learning.

4. There should be provision of ICT and knowledge sharing facilities and infrastructures to aid knowledge transfer and dissemination.

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