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**KNOWLEDGE MANAGEMENT PRACTICES AND INSTITUTIONAL  
EFFECTIVENESS IN SELECTED PUBLIC SECONDARY SCHOOLS IN LAGOS  
STATE**

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**Abstract**

This study examined knowledge management practices and institutional effectiveness in selected public secondary schools in Lagos State, Nigeria. The paper was guided by three research questions and three null hypotheses. This study employed survey research design. 3,057 respondents, comprising 2,806 teachers and 251 principals who were randomly selected across secondary schools in Lagos State served as sample for this study. Questionnaire was used for collection of data. The data collected were analysed using Chi-square and Pearson Product Moment Correlation Coefficient at 0.05 level of significance. The paper revealed that: there is a significant influence of knowledge acquisition on institutional effectiveness in Lagos State public secondary schools; there is a significant influence of knowledge documentation on institutional effectiveness in Lagos State public Secondary Schools; and significant relationship exists between knowledge sharing and institutional effectiveness in Lagos State public secondary schools. The study concluded based on the findings of the study that knowledge management practices and institutional effectiveness in public secondary schools in Lagos State, Nigeria are significantly related. The paper recommended among others that: Government should promote teachers and principals' acquisition of new information and ideas that can enhance their services delivery in secondary schools; and secondary schools principals should ensure that knowledge acquired through training, workshops and seminars are properly documented or preserved for effective school management.

**Introduction**

Secondary education is a 6-year programme aimed at preparing students for further education or studies in tertiary institutions among others. However, its recipients can also seek employment or learn a trade which will make them to be gainfully employed and contribute to economic growth

and development of the country. However, attainment of these goals depends on the level of effectiveness in the secondary schools in Lagos State, especially the government-owned schools.

Institutional effectiveness is the ability to achieve goals and objectives of an organisation or institution with appropriate use of available minimum resources. It serves as a basis for measuring performance in any institution. It involves reviewing and ascertaining the performance of an institution with the aim of improving services delivery and cost management. Hence, the need to adopt effective management practices in secondary schools. The form of institution management or practices adopted in an institution has a great influence on the effectiveness of the institution. Dong, Dacre, and Bailey (2021) were of the view that institutional practices are concerned with creating an acceptable institutional framework for projects and programmes, to ensure their success and effectiveness. These practices include knowledge management practices.

Knowledge management practices can be described as conscious organisational and managerial practices intended to achieve organisational goals through efficient and effective management of the firm's knowledge resources (Inkinen, 2016). The elements of knowledge management practices include knowledge acquisition, knowledge documentation and knowledge sharing. Amah (2014) considered knowledge acquisition as an organisational activity which is a fundamental measure that facilitates effective learning and adaptability; thus, enabling the survival of organizations through improved performance and service delivery. Rehman (2020) is of the view that knowledge documentation is an essential feature of a knowledge management system, helping organizations determine how to place important documents in their official records. Knowledge sharing according to Ogunyemi, Ajayi and Akinyemi (2023) is a process that involves exchanging knowledge, selecting which knowledge to transfer, and putting that knowledge into practice between the holder and the recipient. It can be seen these definitions and conceptualisations that the three elements of knowledge management practices are crucial for ensuring the effectiveness of any institution.

Studies have shown that knowledge management practices have the tendency to enhance the effectiveness of organisation, including public secondary schools. For instance, Dickson and Oyeinkorikiye (2019) in their study on knowledge management and performance of faith-based organizations in Bayelsa State found that knowledge management components such as knowledge

sharing, knowledge acquisition, knowledge storage are positively related to organizational performance. Also, Ewrierhurhoma and Onouha (2020) explored the relationship between knowledge management tools applications and organizational performance of manufacturing firms in Rivers State, Nigeria, found positive and significant relationship between the dimensions of knowledge management tools applications and the measures of organizational performance. Likewise, Ilechukwu et al. (2023) who examined knowledge management practices and organizational performance of teaching hospital in Anambra State reported that knowledge retention has significant effect on organizational performance of teaching hospitals in Anambra State, Nigeria. Similarly, Ogunyemi et al, (2023) explored the dimensional effects of knowledge management practices on the performance of the academic staff of Federal Universities in South-West, Nigeria found positive and significant relationships between knowledge management practices and the performance of academic staff. Thus, institutional effectiveness may be achieved with the effective knowledge management practices.

The importance of institutional effectiveness in the actualisation of the goals of secondary education cannot be underestimated. Institutional effectiveness among secondary schools generally depends on the quality of teaching and learning processes as well as the adoption of effective knowledge management practices in the schools. This implies that elements of knowledge management practices have the tendency to enhance institutional effectiveness. Consequently, this paper focuses on knowledge acquisition, knowledge documentation and knowledge sharing and how each of them relates to institutional effectiveness in Lagos State public secondary schools. It is against this background that this paper examined knowledge management practices and institutional effectiveness in selected public secondary schools in Lagos State.

### **Statement of the Problem**

The goals of establishing secondary schools cannot be achieved without institutional effectiveness. Despite the importance of adopting effective knowledge management practices to enhance institutional effectiveness among secondary schools in Lagos State, services delivery among most of the school's administrators seems to be poor. The ineffectiveness of most secondary schools is evidenced as the cost of education continues to increase as well as students' failure or poor performance in senior secondary school certificate examinations. This perceived institutional ineffectiveness could be due to lack of adoption of appropriate knowledge management practices

among others. However, it was observed in the existing literature that few studies exist on knowledge management practices and institutional effectiveness in public secondary schools in Lagos State, Nigeria. This gap will limit the level of understating of all stakeholders in secondary education as well as the policymakers on how knowledge management practices influence secondary school effectiveness. It therefore becomes crucial for this paper to fill this knowledge gap. Consequently, this paper investigated knowledge management practices and institutional effectiveness in selected public secondary schools in Lagos State.

### **Purpose of the Study**

The purpose of this study examined knowledge management practices and institutional effectiveness in selected public secondary schools in Lagos State. The specific objectives of the paper were to:

- i. examine the influence of knowledge acquisition on institutional effectiveness in Lagos State Public Secondary Schools;
- ii. ascertain the influence of knowledge documentation on institutional effectiveness in Lagos State Public Secondary Schools; and
- iii. establish the relationship between knowledge sharing and institutional effectiveness in Lagos State Public Secondary Schools.

### **Research Hypotheses**

The following null hypotheses were tested in this study.

1. There is no significant influence of knowledge acquisition on institutional effectiveness in Lagos State Public Secondary Schools.
2. There is no significant influence of knowledge documentation on institutional effectiveness in Lagos State Public Secondary Schools.
3. There is no significant relationship between knowledge sharing and institutional effectiveness in Lagos State Public Secondary Schools.

### **Methods**

Survey research design was adopted for the study. The study's population was all the 672 secondary schools, 672 principals and 17,954 teachers in Lagos State (Lagos State Ministry of Education, 2022). Slovin's formula was used for the determination of the sample size for the study.

The study adopted 5% margin error and 95% confidence level due to the large population of the schools in the study area. The researchers selected 251 schools as sample size based on the sample size calculator. The study employed a multi-stage sampling procedure for the selection of the sample used in the study. The researchers adopted a cluster sampling method due to the division of Education Districts into clusters. At each stage in the selection process, the sampling unit was determined from higher to lower cluster. The study adopted proportionate stratified sampling to ensure even representation of teachers used in the study. Specifically, 15 percent of the total numbers of teachers in Lagos State, which was equivalent to 2693, was used as the teachers' sample size. Also, all the principals in the 251 selected secondary schools were used purposively for the study. Thus, the sample size for this study was 2,944 respondents.

Two questionnaires were used for data collection in this paper. The questionnaire were titled: "Knowledge Management Practices and Institutional Effectiveness Questionnaire for Teachers (KMPIEQ-T)" and Knowledge Management Practices and Institutional Effectiveness Questionnaire for Principals (KMPIEQ-P). KMPIEQ-T comprised of 17 items which measured knowledge management practices through these variables: knowledge acquisition, knowledge documentation and knowledge sharing with a 4-point likert scale of Very Appropriate (4), Appropriate (3) Slightly inappropriate (2) very inappropriate(1). The KMPIEQ-P comprised of 10 items on institutional effectiveness in public secondary schools with a 4-point likert scales of Highly Effective (4), Effective (3), ineffective (2), and Very Ineffective (1).

The reliability coefficients obtained for KMPIEQ-P and KMPIEQ-T using Cronbach's Alpha were 0.80 and 0.79 respectively. The copies of the questionnaires were administered by the researchers and their six trained research assistants to the sample respondents. The copies of the filled questionnaires were collected from the respondents. The data collected through the administration of the research instruments were analyzed using Chi-square and Pearson Product Moment Correlation Coefficient at 0.05 level of significance.

## Results

All the three research questions raised in this paper were hypothesized and tested in this section.

**H<sub>0</sub>1:** There is no significant influence of knowledge acquisition on institutional effectiveness in Lagos State Public Secondary Schools.

**Table 1:**

Influence of knowledge acquisition on institutional effectiveness in Lagos State Public Secondary Schools

Variables	Mean	S.D	N	df	<i>x<sup>2</sup> cal</i>	p-value
Knowledge Acquisition	3.32	1.40	2944	27	613.102	.000
Institutional Effectiveness	3.40	0.67				

**P<.05**

Table 1 shows the results of the Chi-Square used to determine the influence of knowledge acquisition on institutional effectiveness in Lagos State public secondary schools. The information on the table shows that the calculated  $x^2$  for influence of knowledge acquisition on institutional effectiveness in public secondary schools was 613.102 with  $df= 27$  at  $p = .000$ . The null hypothesis which states that “There is no significant influence of knowledge acquisition on institutional effectiveness in Lagos State public Secondary Schools” was rejected since  $p<.05$ . This indicates that there is a significant influence of knowledge acquisition on institutional effectiveness in Lagos State public secondary schools.

**H<sub>0</sub>2:** There is no significant influence of knowledge documentation on institutional effectiveness in Lagos State Public Secondary Schools.

**Table 2:**

Influence of knowledge documentation on institutional effectiveness in Lagos State Public Secondary Schools

Variables	Mean	S.D	N	df	<i>x<sup>2</sup> cal</i>	p-value
Knowledge Documentation	3.00	1.32	2944	27	541.325	.000
Institutional Effectiveness	3.40	0.67				

**P<.05**

Table 2 shows the results of the Chi-Square used to determine the influence of knowledge documentation on institutional effectiveness in Lagos State public secondary schools. The information on the table shows that the calculated  $x^2$  for influence of knowledge documentation on institutional effectiveness in public secondary schools was 541.325 with  $df= 27$  at  $p < .05$ . The null hypothesis which states that “There is no significant influence of knowledge documentation on institutional effectiveness in Lagos State Public Secondary Schools” was rejected since  $p<.05$ .

This indicates that there is a significant influence of knowledge documentation on institutional effectiveness in Lagos State public Secondary Schools.

**H<sub>03</sub>:** There is no significant relationship between knowledge sharing and institutional effectiveness in Lagos State Public Secondary Schools.

**Table 3:**

Relationship between knowledge sharing and institutional effectiveness in Lagos State Public Secondary Schools

Variables	Mean	SD	N	df	r-cal	p-value
Knowledge Sharing	3.24	1.47	2944	2942	0.798	0.000
Institutional Effectiveness	3.40	0.67				

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

Table 3 shows the results of Pearson Product Moment Correlation used to determine the relationship between knowledge sharing and institutional effectiveness in Lagos State public secondary schools. The findings showed that there is positive correlation between knowledge sharing and institutional effectiveness ( $r = 0.798$ ;  $df = 2942$ ;  $p = 0.000 < 0.05$ ). Thus, the null hypothesis which states that “There is no significant relationship between knowledge sharing and institutional effectiveness in Lagos State public secondary schools” was rejected. This implies that significant relationship exists between knowledge sharing and institutional effectiveness in Lagos State public secondary schools.

### Discussion of Findings

This paper found that there is a significant influence of knowledge acquisition on institutional effectiveness in Lagos State public secondary schools. This implies that knowledge acquisition has significant influence on institutional effectiveness in public secondary schools in Lagos State. Corroborating the finding of this study, Amah (2014) found significant relationship between sustained knowledge acquisition and organisational effectiveness. Also, Dickson and Oyeinkorikiye (2019) found that knowledge management components such as knowledge acquisition are positively related to organisational performance (i.e. institutional effectiveness). Similarly, Akinyemi, Lawal, Adeleke and Saheed (2024) found a significant relationship between teachers’ knowledge acquisition and sustainable quality education delivery in senior secondary schools.

This study revealed that there is a significant influence of knowledge documentation on institutional effectiveness in Lagos State public Secondary Schools. This means that knowledge



documentation has significant influence on institutional effectiveness in public secondary schools in Lagos State. Contrary to the finding of this study, Ilechukwu et al. (2023) found that knowledge storing (knowledge documentation) has no significant effect on organizational performance of teaching hospitals in Anambra State, Nigeria. Supporting the findings of this study, Dickson and Oyeinkorikiye (2019) found that knowledge management components such as knowledge storage (knowledge documentation) are positively related to organisational performance (i.e. institutional effectiveness). Similarly, Akpoyibo (2021) found that knowledge management variables such as knowledge storing (documentation) had a positive and significant influence on the performance of small and medium scale enterprises.

This study revealed that significant relationship exists between knowledge sharing and institutional effectiveness in Lagos State public secondary schools. Corroborating the findings of this study, Dickson and Oyeinkorikiye (2019) found that knowledge management components such as knowledge sharing are positively related to organisational performance (i.e. institutional effectiveness). Similarly, Akpa, Akinlabi, Asikhia and Nnorom (2020) found that knowledge sharing had a significant positive effect on innovation adoption to enhance organisational performance (i.e institutional effectiveness). Thus, knowledge sharing and institutional effectiveness in Lagos State public secondary schools are significantly related.

## **Conclusion**

Knowledge management practices are crucial for the accomplishment of the goals of secondary education. This is because ensuring institutional effectiveness in secondary schools depends among others on the knowledge management practices which include knowledge acquisition, knowledge documentation and knowledge sharing among teachers and school administrators. In addition, the level of institutional effectiveness in secondary school has influence on how all activities aimed at the attainment of the goals of establishing secondary schools are carried out. Therefore, it can be concluded based on the findings of this study that knowledge management practices and institutional effectiveness in public secondary schools in Lagos State, Nigeria are significantly related.

## Recommendations

The following recommendations are hereby suggested based on the findings of this paper:

1. Government should promote teachers' and principals' acquisition of new information and ideas that can enhance their services delivery in secondary schools.
2. Secondary schools' principals should ensure that knowledge acquired through training, workshops and seminars are properly documented or preserved for effective school management.
3. Government should create platforms or avenues where knowledge acquired and documented by various secondary schools' administrators are shared among teachers and new school principals for effective service delivery in public secondary schools in Lagos State.

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