

## KNOWLEDGE MANAGEMENT AND TEACHERS' JOB EFFECTIVENESS IN SECONDARY SCHOOLS IN IKOM EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA

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### Abstract

*Knowledge is widely recognized as a vital asset required for organizations to perform effectively and efficiently in this era of globalization. Considering the complex roles performed by teachers, there is need to examine the importance of knowledge management as one factor that can enhance their effectiveness. The study examined knowledge management and teachers' job effectiveness in Secondary Schools in Ikom Education Zone, Cross River State, Nigeria. Two hypotheses directed the study. The study employed correlational research design. The population included all 27,191 teachers in 112 public secondary schools, with a sample of 1,356 teachers selected through stratified and proportionate sampling techniques. Data was collected using a 24-item questionnaire titled "Knowledge Management and Teachers' Job Effectiveness Questionnaire (KMTJEQ)." It was validated by experts by two experts in Educational Management and Measurement and Evaluation at the University of Calabar. The instrument's reliability was established using Cronbach alpha formula, and a liability coefficient of .85 was obtained. Data analysis was done using Simple and Multiple Linear Regression. The study found that that knowledge creation and knowledge sharing significantly predict teachers' job effectiveness. The study concluded that knowledge management significantly relates to teachers' job effectiveness in public secondary schools in Ikom Education Zone, Cross River State, Nigeria. This implies that knowledge creation and sharing enhances teachers professional growth, improves job effectiveness, and the overall quality of education in Cross River State and Nigeria at large. Recommendations included that secondary school management should conduct workshops on knowledge creation, covering the latest pedagogical theories, educational technologies, and curriculum updates so as to support continuous professional growth and ensure teaching methods remain effective.*

**Keywords:** *Knowledge Management, Knowledge Creation, Knowledge Sharing, Teachers, Job Effectiveness.*

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### Introduction

The importance of teachers in educational institutions worldwide cannot be overstated. Their core responsibility is to impart skills and knowledge, and to shape students for personal and societal development. Teachers are considered the greatest assets and key stakeholders in the education industry, essential for the effective functioning of

secondary school education in Nigeria (Obona&Etete, 2019). The Nigerian National Policy on Education highlights that teachers are vital for delivering quality education and fostering holistic student development (FRN, 2013). The policy emphasizes the need for continuous professional development, advocating for ongoing training and retraining to enhance teachers' competencies and

effectiveness in meeting the evolving demands of the education sector.

Effectiveness is a crucial measure of success in any organization. Job effectiveness refers to how well an individual meets the requirements and expectations of their role, achieving set goals, producing desired outcomes, and contributing to the organization's overall performance. Specifically, teachers' job effectiveness is the extent to which they achieve educational outcomes and positively impact student learning and development. Oredein (2014), cited in Ekpenyong and Uzoigwe (2022), defines job effectiveness as the total output of an individual in terms of the quality and quantity expected from an employee in their specific job.

A teacher's job effectiveness is measured by various dimensions, one of which is instructional delivery. This refers to the methods and techniques educators use to present information in a way that facilitates learning. Teaching requires great commitment to achieve its objectives. Quality teaching harmonizes the instructional process, classroom, course content, environment, teacher, and learner to make learning cooperative and supportive (Joshua, 2019). Effective teachers create positive learning experiences, employ diverse instructional strategies, possess deep subject mastery, and inspire student engagement. Owan (2012) describes an effective teacher as punctual, good at time management, maintaining interpersonal relationships, and effective communication.

Another dimension of teachers' effectiveness is evaluating students' classwork and assignments through quizzes, practical exercises, homework, and oral presentations. Effective teachers read and mark assignments, and assess class performance, which is key to gauging student progress and meeting instructional objectives. Properly conducted student assessments, as noted by Ekpenyong and Uzoigwe (2022), involve informal diagnostic tests that support students' learning processes. Teachers are deemed effective when they accurately assess progress and provide constructive feedback. Additional measures of effectiveness include students' overall performance, obedience, respect for

school rules, professional conduct, and communication patterns.

Teachers' job effectiveness is a major concern for parents and stakeholders. Sule (2013) reported that students' poor performance in public exams is due to teachers' poor performance. Fehintola (2015) identified poor teacher performance as the main cause of declining learner performance in exams, noting that parents believe teachers' methods hinder effective learning. Edut, Udang and Egwu (2023) lament that several teachers in Cross River State display a poor attitude to work, consistently report late, frequently stay back from work and classes, and do not have good working relationships with fellow teachers and students. Civak and Konakli (2017) report the unfriendly nature of some supervisors towards students. Edut et al., (2023) maintain that teachers' job performance has attracted the attention of many stakeholders and researchers over the years.

The situation is similar in public secondary schools in Ikom Education Zone. The researcher observed that many teachers are ineffective in teaching and evaluating students' classwork and assignments. Some teachers habitually absent themselves from school without valid reason or official permission, while others who go to work lack the zeal to teach and enforce discipline. Some teachers tend to grade assignments without reading them thoroughly. To achieve effective job performance, these negative attitudes of teachers must be addressed through knowledge management.

Knowledge management (KM) in school administration is the systematic process of capturing, organizing, sharing, and using knowledge within educational institutions to enhance learning, teaching, and administrative processes. According to Ekpenyong and Uzoigwe (2022), KM involves storing and sharing the wisdom, understanding, and expertise accumulated in the school about its processes, techniques, and operations. This work focuses on two dimensions of knowledge management which are knowledge creation and knowledge sharing. Knowledge creation is the process through which new insights, ideas, and understandings are developed within a school organization to improve teachers'

service delivery and administrative effectiveness. It involves generating original concepts, theories, or solutions that previously did not exist and is essential for innovation in the school system. The process requires collaboration and interaction among school members and is most effective when shared properly. Civak and Konakli (2017) emphasize that knowledge is a valuable intangible asset for creating and maintaining competitive advantages, and sharing it among staff can significantly improve the teaching and learning process. Effective management of knowledge can help administrators achieve desired teaching and learning standards since staff members need accessible knowledge and information resources for instructional purposes.

Effectively managing knowledge is crucial for a school's success. Andra (2018) reports that knowledge generation begins with people sharing their internal tacit knowledge through socialization or by capturing it in digital and analog forms, which is then internalized by others. Mohayidin, Azirawani, Kamaruddin, and Margono (2011), as cited in Amie-Ogan and Godsplan (2021), stress that new ideas or knowledge are generated through discussions with peers and experts, observations, experimentation, and more. Andra (2018) also explains that members of an organization develop knowledge through learning, problem-solving, innovation, and importing from outside sources, utilizing both tacit and explicit knowledge. Thomas and Adeyemi (2016) highlight that knowledge sharing among teachers involves interactions with colleagues, shared resources, laboratories, workshops, instructional materials, textbooks, lesson plans, and classroom know-how. Minhong and Allan (2018) found that knowledge creation was used as a strategy in selected Hong Kong universities to equip teachers with relevant skills to improve performance. Similarly, Adubasim, Adim, and Ibekwe (2018) revealed a positive significant relationship between knowledge creation and the performance of academic staff at Abubakar Tafawa Balewa University, Bauchi.

Organizations increasingly recognize knowledge as a vital asset for effective and efficient performance. Amie-Ogan and Godsplan (2021) investigated the impact of teachers' knowledge management on students'

academic performance in public senior secondary schools in Port Harcourt Metropolis, Rivers State. Their findings showed a positive relationship between teachers' knowledge generation and acquisition and students' academic performance. Ekpenyong and Uzoigwe (2022) support the view that knowledge is an intangible asset for sustaining competitive advantages. Dhamdhare (2014) found that knowledge sharing aims to achieve educational goals and objectives. Dobbie and Fryer (2011) investigated knowledge sharing's impact on job performance at Delta State University, Nigeria, revealing that it significantly related to career advancement, development, and overall job satisfaction. Trujillo (2013) found a significant relationship between knowledge sharing and academic staff work performance in selected Malaysian higher institutions, correlating it with the utilization of standards-based curriculums, strong instructional leadership, frequent monitoring and evaluation, and focused professional learning. Knowledge sharing, another crucial dimension of knowledge management, involves the exchange of information, ideas, skills, and expertise among educators, students, and administrative staff. This practice is essential for fostering a collaborative learning environment, enhancing teaching methods, and improving educational outcomes. Ekpenyong and Uzoigwe (2022) note that knowledge sharing is more effective when supported by individuals willing to share their expertise within the school organization. It can unite the knowledge, experience, and skills of school members to enhance students' academic performance. Effective knowledge management practices provide teachers with access to valuable resources, insights, and collaborative opportunities, thereby optimizing their instructional strategies and supporting student learning.

Knowledge sharing processes can convert information and intellectual assets into lasting value, thereby improving teachers' work effectiveness. Wang, Haertel, and Walberg (2015) found that knowledge sharing significantly impacted work performance by setting clear academic and behavioral goals, ensuring safe and orderly school climates, maximizing student time, and emphasizing academics. Mortimore and Sammons (2017) assessed knowledge sharing policies among

institutional administrators and found that schools with these policies had more organizational characteristics and supported staff in developing job satisfaction traits. These traits included neuroticism, extraversion, openness to experience, conscientiousness, and agreeableness. They also identified elements in the organization that needed coordination and support, classified as hard elements (strategy, structure, and systems) and soft elements (shared values, skills, style, and staff). Thomas and Adeyemi (2016) studied knowledge management and teachers' job performance in public secondary schools in Lagos State, revealing a significant relationship between knowledge sharing and teachers' job performance. Edmonds and Odden (2018) explored the effect of knowledge sharing on teachers' commitment in Nkanu West Education Zone of Enugu State, finding that knowledge sharing correlated with work commitment. Aljaaidi, KBagais, and Al-Moataz (2020) examined two models of knowledge sharing among accounting students at Umm AlQura University, finding that an individual's effectiveness positively associated with knowledge sharing.

The literature reviewed showed relationships between knowledge creation and knowledge sharing (independent variables) and teachers' job effectiveness (dependent variable). However, gaps were noted in variables, location, scope, and methodology, which this study aims to address. Most reviewed studies were conducted outside Cross River State and the Ikom Education Zone, using different methodologies, instruments, and procedures. Therefore, this study investigates the relationship between knowledge management and teachers' job effectiveness in public secondary schools in Ikom Education Zone of Cross River State, Nigeria, aiming to fill the knowledge gap

### **Statement of the problem**

Teachers are essential human resources for the effective functioning of secondary school education in Nigeria. Their job effectiveness can be evaluated through various indices, including instructional delivery and student academic performance. Instructional delivery involves the clarity, relevance, and

effectiveness of teaching methods used by the teacher to convey content to students. Student academic performance, often measured through standardized test scores or other assessments, reflects the effectiveness of a teacher's instructional methods and ability to facilitate learning.

Unfortunately, in secondary schools in Ikom Education Zone, Cross River State, some teachers are ineffective in teaching delivery, assessment of students' classwork/assignments, and fulfilling their professional responsibilities. Behaviors such as truancy, absenteeism, lateness, poor note-taking, failure to perform teaching duties, and engagement in unethical practices are prevalent. These issues negatively impact students, many of whom struggle with reading, writing, and speaking effectively, perform poorly in internal and external examinations, and often graduate as low-quality outputs when transitioning to tertiary institutions.

Despite the significant role of teachers within the education system and their position as surrogate parents under the 'In Loco Parentis' doctrine, and despite government efforts to boost their motivation, many teachers have struggled to meet expectations for effective service delivery. It is on this premise that the researchers want to find out the relationship between knowledge management and teachers' job effectiveness in public secondary schools in Ikom Education Zone, Cross River State, Nigeria.

### **Purpose of the study**

The main purpose of this study was to examine knowledge management and teachers' job effectiveness in public secondary schools in Ikom Education Zone, Cross River State, Nigeria. Specifically, the study sought to find out whether:

- i. Knowledge creation predict teachers' job effectiveness
- ii. Knowledge sharing predict teachers' job effectiveness
- iii. knowledge creation and knowledge sharing jointly predicts teachers' job effectiveness in public secondary schools in Ikom Education Zone, Cross River State, Nigeria.

### Research hypotheses

The study was guided by the following hypotheses

- i. Knowledge creation does not significantly predict teachers' job effectiveness
- ii. Knowledge sharing does not significantly predict teachers' job effectiveness.
- iii. Knowledge creation and knowledge sharing does not have any significant joint impact on teachers' job effectiveness in public secondary schools in Ikom Education Zone, Cross River State, Nigeria.

### Significance of the study

- i. The findings can help principals understand how effectively managing and sharing knowledge within the school can enhance teachers' performance.
- ii. For teachers, the study can help them see the benefits of collaboration, and learning from each other to improve instructional strategies and student performances.
- iii. The study can serve as a basis for further research on how different knowledge management practices impact educational outcomes and can inspire new studies exploring innovative ways to implement these practices in educational settings.

### Methodology

**Research design:** The study employed a correlational research design to investigate the relationship between knowledge management and teachers' job effectiveness.

**Scope of the Study:** The study was conducted in the Ikom Education Zone of Cross River State, comprising six local government areas: Abi, Boki, Etung, Obubra, Ikom, and Yakurr.

**Population of the Study:** The study population included all 27,191 teachers in 112 public secondary schools within the Ikom Education Zone. Of these teachers, 13,653 were male and 13,544 were female (Secondary Education Board, Cross River State, 2024).

**Sample and Sampling Techniques:** The study sample consisted of 1,356 teachers, representing 5% of the teachers proportionally selected from the 112 public secondary schools in the Ikom Education Zone. A stratified sampling technique was used to group schools into six strata based on the local government areas. A proportionate sampling technique was then used to select 5% of teachers from each secondary school, resulting in a total sample of 1,356 respondents.

**Instrumentation:** Data was collected using a 24-item questionnaire designed by the researcher on a four-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree) titled "Knowledge Management and Teachers' Job Effectiveness Questionnaire (KMTJEQ)." A cover letter explaining the study preceded the questionnaire. The instrument was divided into three sections: Section A (demographic data), Section B (independent sub-variables), and Section C (teachers' job effectiveness).

**Validation of the Instrument:** The questionnaire items were reviewed by two experts in Educational Management and Measurement and Evaluation at the University of Calabar. Irrelevant items were either dropped or modified, resulting in 18 items being retained for the study.

**Reliability:** The instrument's reliability was established through a pilot test with 50 teachers from schools outside the study area. Using the Cronbach alpha formula, reliability coefficient of .85 was obtained, indicating the instrument's reliability.

**Procedure for Data Collection and preparation:** The researcher and two assistants administered the questionnaire after obtaining permission from school authorities. Additionally, 300 senior secondary school students (50 from each school) were purposively selected to assess teachers' job effectiveness. The data collection was completed in three working days. The researcher sorted the collected questionnaires to ensure all items were properly answered. Out of 1,365 distributed questionnaires, 1,356 were correctly filled and retrieved. The questionnaires were organized by variable, with positively worded items scored on a 4-

point scale (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1), and negatively worded items scored in reverse. The scores were then transferred to statistical packages for analysis.

**Method of Data Analysis:** Data analysis was based on the null hypotheses guiding the study and was conducted using Simple and Multiple Linear Regression Analysis.

## Results

### Hypothesis one

Knowledge creation does not significantly predict teachers' job effectiveness in secondary schools in Ikom Education, Cross River State, Nigeria. The two variables in this hypothesis are knowledge creation and teachers' job effectiveness. Simple Linear Regression analysis was used to test the hypothesis and the result of the analysis is presented in Table 1. Table 1 showed that knowledge creation have a significant

contribution to teachers' job effectiveness as shown by the simple linear regression coefficient (R) of .710 and a coefficient of determination ( $R^2$ ) of .504 obtained. The  $R^2$  ( $R^2=.504$ ) meant that the variable of knowledge creation contributed 50.4% of the total variance in teachers' job effectiveness in Ikom Education of Cross River State while the remaining percentage score 49.6% was predicted by other external factors not accounted for by knowledge creation. This showed that the independent variable (knowledge creation) have significant contribution to the dependent variable (teachers' job effectiveness),  $F_{1378.561}$ ,  $p$  (.000) <.05. Referring to the coefficients in table 1, the unstandardized coefficient for knowledge creation is .670. This meant that for every point increase in teachers' job effectiveness, there is .670 increase in knowledge creation scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that knowledge creation does not significantly predict teachers' job effectiveness in Ikom Education of Cross River State was rejected.

Table 1: Simple linear regression analysis for knowledge creation and teachers' job effectiveness. (N=1,356)

Anova <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6362.298	1	6362.298	1378.561	.000 <sup>b</sup>
	Residual	6248.947	1354	4.615		
	Total	12611.245	1355			

\*Significant  $p < .05$ ;  $R = .710$ ;  $R^2 = .504$ ; Adj.  $R^2 = .504$

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
1	(Constant)	6.201	.367		16.912	.000
	Knowledge Creation	.670	.018	.710	37.129	.000

a. Dependent Variable: Teachers' Job Effectiveness

b. Predictors: (Constant), Knowledge Creation

### Hypothesis two

Knowledge sharing does not significantly predict teachers' job effectiveness in secondary schools in Ikom Education, Cross River State, Nigeria. The two variables in this hypothesis are knowledge sharing and teachers' job effectiveness. Simple Linear

Regression analysis was used to test the hypothesis and the result of the analysis is presented in Table 2. Table 2 showed that knowledge sharing have a significant contribution to teachers' job effectiveness as shown by the simple linear regression coefficient (R) of .885 and a coefficient of determination ( $R^2$ ) of .783 obtained. The  $R^2$

( $R^2=.783$ ) meant that the variable of knowledge sharing contributed 78.3% of the total variance in teachers' job effectiveness in Ikom Education of Cross River State, while the remaining percentage score 21.7% was predicted by other external factors not accounted for by knowledge sharing. This showed that the independent variable (knowledge sharing) have significant contribution to the dependent variable (teachers' job effectiveness),  $F_{4887.588}$ ,  $p$

(.000)  $<.05$ . Referring to the coefficients in table 2, the unstandardized coefficient for knowledge sharing is .636. This meant that for every point increase in teachers' job effectiveness, there is .636 increase in knowledge sharing scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that knowledge sharing does not significantly predict teachers' job effectiveness in Ikom Education of Cross River State was rejected.

Table 2: Simple linear regression analysis for knowledge sharing and teachers' job effectiveness. (N=1,356)

Anova <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9875.463	1	9875.463	4887.588	.000 <sup>b</sup>
	Residual	2735.782	1354	2.021		
	Total	12611.245	1355			

  

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
1	(Constant)	7.237	.182		39.854	.000
	Knowledge Sharing	.636	.009	.885	69.911	.000

\*Significant  $p<.05$ ;  $R=.885$ ;  $R^2=.783$ ; Adj.  $R^2=.783$

a. Dependent Variable: Teachers' Job Effectiveness

b. Predictors: (Constant), Knowledge sharing

### Hypothesis three

Knowledge creation and knowledge sharing does not have any significant impact on teachers' job effectiveness in public secondary schools in Ikom Education Zone, Cross River State, Nigeria. The Predictor variables in this hypothesis are the sub-scales of knowledge management (knowledge creation and knowledge sharing), while the criterion variable is teachers' job effectiveness. Multiple Regression analysis was used to test the hypothesis and the result of the analysis is presented in table 3. Table 3 showed that the analysis of variance in the regression output produced an F-ratio of 2507.638, which is statistically significant .05 probability level. This indicated that the predictor variables of knowledge creation and knowledge sharing are jointly significant in predicting the criterion

variable of teachers' job effectiveness. This implied that knowledge management is significantly potent in explaining the variance in teachers' job effectiveness.

The result also showed that a multiple regression coefficients (R) of .887 and a coefficient of determination ( $R^2$ ) of .788 were obtained. The ( $R^2=.787$ ) meant that when the sub-variables of know management (knowledge creation and knowledge sharing) are taken together, they contributed 78.7 % of the variance in teachers' job effectiveness. This further implied that 21.3% of the variation in teachers' job effectiveness could be attributed to other extraneous variables to the study. By this result, the F-value of 2507.638 ( $p<.05$ ), R and  $R^2$  of .788 and .787, indicated a high positive relationship between the predictor variables and the criterion

variable. Therefore, hypothesis three was rejected. This meant that knowledge creation and knowledge sharing have a statistically significant joint predictive effect on teachers' job effectiveness in secondary schools in Ikom Education Zone of Cross River. However, to find out the relative contribution of knowledge

management sub-variables, a test of regression was performed. The result is presented in table 4. The result showed that knowledge sharing is the strongest predictor of the variance in teachers' job effectiveness ( $r = 42.456$ ). This is followed by knowledge creation ( $r = 5.337$ ).

**TABLE 3**

Summary of multiple regression analysis for the contribution of knowledge creation and knowledge sharing to teachers' job effectiveness in secondary schools in Ikom Education Zone of Cross River

Model	SS	Df	MS	F ratio	Sig.
Regression	9931.867	2	4965.934	2507.638	.000
Residual	2679.377	1353	1.980		
Total	12611.245	1355			

\*Significant  $p < .05$ ;  $R = .887$ ;  $R^2 = .788$ ; Adj.  $R^2 = .787$

- Criterion: Teachers' job effectiveness in secondary schools in Ikom Education Zone of Cross River
- Predictors: knowledge creation and knowledge sharing

**TABLE 4**

Test of regression weight of management variables sub-variables

Variables	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	Rank
	B	Std. Error				
Constant	6.387	.240		26.585		
Knowledge Creation	.096	.018	.102	5.337	.000	2 <sup>nd</sup>
Knowledge Sharing	.581	.014	.808	42.456	.000	1 <sup>st</sup>

## Discussion

Hypothesis one which stated that, knowledge creation does not significantly predict teachers' job effectiveness in Ikom Education Zone, Cross River State, was rejected while the alternate hypothesis was accepted. This showed that knowledge creation significantly predict teachers' job effectiveness. The study finding agrees with the findings of Adubasim, Adim, and Ibekwe (2018) who in their study on Knowledge Creation (KC) as a predictor of employee performance in Abubakar Tafawa Balewa University, Bauchi, found a positive significant relationship between Knowledge Creation and Performance of academic staff of the Abubakar Tafawa Balewa University, Bauchi. The finding also aligns with those of Minhong and Allan (2018), who discovered that schools used knowledge creation as an alternative strategy to equip teachers with

relevant skills to face challenges and improve performance. Knowledge is increasingly recognized by organizations as a vital asset necessary for effective and efficient performance. The findings also agree with Amie-Ogan and Godsplan (2021), who investigated teachers' knowledge management and students' academic performance in public senior secondary schools in the Port Harcourt Metropolis of Rivers State. Their study was guided by two research questions and two hypotheses.

This result was not surprising. This may be because principals always encouraged continuous professional development and knowledge creation to help teachers stay updated with the latest pedagogical theories, educational technologies, and curriculum changes, ensuring their teaching remains effective and current. Moreover, this process

fosters critical thinking, problem-solving skills, and collaboration among teachers, leading to a more cohesive and dynamic educational environment. These factors collectively contribute to improved student engagement and learning outcomes, thereby enhancing overall teaching effectiveness. This implies that when teachers continuously create and apply new knowledge and demonstrate ongoing professional growth, it leads to increased job effectiveness and career advancement opportunities.

Hypothesis two, which stated that knowledge sharing does not significantly predict teachers' job effectiveness in Ikom Education Zone, Cross River State, was rejected, and the alternate hypothesis was accepted. This showed that knowledge sharing significantly predicts teachers' job effectiveness. This finding corresponds with that of Wang, Haertel, and Walberg (2015), who studied the impact of knowledge sharing on school organizational practices. Their study indicated that knowledge sharing significantly impacted work performance in terms of setting clear academic and behavioral goals, maintaining safe and orderly school climates, maximizing student time, and emphasizing academics. Similarly, Thomas and Adeyemi (2016) assessed knowledge management and teachers' job performance in public secondary schools in Education District I of Lagos State, revealing a significant relationship between knowledge sharing and teachers' job performance. Edmonds and Odden (2018) also found that knowledge sharing correlated with work commitment among teachers in Nkanu West Education Zone of Enugu State.

The finding of this study is likely because school administrators foster a collaborative environment where educators exchange best practices, insights, and innovative strategies tailored to their unique contexts. This helps teachers refine their methods, address challenges, and stay updated on educational trends. Sharing experiences and solutions enables the development of robust, adaptable instructional approaches, improving classroom management and student engagement. Additionally, knowledge sharing builds a supportive community that promotes continuous learning and mutual support,

contributing to a more dynamic and effective educational system. The implication is that knowledge sharing leads to significant improvements in the overall quality of education and enhances teachers' job effectiveness in Ikom Education Zone, Cross River State.

### **Conclusion**

Premised on the findings of the study, it was discovered that knowledge creation and knowledge sharing significantly predict teachers' job effectiveness. The study concluded that knowledge management has a significant impact on teachers' job effectiveness in public secondary schools in Ikom Education Zone, Cross River State, Nigeria. This implies that when teachers continuously create, apply, and share knowledge, it enhances their professional growth, improves job effectiveness, and the overall quality of education in Cross River State and Nigeria at large.

### **Recommendation**

Based on the findings of the study, the following recommendations were made:

Secondary schools management should conduct workshops on knowledge creation, covering the latest pedagogical theories, educational technologies, and curriculum updates. This structured learning environment will support continuous professional growth and ensure teaching methods remain effective.

School administrators should create online and offline platforms for teachers to share resources, best practices, and innovative strategies. These platforms, such as forums and social media groups, will facilitate regular communication and collaboration among teachers, enhancing their ability to address classroom challenges and stay updated on educational trends.

Secondary schools in Ikom Education Zone should foster a culture of peer mentoring and coaching, where experienced teachers guide less experienced colleagues. This mentoring will encourage practical knowledge sharing, improve classroom management skills, leading to better teaching effectiveness and student outcomes.

### Contribution to knowledge

Effective knowledge management through the creation and sharing of knowledge leads to significant improvements in the overall quality of education and enhances goals attainment. When teachers continuously create and share skills, experiences and solutions with others, it enables the development of robust and adaptable instructional approaches, which in turn improves classroom management and student engagement. Additionally, knowledge sharing builds a supportive community that promotes continuous learning and mutual support, contributing to a more dynamic and effective educational system. Thus, this study contributed to knowledge by providing an insight on the contributions of knowledge management to teachers' job effectiveness generally.

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### Declaration of conflicting interests

No potential conflict of interest was reported by the authors.

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