

Knowledge Management Practices and Teacher Performance in Public Secondary Schools in Murang'a County, Kenya

Rosemary Nduta Gakuru¹, Dr. Jedidah Muli (PhD)² & Dr. Rosemarie Wanyoike (PhD)³
Department of Business Administration, Kenyatta University
Corresponding Email: gakuru925@gmail.com

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Abstract

This study investigates the knowledge management practice effects on the teacher's performance in public secondary schools in Murang'a County, Kenya. The specific objectives include determining the effect of acquisition of knowledge and conversion of knowledge on teacher performance. The study adopted a descriptive research design informed by the knowledge-based view theory. A proportionate stratified random sampling design was used to select a sample size of 368 respondents from 4692 teachers in 309 public secondary schools in Murang'a County. Primary data was collected using a semi-structured questionnaire and analyzed using descriptive and inferential statistics. The findings show that knowledge acquisition and knowledge conversion have a positive and significant effect on teacher performance. The study concludes that implementing knowledge management practices is critical for enhancing teacher performance in public secondary schools. The study recommended that public secondary school stakeholders formulate strategies to improve the extent of knowledge management practices, such as knowledge acquisition and knowledge conversion. The study also recommended that teachers in secondary schools should be sensitized to the need to adopt knowledge management practices.

Keywords: *Knowledge Management Practices, knowledge acquisition, knowledge conversion, Teacher Performance, Public Secondary Schools*

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1. Introduction

Teachers' performance, indicated by job satisfaction, effectiveness, efficiency, and student outcomes, is a critical concern in educational institutions worldwide. This study focuses on how knowledge management practices (KMP), including knowledge acquisition, conversion, and application, impact these performance indicators in public secondary schools in Murang'a County. Educational institutions operate in an environment characterised by uncertainty, instability, and changes that challenge teacher performance (Education Data Corporation's (EDC) survey 2016). As a result, educational institutions are concerned about resources, strategies, and practices to use to promote and maintain high performance of teachers regardless of the environment they are operating (Ohia & Obasi, 2018). According to Azlinda (2017), teachers are an important resource of educational institutions that promote the competitiveness and sustainability of these institutions. Therefore, these institutions should properly manage this resource to cope with the emerging issues in the education sector (Kumar, 2019).

Due to the current changes in global networks, organizations have become innovative and competitive by using knowledge resources (Shanab, Haddad & Knight, 2018). According to Ismael and Yosuf (2019), effective knowledge management practices contribute to the success of all organizations no matter what business they operate or what services they offer. Knowledge management practices enhance the quality-of-service delivery and improve productivity in all organizations (Goel, Sharma & Rastogi, 2020). However, managing knowledge resources requires the use of different practices as different practices generate different outcomes and it is not clear which specific practice enhances performance (Paauwe, 2010, 2011 & Singh, 2019). This makes the management of knowledge more difficult than managing other physical resources (Cheng, 2017).

Schools like other organizations should learn to gain new knowledge and manage existing knowledge to enhance teacher competency and ultimately improve student outcomes (Cheng, 2017). The school that practice knowledge management enlarges its capacities to achieve the desired results (Akhavan, 2016). In addition, schools that practice knowledge management survive despite changes in the education sector (Shahriza, 2017). Therefore, schools as multifunctional places where knowledge is produced, used, and developed should practice knowledge management to achieve the desired goals and objectives (Luneta, 2020).

Globally, educational institutions that manage knowledge can cope with the rapid economic, cultural, social, political, and technological changes in the world (Abubakar, Virgiyanti, Tufali & Yusof, 2017). As a result, educational institutions have successfully implemented knowledge management practices in secondary schools in various countries such as UK (Cranfield & Taylor, 2018), South Africa (Mutula & Jacobs, 2019), Thailand (Songsangyos, 2016), Malaysia (Ismail & Yang, 2017, Taiwan (Mary & Yeh, 2020), Greece (Lamprini & Nasiopoulos, 2021), Mongolia (Demchig, 2021). According to UNESCO (EFA Global Monitoring Report 2015) quality education is ensured through training and instructions given to the teachers to improve their expertise. Quality education is a necessity for the achievement of millennium sustainability goals and can only be realised when teachers are empowered intellectually through knowledge management practices (Cheng, 2018).

According to Wang and Noe (2019), developed countries have successfully implemented knowledge management practices in secondary schools. However, developing countries are still struggling to implement KMP in educational institutions. In Kenya, and in particular, Murang'a County, knowledge management practices are in the infant stages Mutula and Jacobs, (2019) despite knowledge being recognized globally as a strategic resource that guarantees sustainable teacher performance (Kumar, 2019).

1.1 Problem Statement

Despite the introduction of teacher performance appraisal development (TPAD) by the employer of teachers in public secondary schools and the delocalization of school administrators in a bid to improve performance, teachers' performance has remained poor (Muathe and Kamau, 2021). Low teachers' performance is indicated by low performance of learners in the final examinations and empirical research shows that it is due to poor knowledge management practices (Diana, 2023). The performance in the last three years has been below the set target of 4.5 in Murang'a County. For instance, the County had a mean standard score of 3.991, 3.375, and 4.041 in the years 2018, 2019, and 2020 respectively (TSC Murang'a County, 2021). In addition, public secondary schools suffer a high turnover of teachers who do not leave tacit knowledge in the institutional memory for use by the incoming teachers (Zurina, 2020). According to the Ministry of Education, Murang'a County lost 200 teachers voluntarily

representing a 5% turnover rate which portrays a worrying situation (Mwangi and Kamau, 2022). The efficiency and effectiveness of teachers are challenged by teachers' unwillingness to gain new knowledge while others do not know how to manage their knowledge (Jingyuan, 2021). In addition, AbSamad, (2019) observed that generated knowledge in the academic institutes is poorly utilised due to poor knowledge management practices.

According to Pradan (2021), knowledge management practices equip teachers with the skills, abilities, and expertise required for efficiency and effectiveness in duty performance. Furthermore, KMP enables schools to tap tacit knowledge that becomes institutional knowledge for use by all stakeholders (Diana, 2023). This justifies the need for knowledge management practices in public secondary schools.

Akhavan (2019) stated that if the organization's infrastructure and processes are not appropriate for implementing knowledge management, human and financial resources will be wasted. Further, organizations must evaluate their readiness in this area before implementing knowledge management. However, there is a black box in empirical examinations on the effect of knowledge management practices and teacher performance in public secondary schools mediated by human capital development and moderated by school culture and hence the study.

1.2 Research Objectives

- i. To regulate the effect of knowledge acquisition on teacher performance in public secondary schools in Murang'a County, Kenya.
- ii. To establish the effect of knowledge conversion on teacher performance in public secondary schools in Murang'a County, Kenya.

1.3 Research Hypotheses

H₀₁: There is no significant effect of knowledge acquisition on teacher training in the public schools in Murang'a County, Kenya effectiveness.

H₀₂: There is no significant effect of knowledge conversion on teacher performance in public secondary schools in Murang'a County, Kenya.

2. Literature Review

2.1 Theoretical Review

Knowledge-based view (KBV) theory of the firm is a recent extension of the RBV of the firm that is adequate to explain performance in the present economic context (Grant, 1996). The theory was initially promoted by Penrose (1959) and later expanded by Wernerfelt (1984). The KBV of the firm considers knowledge as an important strategic resource and intangible asset that gives organizations a competitive advantage (Alfaki & Ahmed, 2017). The KBV assumes that organizations excel in competition to the extent that they govern valuable, rare, inimitable, and non-substitutable resources (Barney, 1991). In addition, knowledge does not depreciate like capital resources (Abudaqa, Faiz, Dahalan & Almujaani 2020).

The KBV of the firm considers that organizations are heterogeneous entities loaded with knowledge (Ellemers 2021). The resource base of the organization increasingly consists of knowledge-based assets (Gunjal, 2019). Knowledge resource ensures the sustainability of competitive advantage. It is also the foundation of sustainable differentiation, as this resource is difficult to imitate (Hanaysha, 2016). In the global knowledge-based competition, the role of human capital has become important since individuals are elements of a production system, and owners of knowledge which is a strategic resource in an organization's performance (Barney, Ketchen & Wright, 2011).

According to Helfat and Peteraf (2010), the knowledge economy is characterized by an educated and well-trained population, an institutional and economic regime that provides incentives for knowledge creation and transfer for growth and welfare, dynamic information and communication infrastructure, and effective innovation. Empirical literature justifies the existence of differences in performance between organizations as a consequence of knowledge asymmetries (Abudaqa, Faiz, Dahalan & Almujaani 2020). The theory was used by Kinyua, Muathe, and Kilika (2015) in their study on the relationship between knowledge management and the performance of commercial banks in Kenya. While the resource-based view is silent on how resources are acquired, shared, and retained in the organization, the knowledge-based view theory is suitable in explaining how knowledge is acquired, converted, shared, utilised, and retained in schools and hence suitable in this study (Kogut & Zander, 2016).

2.2 Empirical Review

2.2.1 Knowledge Acquisition and Teacher Performance

A study was done by Markus (2023) on knowledge acquisition, training, and the firm's performance. A theoretical model of the role of knowledge integration and knowledge options in Small and Medium Scale Enterprises (SMEs). The study found that knowledge acquisition positively affected firm performance. The study used a non-probability sampling technique (purposive convenience sampling) while the current study used probability sampling techniques. The study was informed by resource-based theory but the current study was informed by knowledge-based view theory. The study was based on SMEs in Saudi Arabia but not in public secondary schools in Murang'a County, Kenya.

Papa (2019) did a study on the effect of knowledge acquisition on innovation performance: and the moderating effect of human resource management in a wide array of sectors. The nature of the study was exploratory. A non-probability (purposive sampling) sampling technique was used to select research participants (management) for interviews. The study revealed that knowledge acquisition positively affects innovation performance and that human resource management moderated the relationship between knowledge acquisition and innovation performance. However, the dependent variable was innovation performance while the dependent variable for the current study was teacher performance. The study was exploratory while the current study was descriptive. The study used purposive sampling which was subjective while the current study used a proportionate stratified random sampling technique.

A similar study was conducted by Xie (2019) on the influence of knowledge absorption capacity on innovation performance in Hightech companies; ' multi-mediating analysis. The study showed that ideas, expertise, and experience were shared during discussions. The study was on high-tech companies, but the current study was on public secondary schools in Murang'a County, Kenya. The underpinning theory of the study was resource-based theory while the current study was informed by knowledge-based view theory. The study was a survey in nature, but the current study was inferential and descriptive.

Young (2018) did a study on the effect of alliance governance on knowledge acquisition and alliance performance of Korean firms. The study indicated that benchmarking, brainstorming, and on-the-job training were for acquiring knowledge by firms. However, the study was on alliance performance using financial measures while the current study was in public secondary schools in Murang'a County Kenya using non-financial measures. In addition, the moderating variable was knowledge exploitation capacity while the current study considered school culture as the moderating variable.

2.2.2 Knowledge Conversion and Teacher Performance

Muhammad, Usman, and Tehreem (2019) conducted a study, investigating on connection between knowledge conversion, creativity in the employees, and firm performance moderating knowledge-intensive culture. The study was a survey in nature done in eight service sector organizations operating in Southern Punjab, Pakistan. The study found no positive impact of knowledge conversion and protection on firm performance and employee creativity but they were supportive processes. However, the dependent variable was firm performance while the current study was on teacher performance. The moderating variable was employee creativity while the current study was moderated by human capital development.

Xihyu (2018) did a study on the effect of knowledge conversion between tacit and explicit knowledge and its effect on software engineering and software process improvement in small school Software Companies. The respondents were undergraduate students. A survey measurement instrument was applied. The result showed that internalisation, externalisation, combination, and socialisation of knowledge promote knowledge acquisition by all and translate to improved performance. However, the study was conducted in a small school software company while the current study was conducted in public secondary schools in Murang'a County in Kenya. In addition, the dependent variable was software engineering and software process improvement but the current study was on teacher performance. The study used a descriptive-correlation approach while the current study used descriptive research design and correlation analysis.

A study was conducted by Raid (2018) to explore the influence of the knowledge conversion processes on the success of a learning organization strategy implementation. The study was conducted using a quantitative approach and survey questionnaire. The study found that socialization, internalization, and combination had a positive impact on the success of a learning strategy. On the other hand, externalization was found to have no statistical influence on learning organization. However, the study was a case study of one institution but the current study was conducted in several schools in Murang'a County in Kenya. In addition, the dependent variable was the success of a learning organization strategy implementation but the current study considered teacher performance in public secondary schools.

Shahriza (2018) attempted to investigate knowledge management readiness by using knowledge management SECI processes in Sri Lankan telecommunication industry. The KM SECI processes comprised socialization, externalization, combination, and internalization. The research findings indicated that all four variables of the intention in KM SECI processes were significant and reliable measures for KM readiness. However, the study was on knowledge management readiness in Sri Lankan telecommunication industry while the current study was on teacher performance in public secondary schools in Murang'a County, Kenya.

3. Methodology

The study adopted a descriptive research design. The target population was 309 public secondary schools in Murang'a County, Kenya with a population of 4692 TSC teachers (T.S.C Murang'a county, 2022). The study was done on T.S.C teachers since they are knowledge carriers that trade on (knowledge) services but not on goods. A proportionate stratified random sampling design was used to select a sample size of 368 respondents. Primary data was collected using a semi-structured questionnaire and analyzed using descriptive and inferential statistics.

4. Results and Discussion

4.1 Analysis of Response Rate

The total number of respondents in this study was 368, however, those who completed the questionnaires and returned were 313 (85.05%). The remaining 55 (14.95%) were not returned. This study therefore had a response rate of 85.05% which was deemed appropriate based on the threshold of 50% suggested by Mugenda and Mugenda (2009) for similar studies. The results in Figure 4.1 indicate that the returned questionnaires came from all the sub-counties in Murang'a County with Kigumo having the highest number of returned questionnaires followed by Kandara while Kangema had the least. The findings therefore implied that the data collected was representative of the entire Murang'a County.

Table 1: Response Rate

| Response Rate | Frequency | Percentage |
|---------------------------|-----------|------------|
| Returned questionnaires | 313 | 85.05% |
| unreturned questionnaires | 55 | 14.95% |
| Total | 368 | 100 |

4.2 Knowledge Acquisition in Public Secondary Schools in Murang'a County

The first objective of the study was to determine the effect of knowledge acquisition on teacher performance in public secondary schools in Murang'a County, Kenya. To determine the extent of knowledge acquisition, the respondents were asked whether they conducted lesson observation on a timely basis. The results show that 35.1% and 36.7% strongly disagreed and disagreed respectively. The statement had a mean response of 1.85 which further implied that a majority of the respondents disagreed. The finding implied that majority of the teachers in secondary schools in Kenya did not conduct lesson observation on a timely basis.

The study further sought to find out whether secondary school teachers' strengths and weaknesses in teaching are discussed and marks awarded. Similarly, the results show that 36.1% and 38.0% of the respondents strongly disagreed and disagreed respectively. The mean of 1.83 further confirmed that majority of the respondents disagreed with the statement. The statement on whether there were set benchmarking days in the school programme every year had a mean response of 1.95. These findings implied that the majority of the secondary schools in Murang'a had no set benchmarking days in the school programme every year. Similarly, majority of the teachers as indicated by the mean response of 1.86 disagreed on whether all teachers are involved in benchmarking. The findings implied that few available opportunities for benchmarking include only a few teachers while the majority are left out.

The study further sought to establish whether teachers attended open discussion forums in school. The results show that 37.1% and 40.6% strongly disagreed and disagreed respectively. Those who agreed and strongly agreed were 8.0% and 6.7%. The mean of 1.76 further confirmed that majority of the teacher disagreed with their attendance at open discussion forums in school. The statement on whether teachers were members of all social networks in my subject where we exchange ideas had a mean response of 1.86 which confirmed that majority of the respondents disagreed. Finally, the study sought to find out whether teachers

receive all official communications through a social network in my school. The statement had a mean of 1.93 indicating that majority disagreed.

The overall mean score for knowledge acquisition among teachers in secondary schools in Murang’a was 1.88 which implied that there was very low knowledge acquisition practice among the secondary school teachers in Murang’a County, Kenya. The finding established that majority of the secondary schools did not undertake knowledge acquisition activities in their schools which could explain the low teacher performance in line with Markus (2023) who found that knowledge acquisition positively affects firm performance. Similarly, Papa (2019) study revealed that knowledge acquisition positively affects innovation performance and that human resource management moderates the relationship between knowledge acquisition and innovation performance.

Table 2: Descriptive Analysis for Knowledge Acquisition

| Knowledge Acquisition indicators | SD | D | N | A | SA | Mean | Std Dev |
|---|-------|-------|-------|-------|-------|------|---------|
| I conduct lesson observation on a termly basis | 35.1% | 36.7% | 11.5% | 7.3% | 9.3% | 1.85 | 1.22 |
| My strengths and weaknesses in teaching are discussed and marks awarded | 36.1% | 38.0% | 8.3% | 11.2% | 6.4% | 1.83 | 1.31 |
| There are set benchmarking days in the school programme every year | 36.1% | 41.5% | 6.7% | 8.6% | 7.0% | 1.95 | 1.24 |
| All teachers are involved in bench-marking | 37.1% | 37.4% | 7.7% | 7.7% | 10.2% | 1.86 | 1.24 |
| I attend open discussion forums in school | 37.1% | 40.6% | 7.7% | 8.0% | 6.7% | 1.96 | 1.21 |
| Open discussion forums are regularly held in school | 40.6% | 32.6% | 7.7% | 10.2% | 8.9% | 1.76 | 1.28 |
| I am a member of all social networks in my subject where we exchange ideas | 34.5% | 39.9% | 7.7% | 7.3% | 10.5% | 1.89 | 1.25 |
| I receive all official communications through a social network in my school | 37.7% | 38.7% | 7.3% | 6.1% | 10.2% | 1.93 | 1.19 |
| Overall mean | | | | | | | 1.88 |

4.3 Knowledge Conversion in Public Secondary Schools in Murang’a County

The second objective of the study was to establish the effect of knowledge conversion on teacher performance in public secondary schools in Murang’a County, Kenya. To find out the extent of knowledge conversion, the study asked the respondents whether they attend all meetings held in school since knowledge is disseminated through briefs in my school, the results show that 37.4% and 38.7% strongly disagreed and disagreed respectively. The study further sought to find out whether the respondents had a record of all meetings held in school.

The statement had a mean of 1.86 which implied that majority of the respondents strongly disagreed and disagreed. The finding further implied that majority of the teachers in secondary schools disregarded school meetings and keeping records of the same.

On whether the respondent's school elicited and translated knowledge of experts into a readily understandable form. The results show that 38.7% and 36.7% of the respondents strongly disagreed and disagreed respectively. The results further show that the interaction between teacher and students was very low as indicated by 41.2% and 34.8% of the respondents who strongly disagreed and disagreed respectively. The study sought to establish whether teachers actualized concepts and methods learned through actual doing. The statement had a mean score of 1.96 indicating majority of the respondents disagreed.

The study further sought to establish whether teachers copy the teaching methodology used by other teachers in their department which according to the results majority disagreed as indicated by the mean score of 1.98. Similarly, the level of investment in teaching manuals to get updates among the secondary schools in Murang'a was low as shown by 36.4% and 39.6% who disagreed with this statement. Finally, the study sought to establish whether teachers read all the publications in their school in search of knowledge. The results show that majority as indicated by the mean score of 1.81 disagreed.

The overall mean score for knowledge conversion was 1.90 which implied that knowledge conversion was low among the secondary school in Murang'a. Similarly, lack of knowledge conversion among secondary schools in Murang'a may be the reason behind poor teacher performance. This finding is in line with Xihyu (2018), assertion that internalisation, externalisation, combination, and socialisation of knowledge promote knowledge acquisition by all and translate to improved performance.

Table 3: Descriptive Analysis for Knowledge Conversion

| Knowledge Conversion indicators | SD | D | N | A | SA | Mean | Std Dev |
|--|-------|-------|-------|------|------|------|---------|
| I attend all meetings held in school since knowledge is disseminated through briefs in my school | 37.4% | 38.7% | 8.0% | 8.3% | 7.7% | 1.90 | 1.23 |
| I have a record of all meetings held in the school | 40.3% | 35.1% | 7.7% | 7.3% | 9.6% | 1.86 | 1.21 |
| My school elicits and translates knowledge of experts into a readily understandable form | 38.7% | 36.7% | 9.6% | 8.6% | 6.4% | 1.88 | 1.22 |
| My school allows interaction of teachers with the students | 41.2% | 34.8% | 8.3% | 7.7% | 8.0% | 1.88 | 1.20 |
| I actualize concepts and methods learned through the actual doing | 35.8% | 41.2% | 8.0% | 6.7% | 8.3% | 1.96 | 1.20 |
| I copy the teaching methodology used by other teachers in my department | 36.1% | 40.6% | 10.9% | 7.0% | 5.4% | 1.98 | 1.17 |
| My school invests in teaching manuals to get updates | 36.4% | 39.6% | 8.6% | 8.6% | 6.7% | 1.92 | 1.23 |
| I read all the publications in my school in search of knowledge | 40.6% | 34.2% | 7.0% | 9.3% | 8.9% | 1.81 | 1.25 |
| Overall mean score | | | | | | 1.90 | |

4.4 Teacher Performance in Public Secondary Schools in Murang'a County

This section presents analysis of teacher performance among the secondary schools in Murang'a County. The respondents were asked whether they were satisfied with their salary. The results show that majority as indicated by the mean score of 1.89 disagreed with the statement. The finding implied that majority of the teachers in secondary schools in Murang'a were not satisfied with their salaries. Similarly, the respondents disagreed as indicated by the mean score of 1.79 on whether the rate of teacher absenteeism was low in their school. The findings also revealed that secondary schools in Murang'a experienced a high level of turnover among the teachers as shown by 34.8% and 37.7% who agreed and strongly agreed with the statement. The study further sought to find out from the respondents whether they were concerned about the academic performance of all students. The results show that majority as indicated by the mean score of 3.90 agreed and strongly agreed with the statement. Similarly, majority of the respondent agreed that they performed their duties on time as shown by mean score of 3.92.

The study asked the respondents whether there was a channel for receiving student responses about service delivery in their school. The study results show that 36.7% and 39.3% of the respondents agreed and strongly agreed respectively. On whether they were comfortable with the working conditions in their school, the results show that majority disagreed as indicated by the mean score of 1.76. The finding implied that working conditions in secondary schools in Murang'a were not favorable to majority of the teachers. On whether teachers followed that laid program in their performance duties, the results show that majority of the respondents agreed. The statements on whether teacher's knowledge leads to improved academic performance of learners and whether teacher's knowledge in co-curriculum activities leads to improved co-curriculum performance had mean scores of 3.82 and 3.99 respectively which implied that majority of the respondents agreed with the statements. The findings in this section indicated that majority of the teachers were not satisfied with their job due to poor remuneration and unfavorable working conditions but on the other hand, they performed well on an individual basis. The finding concurs with Zurina (2021) who found that public secondary schools suffer a high turnover of teachers who do not leave tacit knowledge behind in the institutional memory for use by the incoming teachers.

Table 4: Descriptive Analysis of Teacher Performance

| Teacher Performance Indicators | SD | D | N | A | SA | Mean | StdDev |
|--|-------|-------|-------|-------|-------|-------|--------|
| I am satisfied with my salary | 36.7% | 37.4% | 10.5% | 7.3% | 8.0% | 1.89 | 1.21 |
| The rate of teacher absenteeism is low in my school | 39.0% | 34.2% | 8.0% | 9.6% | 9.3% | 1.79 | 1.27 |
| My school experiences a high rate of teacher turnover | 6.7% | 9.6% | 11.2% | 34.8% | 37.7% | 3.87 | 1.21 |
| I am concerned about the academic performance of all students | 8.6% | 7.3% | 7.0% | 39.6% | 37.4% | 3.9 | 1.23 |
| I perform my duties on time | 6.7% | 6.4% | 9.9% | 41.9% | 35.1% | 3.92 | 1.14 |
| There is a channel for receiving student responses about service delivery in my school | 7.0% | 7.3% | 9.6% | 36.7% | 39.3% | 3.94 | 1.19 |
| I am comfortable with the working conditions in my school box | 38.7% | 34.2% | 6.1% | 9.9% | 11.2% | 1.76 | 1.3 |
| I follow the laid down school program in the performance of duties | 8.6% | 9.3% | 7.3% | 37.1% | 37.7% | 3.86 | 1.26 |
| Teacher's knowledge in my school leads to improved academic performance of learners | 9.3% | 9.3% | 7.7% | 37.7% | 36.1% | 3.82 | 1.27 |
| Teacher's knowledge of co-curriculum activities in my school leads to improved co-curriculum performance | 5.8% | 5.8% | 9.6% | 41.9% | 37.1% | 3.99 | 1.1 |
| Overall mean score | | | | | | 3.274 | |

4.5 Hypotheses Testing

Hypothesis testing was done using regression analysis results are shown in Table 5.

Table 5: Regression coefficients

| | Unstandardized Coefficients | | Standardized Coefficients | | | 95.0% Confidence Interval for B | |
|-----------------------------|-----------------------------|------------|---------------------------|------|------|---------------------------------|-------------|
| | β | Std. Error | Bet a | t | Sig. | Lower Bound | Upper Bound |
| (Constant) | 0.3430 | 0.125 | | 2.74 | 0.00 | | |
| Knowledge Acquisition Score | 0.2550 | 0.032 | 0.30 | 7.99 | 0.00 | 0.097 | 0.588 |
| Knowledge Conversion Score | 0.3330 | 0.036 | 0.35 | 9.25 | 0.00 | 0.192 | 0.318 |
| | | | 7 | 4 | 0 | 0.262 | 0.404 |

a Dependent Variable: Teacher Performance Score

4.5.1 Hypothesis One: Knowledge Acquisition and Teacher Performance

Existing literature indicates that knowledge acquisition positively affects performance in various sectors (Markus, 2023; Papa, 2019). However, there is a lack of specific studies on its impact on teacher performance in public secondary schools, highlighting a research gap that this study aims to address.

The first hypothesis was H_{01} : There is no significant effect of knowledge acquisition on teacher performance in public secondary schools in Murang'a County, Kenya. The results in Table 5 show that the coefficient for knowledge acquisition was $\beta=0.2550$, $p=0.000<0.05$ which was positive and significant at 5 percent. The findings further show that knowledge acquisition significantly predicted teacher performance in public secondary schools in Murang'a County. The results further show that an increase in knowledge acquisition would result in to increase in teacher performance in public secondary schools in Murang'a County by 0.2550 units.

Based on these findings, the study rejected H_{01} : There is no significant effect of knowledge acquisition on teacher performance in public secondary schools in Murang'a County, Kenya. The finding supports. Markus (2023) found that knowledge acquisition positively affects firm performance. Similarly, Papa (2019) agrees that knowledge acquisition positively affects innovation performance and that human resource management moderates the relationship between knowledge acquisition and innovation performance.

4.5.2 Hypothesis Two: Knowledge Conversion and Teacher Performance

Studies like Muhammad Usman and Tehreem (2019) have explored knowledge conversion in different contexts, but its direct effect on teacher performance in public secondary schools remains under-researched, presenting a gap for this study.

The second hypothesis was H_{02} : There is no significant effect of knowledge conversion on teacher performance in public secondary schools in Murang'a County, Kenya. The results in Table 5 show that the coefficient for knowledge conversion was $\beta=0.3330$, $p=0.000<0.05$ which was positive and significant at 5 percent. The findings also show that knowledge conversion significantly predicted teacher performance in public secondary schools in Murang'a County. The finding implied that an increase in knowledge conversion would result in to increase in teacher performance in public secondary schools in Murang'a County by 0.3330 units.

The study findings failed to agree with Muhammad, Usman, and Tehreem (2019) who found no positive impact of knowledge conversion and protection on firm performance and employee creativity but they are supportive processes. On the other hand, the study finding supported Xihyu (2018) result that showed that internalisation, externalisation, combination, and socialisation of knowledge promote knowledge acquisition by all and translate to improved performance.

5. Conclusion

Based on the study findings, the study concluded that the level of knowledge acquisition, and knowledge conversion among the teachers in secondary schools was very low. The study further concluded that a lack of knowledge management practices among secondary schools in Kenya significantly contributed to teacher performance. The study concluded that low teacher performance among the secondary schools in Murang'a was attributed partly to poor knowledge management practices.

6. Recommendations

The study recommends that educational stakeholders in Murang'a County should develop policies to enhance knowledge acquisition and conversion among teachers. Stakeholders in secondary which include school management, TSC, and the Ministry of Education both in county government and national government should formulate strategies to improve the implementation of knowledge management practices such as knowledge acquisition, conversion, and application among secondary schools in Kenya. The study also recommends that teachers in secondary schools should be sensitized to the need to adopt knowledge management practices to enhance performance. The Ministry of Education and TSC should formulate policies to ensure that teachers in secondary schools adopt knowledge management practices to significantly improve the performance of the schools.

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