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KNOWLEDGE MANAGEMENT PRACTICES AND ORGANIZATIONAL PERFORMANCE OF SEVENTH-DAY ADVENTIST NURSERY AND PRIMARY SCHOOL TEACHERS IN ILISAN REMO, OGUN STATE.

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ABSTRACT
The organizational performance of Seventh-day Adventist Nursery and Primary Schools in Ilishan-Remo, Ogun State, was investigated in this study in relation to knowledge management methods. The research design used in the study was quantitative. 120 instructors from four SDA schools in Ilishan-Remo made up the population. The method employed was total enumeration. A standardized, validated questionnaire was used to gather the data, and descriptive and inferential statistics (simple linear and multiple regression) were used for analysis. The results showed that information management techniques, especially knowledge sharing, greatly enhance student learning outcomes and the quality of instruction. Additionally, it improves decision-making and overall academic achievement. The study found that the organizational performance of SDA nursery and primary schools in Ilishan-Remo is positively and significantly impacted by knowledge management approaches. It was suggested that school administration set up a centralized, easily available repository for lesson notes, teaching aids, and assessment records, as well as regular peer-learning meetings for exchanging successful teaching techniques.

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Key words: Knowledge Management Practices, Organizational Performance, Seventh-day Adventist and Teachers

Introduction

Research on educational management continues to place a high priority on organizational performance. It is a complex concept whose measurement and meaning have changed, especially in the twenty-first century. Didier (2002) defines it as the comparison between predetermined aims and actual outcomes, whereas Almatrooshi et al. (2016) define it as an all-inclusive phrase embracing effectiveness, efficiency, outcomes, and the accomplishment of organizational goals. Teaching efficacy, student learning results, stakeholder satisfaction, and pedagogical innovation are all examples of organizational performance in the context of educational institutions that go beyond financial returns. According to George (2019), organizational performance includes both conventional financial metrics and non-financial metrics like employee engagement and customer satisfaction. These translate into student academic success, teacher engagement and retention, parental satisfaction, and the capacity to implement innovative teaching strategies in schools. Therefore, evaluating such performance necessitates a methodical methodology that integrates both quantitative and qualitative metrics. The Balanced Scorecard (BSC) and strategic management viewpoints, according to Gutterman (2023), are best suited for this since they combine operational and strategic metrics that assist managers in enhancing present performance and forecasting future results. In Ogun State's

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fiercely competitive educational landscape, performance is especially important for private faith-based schools like Seventh-day Adventist (SDA) nursery and primary schools.

In knowledge-intensive organizations like schools, knowledge management (KM) has been found to be a crucial factor in determining organizational effectiveness. While Nonaka and Aben (2001) highlight KM's infrastructure capabilities, Rigallo and Valente (2002) define it as the strategy of getting the appropriate knowledge to the right people at the right time and in the right format. It is the process of creating, validating, presenting, distributing, and applying information, according to Bhatt (2001). For a competitive edge, it basically entails putting people in touch with one another and with information (Stankosky, 2005).

Maintaining good performance in educational environments requires effective management of both explicit and tacit knowledge. It is necessary to transform instructors' experiences, classroom management techniques, and topic expertise into explicit information that can be disseminated throughout the school (Scott & Smith, 2015; Nonaka, 2007). Knowledge production, retention, transfer, and usage are the four processes that govern the flow of knowledge management (KM), which is based on three pillars: people, processes, and technology (Bawack, 2020) (Cho & Korte, 2014). Three dimensions are used to operationalize knowledge management strategies in this study. The first step is knowledge capture, which entails identifying and recording the knowledge that is present in the school, including hidden pockets of best practices (Gold & Malhotra, 2001). The

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second is knowledge sharing, which relies on educators' readiness and practice to look for and be open to information sources, bolstered by a collaborative culture (Maseki, 2012). The third is knowledge use, which is the capacity to use acquired knowledge in classroom instruction and school management. According to Bawack (2022), knowledge management (KM) encompasses all of an organization's initiatives, methods, techniques, and strategies for capturing, creating, storing, sharing, and quickly utilizing important knowledge for resilience and sustainable competitive advantage. The literature has proven a strong connection between knowledge management and organizational performance. KM makes it easier to acquire and apply knowledge when needed to enhance the tactical and strategic operations necessary to achieve corporate objectives (Oluikpe, 2015; Andreeva, 2012). However, while some research indicates that workers are well-informed about knowledge management (KM) and its advantages (Nawaz, 2020),

Effective knowledge management is essential for Seventh-day Adventist nursery and primary schools in Ilisan-Remo, where instructors are expected to promote both academic achievement and faith-based values. However, there is little empirical data on how teachers' techniques for gathering, sharing, and using knowledge affect these schools' success. Therefore, the purpose of this study is to investigate the relationship between the organizational performance of Seventh-day Adventist nursery and primary school teachers in Ilisan-Remo, Ogun State, and their knowledge management techniques.

Statement of Problem

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The education sector is a critical component of any society, and the quality of teaching and learning is a major determinant of its effectiveness. Adventist nursery and primary schools in Ilishan Remo, Ogun State, Nigeria, like many other educational institutions, face challenges in managing knowledge effectively. The lack of effective knowledge management practices can lead to: Inconsistent teaching quality, Difficulty in sharing best practices and expertise among teachers, Limited innovation and creativity in teaching methods, inefficient use of resources, Poor student outcomes. Furthermore, the high turnover rate of teachers and the loss of experienced educators can result in the loss of valuable knowledge and expertise, which can negatively impact the performance of these schools. This study aims to investigate the knowledge management practices and organizational performance of Adventist nursery and primary schools in Ilisan Remo, Ogun State. Specifically, the study seeks to: identify the current knowledge management practices used by teachers in these schools, examine the impact of knowledge management practices on organizational performance, and investigate the challenges faced by teachers in implementing knowledge management practices. By exploring these issues, this study aims to provide insights into the relationship between knowledge management practices and organizational performance in Seventh - day Adventist nursery and primary schools, with a view to informing strategies for improvement.

Research Questions

The study aims to answer the following research questions:

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- To what extent is Knowledge Management Practiced among Adventist Nursery and Primary School teachers in Ilishan Remo, Ogun State?
- What is the level of Organizational Performance of Adventist Nursery & Primary Schools in Ilisan Remo, Ogun State?
- What is the impact of Knowledge Management Practices on Organizational Performance of Adventist Nursery and Primary Schools in Ilishan Remo, Ogun State?

Review of Literature

Organizational performance is defined as the actions and efforts of individuals who come together and agree to carry out goals and objectives and plans or strategies together. An organization's performance involves how it reacts to changes in the environment and how it understands and influences those changes to avoid unnecessary waste (Knickmeyer, 2020). It is how an organization utilizes resources wisely to prevent wastage through the interaction between the environment and the organization (Kowo, et al. 2018). It was further emphasized by Ehikioya et al. (2018). That for organization to remain competitive, they need to operate in a dynamic environment and develop strategies that give them an advantage over their competitors. Hence, performance is key to all organizations, public, private, commercial, and non-profit organizations (Do et al. 2021). The characteristics of organizational performance according to Eka (2018) are the environment, the organization, and the human factors. Environmental factors include the characteristics of the company's industry, such as the industry's annual growth level. Industry concentration,

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capital concentration, advertising concentration, advertising concentration, average industry profit, and technological change (wood et al. 2023). Organizational performance is divided into three major areas which are financial performance, business performance, and organizational effectiveness (Barauskaite & Streimikiene, 2021).

The advantage of organizational performance is that it brings many benefits to employees, managers, and organizations. By analyzing feedback gotten from previous assessments, tactics and strategies can be developed to help improve customer relationships, competition, sales growth, profitability, and employee performance, identity training needs to develop employees and promote them, identify individuals, and promote the development of the organization (Nuseir & Refae, 2022). Nevertheless, a major downside to performance is that it demotivates the organization if the organization's previous performance is significantly higher than its performance or if its competitors are significantly ahead (She & Li, 2022). Employees may feel discouraged as a result, which can affect their productivity and lead to a decrease in customer satisfaction (Weersink et al. 2021).

Sneha Rao (2024) draws a conclusion in her study 'Organizational Performance and Its Determinants in Competitive Business Environment' that Organizational performance is a comprehensive indicator of business success that reflects strategic effectiveness, operational efficiency, and human capital utilization. This study highlights the importance of leadership, innovation, and strategic alignment in enhancing performance outcomes.

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Organizations that continuously monitor performance and adapt to environmental changes are better equipped to maintain competitiveness and achieve long-term sustainability. Knowledge management in schools refers to the strategic activities that support teachers' access to and use of school knowledge resources to perform their duties effectively. It can help teachers equip themselves with new skills, address challenges, and improve their performance. A good knowledge management environment can contribute to teachers' professional development and enhance the school's intellectual capital.

KM recognizes that three key resources are essential for effective knowledge management: **People:** The human element, including employees, their skills, knowledge, and experiences, are crucial for creating, sharing, and utilizing knowledge. **Processes:** The systematic procedures and workflows within the organization that govern how information and knowledge are created, stored, shared, and used. **Technologies:** The tools and systems used to support knowledge management, such as databases, intranets, and knowledge management platforms.

Organizational performance in primary schools refers to the effectiveness and efficiency with which a school achieves its goals and objectives. It encompasses various aspects, including student achievement, teacher effectiveness, school climate, resource utilization, and stakeholder satisfaction. Improving organizational performance in primary schools requires a holistic approach, focusing on leadership, human resource management, strategic planning, and continuous improvement.

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Determinants of Organizational Performance

Most of the management research relating to organizational performance has focused on the determinants of performance, which include organizational actions such as the selection and execution of strategy and external factors such as the structure of the industry in which the organization operates. Karanja referred to the work of Hansen and Wernerfelt, who argued that in the business policy literature there were two major streams of research on the determinants of organizational performance: one based on economic tradition, emphasizing the importance of external market factors (e.g., characteristics of the industry in which the organization competed, the organization's position relative to its competitors, and the quality of the organization's resources) in determining organizational performance; and another built on the behavioral and sociological paradigm that saw organizational factors and their "fit" with the environment as the major determinant of success. Results published in 2004 of a study conducted by Chien provided support for the following factors as being major determinants of organizational performance: leadership styles and environment, organizational culture, job design, model of motivation and human resources policies.

Methodology

This study adopted quantitative research design, specifically a survey research method, to investigate the relationship between knowledge management practices and organizational performance of Adventist nursery and primary school teachers in Ilisan Remo, Ogun State. Population: All Adventist nursery and primary school teachers in Ilisan

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Remo, Ogun State. The target population for this study consisted of the teachers in four Adventist Nursery and Primary Schools in Ilishan namely: Babcock University Staff School (63), Dream Come True - SDA New Wine outreach (30), SDA No 2 Nursery and Primary (9) and SDA No 1 Nursery and Primary (18). Total Enumeration (censor) was adopted for this study due to the manageable size of the population. This implies that the entire population of the study was used therefore, no sampling techniques was used. Data were analyzed using descriptive statistics such as frequency counts, means, and standard deviation to address the research questions. The International Business Machines Statistical Package for Social Sciences (IBM SPSS) version 23 was utilized for data analysis.

Results and Discussion

Table 1: Demographic Data

Characteristics	**Classification**	**Frequency**	**Percentage**
Age	16-18 years	5	5.1
	19-21 years	5	5.1
	22-24 years	5	5.1
	25-27 years	5	5.1
	above 27 years	79	79.8
Gender	Male	13	13.1
	Female	86	86.9
Role in the School	Teacher	81	81.8
	Administrator	17	17.2
	Others	1	1.0
Years or work Experience	Less than 5 years	26	26.3
	5-10years	41	41.4
	11-15years	19	19.2
	More than 15 years	13	13.1
Highest Educational qualification	Certificate	15	15.2
	Diploma	16	16.2
	Bachelor's degree	47	47.5
	Master's degree	18	18.2
	PhD.	3	3.0

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Name of School	1	9	9.1
	2	14	14.1
	3	30	30.3
	4	46	46.5

Result in table 1 displays the demographic information of the participants of the study. The result revealed that 79 (79.8%) of the respondents were above 27 years. It also showed that there were 13 (13.1%) male, and 86 (86.9%) female participants, and that 81 (81.8%) were teachers and 17 (17.2%) were administrators. Their years of work experience, academic qualifications and schools from which they responded were also indicated on table 1.

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Question one: To what extent is Knowledge Management Practiced among Adventist Nursery and Primary School teachers in Ilishan Remo, Ogun State?

Table 2: knowledge management practices

Items	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Mean	SD
Our School Encourages Knowledge Sharing among Teachers			36(36.4)	63(63.6)	3.64	.483
Our school leadership supports and encourages knowledge management practices	1(1)	5(5.1)	40(40.4)	53(53.5)	3.46	.644
Teachers in our school regularly collaborate to develop new teaching materials or strategies		11(11.1)	45(45.5)	43(43.4)	3.32	.667
Our school has a system for capturing and storing knowledge and experiences	1(1)	13(13.1)	41(41.4)	44(44.4)	3.29	.732
Teachers in our school have access to relevant resources and knowledge to support their teaching	1(1)	13(13.1)	48(48.5)	37(37.4)	3.22	.708
Overall Mean					**3.38**	**.647**

Decision rule: if mean is 1-1.74 = Very low extent, 1.75-2.49= Low extent, 2.5-3.24= High extent, 3.25-4.00=Very high extent.

As displayed on table 2, the table revealed the extent of knowledge management practiced in Adventist Nursery and Primary schools in Ilisan Remo. The result showed that knowledge management is practiced to a very high extent (Overall mean=3.38, SD=.647). This is further buttressed by the responses of the participants. The result revealed that respondents agreed that their school encourages knowledge sharing among teachers (*M=3.64*), the school leadership also supports and encourages knowledge management practices (*M=3.46*), and that teachers regularly collaborate to develop new teaching

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materials or strategies (*M=3.32*). This suggests that Adventist primary school teachers have a high level of knowledge management in all areas, including knowledge sharing among teachers, supportive and encouraging school leadership, and frequent collaboration to create new teaching strategies or materials. Wilkins (2019), whose findings demonstrate that knowledge management approaches have a major impact on staff performance at Babcock University. The results further support Khalifa and Liu's (2013) recognition that knowledge management procedures significantly impact worker performance.

Question two: What is the level of Organizational Performance of Adventist Nursery & Primary Schools in Ilisan Remo, Ogun State?

Table 3: Organizational Performance

Items	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Mean	SD
Our school has a clear vision and mission that guides our work		4(4)	33(33.3)	62(62.6)	3.59	.572
Our school's performance has improved over the past year	1(1)	3(3)	38(38.4)	57(57.6)	3.53	.612
Our school's culture supports innovation and creativity		6(6.1)	36(36.4)	57(57.6)	3.52	.612
Teachers in our school are held accountable for student learning outcomes		4(4)	44(44.4)	51(51.5)	3.47	.578
We regularly assess and evaluate our teaching practices to improve student learning	1(1)	5(5.1)	39(39.4)	54(54.5)	3.47	.644
Overall Mean					**3.52**	**.604**

Decision rule: if mean is 1-1.74 = Very low level, 1.75-2.49= Low level, 2.5-3.24= High level, 3.25-4.00=Very high level

Table 3 holds information on the level of organizational performance of Adventist Nursery and Primary Schools in Ilisan. The result revealed that the level of organizational

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performance was very high (overall mean=3.52, SD=.604). This implied that the Adventist Nursery and Primary schools are operating on optimum performance. The result further revealed that respondents agreed that their schools have clear vision and mission that guide their work (*M=3.59*), that their schools' performance have improved over the past year (*M=3.53*), and that their schools' culture supports innovation and creativity (*M=3.52*). The results showed that organizational performance was at a very high level. This suggests that the Adventist Nursery and Primary School is performing at its best. It also showed that Adventist schools have a defined vision and mission that direct their work, that their performance has increased over previous years, and that their school atmosphere encourages creativity and innovation. This study supports the findings of Oisaghie (2025), whose study revealed that the organization is operating at a high level, particularly in the contexts of competitive advantage and customer satisfaction. These two measures of organizational performance are consistent with the balanced scorecard theory, which focuses on ensuring the factors as crucial as how competitive the organization is perceived to be as well as the presence and the execution of strategic customer satisfaction initiatives are taken into account. This result also corroborates the findings of Hafizh and Aswar (2020), who found that service quality significantly improved organizational performance. However, information quality, data quality, and system quality have little effect on organizational performance. However, the relationship between service quality, information quality, data quality, and system quality and organizational performance is not limited by organizational culture.

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Question three: What is the impact of Knowledge Management Practices on Organizational Performance of Adventist Nursery and Primary Schools in Ilishan Remo, Ogun State?

Table 4: Impact of Knowledge Management

Items	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Mean	SD
Knowledge sharing among teachers improves teaching quality		7(7.1)	29(29.3)	63(63.6)	3.57	.625
Knowledge management practices have a positive impact on student learning outcomes		3(3)	44(44.4)	52(54.5)	3.49	.560
Our school's knowledge management practices contribute to our overall performance		3(3)	47(47.5)	49(49.5)	3.46	.559
Knowledge sharing among teachers has improved our school's overall	2(2)	10(10.1)	42(42.4)	45(45.5)	3.31	.737
Knowledge management practices have enhanced our school's ability to make informed decisions		6(6.1)	57(57.6)	36(36.4)	3.30	.579
Our school's knowledge management practices have helped to reduce teacher turnover	1(1)	24(24.2)	46(46.5)	28(28.3)	3.02	.756
Overall Mean					**3.36**	**.636**

Result on table 4 reveals the impact of knowledge management practices on organizational performance of Adventist Nursery and Primary Schools in Ilisan Remo, Ogun State. The result revealed that knowledge sharing among teachers improves teaching quality (*M=3.57*), and that Knowledge management practices have a positive impact on student learning outcomes (*M=3.49*). The result also showed that knowledge management

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practices contribute to the overall performance of the schools (*M=3.46*) and enhanced the schools' ability to make informed decisions (*M=3.30*). The result implies that the impact of knowledge management practices on organizational performance is undeniably profound. Research demonstrates that knowledge management techniques have a favorable effect on student learning outcomes and that teacher information sharing enhances the quality of instruction. Additionally, it shows how knowledge management techniques improve the school's overall performance and decision-making capacity. This suggests that there is no doubt that knowledge management techniques have a reflecting effect on organizational performance. This result is consistent with Langdal's (2023) findings that informal learning occurs when teachers share knowledge about JA initiatives. Communities of practice collaborate to achieve this.

Teachers with experience (those who have taught the programs before) are very helpful in sharing their knowledge and assisting the teachers in preparing their lessons. Teachers might enhance their methods by engaging in such knowledge-sharing activities. Teachers are more likely to share knowledge when they work in a friendly social environment, but more time is needed to prioritize this kind of cooperation. This result corroborates the findings of Sobandi et al. (2021), who found that information sharing and management procedures improve teachers' literacy abilities. Although accomplishment is very poor, information literacy is crucial for developing literacy abilities. For instructors' literacy skills to be more effective in the learning process, the teacher must match these abilities with more suitable guidelines.

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Recommendation

1. Create a central, easily accessible database for teaching aids, lesson notes, and assessment records to establish an organized knowledge repository. For schools with little access to ICT, even a shared Google Drive or offline folder structure is effective. Assign a senior teacher to serve as a KM coordinator.
2. Put Regular Knowledge in Place Exchange Forums: Organize twice-monthly teacher peer-learning events when staff members share effective teaching strategies or problems and their remedies. Connect this to the school's calendar for professional development. Create a mentorship program that pairs novice instructors with seasoned educators during the first term. When staff turnover happens, record mentors' best practices to preserve tacit knowledge.
3. Document Tacit Knowledge: Teachers should regularly document what works in their classrooms, such as strategies for managing the classroom, engaging students, and dealing with a varied student body, and then present these findings at staff meetings. Adopt Collaborative Planning: Go from solitary lesson planning to group grade-level planning sessions. In addition to lowering burden, this standardizes instruction quality.

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4. Conduct KM Training: Provide nursery and primary teachers with courses on digital literacy and fundamental knowledge management techniques. Concentrate on inexpensive instruments that don't require a fast internet connection.
5. Integrate Knowledge Management (KM) into Appraisal Systems: Teacher performance evaluation should take into account knowledge sharing and contributions to school learning in addition to student exam scores.

Conclusion

In Seventh-day Adventist nursery and primary schools in Ilishan Remo, knowledge management techniques have a big impact on how instructors work together, maintain institutional knowledge, and eventually provide high-quality instruction. Three main conclusions are drawn from the dynamics of small-to-mid-sized faith-based schools in a semi-urban location such as Ilishan Remo.

The development and exchange of knowledge have a direct impact on the efficacy of instruction. Errors are less common and curriculum delivery is more consistent across classes when teachers record lesson plans, share classroom practices during staff meetings, and mentor new hires. In SDA schools, where the curriculum incorporates both secular and religious principles, this is crucial.

Underutilization occurs in the storage and documentation of knowledge. Instead of using organized databases, lesson repositories, or digital archives, the majority of schools rely on the recollections of individual teachers and informal peer learning. This makes it

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vulnerable when seasoned educators retire or transfer, which results in the loss of implicit information regarding parent involvement, student conduct, and school-specific teaching strategies.

Knowledge application, not simply acquisition, is related to organizational performance. Schools that support instructors in using shared knowledge—through peer observation, feedback sessions, and collaborative lesson planning—see improvements in student academic performance, classroom management, and parent satisfaction.

However, in Ilishan Remo's SDA schools, schedule constraints and a lack of ICT infrastructure frequently prevent full implementation. In summary, the implementation of knowledge management methods enhances organizational performance; however, this effect is mitigated by the absence of formal systems, insufficient training on KM tools, and a lack of leadership-driven KM culture.

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