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LEVEL OF AWARENESS AND APPLICATION OF KNOWLEDGE MANAGEMENT BY PRIMARY SCHOOL TEACHERS FOR ENHANCED TEACHING IN ANAMBRA STATE, NIGERIA

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ABSTRACT

The main purpose of this study was to determine the level of awareness and application of knowledge management by primary school teachers for enhanced teaching in Anambra State, Nigeria. Two research questions guided the study while two hypotheses were tested at .05 level of significance. The population of the study comprised 2,732 teachers in primary schools in four selected LGAs of Anambra State.in South East Nigeria. The sample was 337 teachers from both public and private schools determined by krejcie and Morgan formula. Questionnaire was used to collect the data. The reliability of the instrument was established using Cronbach alpha and Kuder Richardson to analyze data collected from sections B1, B2 and B3 from public and private primary schools respectively. Coefficient reliability value of .74, .89 and .80 was obtained. Arithmetic mean was deployed to answer the research questions while t-test was used to test hypotheses. Finding revealed that public primary school teachers in Anambra State, Nigeria indicated that they have high level of awareness of knowledge management. Public primary school teachers indicated that they apply knowledge management at a high level, though they were not significantly different in their mean rating for enhanced teaching in Anambra State, Nigeria. The study confirmed that there is adequate knowledge management awareness and practice by primary school teachers which enhanced their teaching positively. The study recommended that managers of primary schools should support continuous training and workshops for their teachers to sustain existing level of

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awareness in order to add value and innovations and its application to enhance teaching and greater performance within and outside the school.
Keywords: Awareness, Application, Knowledge Management, and Enhanced Teaching.

Introduction

In today's world, knowledge is regarded as a key asset for both individuals and societies. A nation's success and economic prosperity are often linked to how much knowledge it has accumulated and how effectively it can disseminate that knowledge. Knowledge encompasses the understanding or awareness of ideas, information, descriptions or skills acquired through discovery, experience or education (Alordiah, Osagiede & Omumu 2023). The management of knowledge is a comprehensive process that encompasses the creation, capture, organization, sharing, utilization, evaluation, retention and integration of knowledge to optimize its value and impact. This leads to enhanced quality, operational effectiveness and overall individual or institutional success. Knowledge is an insight, understandings and practical know-how that one possesses. It is the resultant expertise that accumulates and builds up as a person continue to interact, use, practice and experiment with information. As highlighted by Taylor and Zhang (2024), the term knowledge can be broadly defined as the deep awareness or insight acquired through personal experience, formal education or the exploration of facts, truths and principles. This understanding not only enriches individual comprehension of the world but also empowers individual to make informed decisions and solve problems more efficiently (Smith and Jones, 2024). In addition, Sohail and Abid (2021) affirmed knowledge as "information, understanding and skills that one has gained through learning or experience'' It is often understood as a practical skill or becoming familiar with objects or situations. It is information put into use.

To further explain knowledge, Idahalama and Nwachukwu (2020), included familiarity, awareness, and understanding gained through experience or study and results from making comparisons, identifying consequences and making decisions. While knowledge management aims to enhance the value derived from knowledge by ensuring that valuable insights, experiences and skills are readily accessible and effectively leveraged to drive innovation, improve decision-making and achieve strategic goals. In addition, knowledge is typically categorized into two main types which include explicit (tangible) and tacit (intangible), with each having a distinct characteristics and applications.

Explicit knowledge is easily codified, documented and transferred to others through various means such as textbooks, manuals and databases. It plays a crucial role in knowledge management practices in an organizational context. It allows schools to document best practices and other critical information that can be accessed and utilized by teachers. This facilitates consistency, efficiency and the dissemination of expertise across the school. According to Lee and Patel (2024) explicit knowledge (tangible) refers to information that is concrete, measurable and often documented in physical forms. This type of knowledge includes empirical data, written documents, technical manuals and recorded observations that can be easily transferred and shared. For instance, a scientific formula, a historical document and technical papers are good examples of tangible knowledge materials. Tangible knowledge is valuable because it can be standardized, archived and retrieved with relative ease making it essential for education, training and maintaining records of advancements and discoveries. Furthermore, explicit knowledge Idhalama and Nwachukwu (2020), is that knowledge which is easily documented and codified as it is also seen as knowledge which has been formalized. Explicit knowledge is easy to identify, stored and retrieved. These include knowledge assets such as reports, memos, business plans, drawings, patents, trademarks, customer lists and methodology. These epitomize a synthesis of organization's experience kept in form that can readily be accessed by interested parties and replicated if desired. It is explained as knowledge that is published and always available for use. Explicit knowledge is present in the fundamental form and can be easily delivered due to the fact that it is available as written material such as encyclopedia and books which facilitate a course of action. It is meant for reuse.

Tacit knowledge is type of knowledge that is possessed by individual but finds it difficult to express or formalized it includes skills, experience and insights that are inbuilt in personal context and practice. It can be gained through serious practice. Tacit knowledge is usually difficult to articulacy. On the other hand, Lee and Patel (2024) consider the tacit knowledge (intangible) to encompass abstract, experiential and often subjective understanding that is more challenging to quantify or document. This includes skills, insights, intuition and personal experiences that are acquired over time and through interaction rather than through formal documentation. However, this type of knowledge is critical for innovation and problem-solving. It often requires adjusting and applying insights to unfamiliar or complex scenarios where straightforward information alone may be

insufficient. Tacit knowledge is the knowledge embedded within the head/minds of people; it is common sense based. Owing to this fact, Anike and Echedom (2020) explained tacit knowledge as the personal and context-specific knowledge of a person that resides in the human mind, behavior and perception. It evolves from people's interactions and requires skill and practice. It is highly personal, subjective, difficult to formalize, articulate and communicate fully, experience-based, job-specific, transferred through conversation or narrative and not captured by formal education or training. It is difficult to explain, write down, transfer or quantify as it resides in the mind of people, such knowledge includes body language and leadership. Understanding and effectively managed explicit knowledge is essential for schools aiming to enhanced learning, innovation and overall performance. Knowledge, be it tacit or explicit is an intangible asset that has taken over our usual resources, capital and labor which is very essential in an organizational management.

Knowledge management has been an essential concept in the current competitive world for organizations and communities; it is efficient handling of information and resources within a commercial organization. The history of Knowledge management has it that knowledge management was not popularized until the last two decades of the 20th century, transmitting and managing knowledge stretch back into distant history because knowledge has always been managed, at least implicitly. Masic, Nesic, Nikolic and Dzeletovic (2017) reported that knowledge management is a process of coordinating, organizing and making institutional or organizational knowledge available for knowledge creation, sharing, storage and reuse to achieve institutional aims and objectives. The reason for knowledge management is to ensure that organizations, institutions and schools such as primary schools are meeting the needs of the organization at the same time achieve their goals. Primary schools also have their aims and objectives which is to impact excellent learning through enhanced teaching. Knowledge management enables the institutions such as primary school to realize the human value as it is the effective center of any institutional performance. Nenungwi and Garaba,(2022), stated that KM involves the process of collecting, consolidating, storing, and exploiting knowledge held within an organization, particularly knowledge known to individuals (tacit knowledge), as well as the general store of knowledge(explicit knowledge).

Generally, for primary school teachers, both explicit and tacit knowledge are crucial in shaping effective teaching practices and fostering a supportive learning environment.

That is why teachers in primary schools must be at the center of knowledge management practices within their schools as they are the major implementers of school curriculum. Primary school teachers all over the country now have practical contact with the unknown increase in data and information (information overload) in their various environments and there is need for them to respond accordingly by the practice of knowledge management. They must take adequate measures to know the organizations knowledge assets both tacit and explicit and how to manage the assets to achieve their objectives. Fauzi and Mufti (2019) assert that explicit knowledge equips teachers with concrete information and resources necessary for delivering the curriculum. This includes understanding educational theories, lesson plans, teaching materials and assessment tools. For instance, teachers' familiarity with educational standards, age-appropriate activities and instructional strategies will enable them to design engaging and effective lessons. Also, access to documented knowledge such as textbooks, educational guides, and structured lesson plans ensures that teachers can provide accurate and consistent information, facilitating a structured learning experience for their pupils.

According to Khan and Ali (2018), knowledge as an asset is felt when it is expressed and shared between employees on a given concept, function or task. In other words, tacit knowledge has little contributions to an organization's goal until it has been expressed and shared between workers and utilized for job performance. Effective knowledge sharing in an organization are what shows that such an organization can create and manage organizational knowledge well. Knowledge sharing occupies a strategic position in the operation of contemporary organization. It is regarded as a positive force for survival through which organization can expedite the process of innovation, productivity and ability to add value to products and services but the awareness of knowledge management is not certain among the primary school teachers.

To be aware means to be in a state or level of consciousness about a particular thing. It is the state of being conscious or having knowledge of something. It involves recognizing and understanding a situation, environment or fact. According to Ejechi (2019), awareness means the ability to know, perceive, to feel or be conscious of an event or events; objectives, pattern which may have to do with both human and animals. Additionally, Tor-Aker (2019) sees awareness as a prerequisite to utilization or application, He believes that raising consciousness about a certain technology, its personal and social benefits constitute the

concept of awareness and this view is determinant to one's attitude and behavior towards technologies. From the ongoing, it can be deduced that awareness is the knowledge or experience with an entity, units, objectives, being, article, creature etc, it becomes the ability to know what exist and that beyond just ordinary existence, it can be used to meet a need effectively. This awareness is made possible through discussion, sensitizations, advocacy, publicity, marketing and experience to handle and put such resource services into correct or proper usage. In the view of Abubaker (2021), awareness is described as a situation or a stage of being informed or heard of a phenomenon, observe, perceive or read about by an individual while Endsley (2000) defined situational awareness as a stage of knowing of what is going on around you and this virtually qualifies the level of knowledge about the existence of the practice or situation of an entity.

Although knowledge could be in levels, it is very possible for one to be aware of something just on the peripheral level and others may have a deep knowledge about the same subject of discussion. However, the level of awareness this study is seeking to create is such that can bring about a proper application of knowledge management in primary schools in Anambra State. Dike (2007), emphasized the role of positive awareness for a full utilization of library resources or application of any technology. It is important to be aware of a new trend or a new way of doing things to achieve a better result. For instance, when a concept comes in existence, such as knowledge management and how to use it is far-fetched; its usefulness will be difficult to apply. In line with this, Supermane and Tahir (2018) opined that, teachers need to be exposed and cultivate creativity and knowledge management competencies in primary schools particularly when planning and executing teaching and learning activities because they are charged for guiding the pupils in evaluating and using the obtained information in the best level. Awareness can be achieved by providing teachers with effective in-service trainings, professional courses, motivational programmes, career promotion, and many more. Che Mohd Zulkifli Che Oma, (2017), stated that in-service training also provides teachers with ample opportunities to learn new concepts, methods and approaches through professional development. These trainings and programmes will help them to enhance their performance and to increase their desire to improve themselves by application.

In additional to this, Sukor and Ali (2022) stated that knowledge management (KM) was introduced about four decades ago to support knowledge in terms of knowledge

storing, knowledge communication, facilitate and reuse of knowledge. MehryDaraei and Abdolrahim(2022) pointed out that school KM can facilitate acquisition, sharing and application of teacher's knowledge in school so as to be fully aware and apply schools' tangible and intangible knowledge assets, especially the professional knowledge, experiences and competencies of teachers. It helps fellow teachers to be more competitive in power, having elasticity and producing innovations. The knowledge applied in the organization by the employee will give positive impact to the organization and increase the employee knowledge collectively. The primary goal of knowledge management is to facilitate the connection of staff looking for information, or institutional knowledge, with the people who have it. With practical knowledge management in place, knowledge application by primary school teachers will give positive impact to the school system thereby spreading information and raising the level of expertise held by experienced teachers to improve the efficiency of their practices.

The concept of application can be said to be action of putting something into operation in an organization or in a system which can be knowledge or practice. Therefore, knowledge management application is the process of introducing knowledge management in an organization. Knowledge application is one of the most important stages in knowledge management process for knowledge well applied will bring numerous benefits. The 21st century is a digital knowledge economy era. Along with network information fast impacting recently, the enterprise face with the fast changeable economic development in other to compete, they cannot help but adopt the blue ocean strategy and knowledge management which conform each kind of competing management mechanism to promote organization achievement and achieve the goal of sustainable management and development.

However, schools are different from enterprises of profitable organization but they are also in the changeable era. So, the primary schools should think of transformative strategy because of the current transition which is the changeable era. In order to guarantee the education quality, it is essential for primary schools to adjust and transform. Moreover, in order to promote effective operations and goal achievements of knowledge economy in primary education. Knowledge management acts as the key to success. Anero (2014) described primary school education as "the education frequently given to children in their childhood''

This view is also justified by the Federal Republic of Nigeria (2014) in her National Policy on Education by defining primary

education as the basic education which is essential to the success or failure of the entire educational system. Basic education is defined according to the National Policy on Education (2014) as the instruction provided in a facility for children aged 6 and 11. Primary schools in the Nigerian educational system are majorly divided into two categories owned by governments and private schools usually owned by individuals and private organizations such as religious bodies.

According to Amanye, Unachukwu and Anachuna (2020), private schools are characterized with small classroom size, lack of accountability to the public, autonomy, ignore recent curricular trends in education, do not always hire certified teachers, sets no fund for professional development but set attraction to parents to show safe, neat and welcoming environment and do not use up to date teaching methods while the reverse is the case with public schools. In every state in Nigeria, Anambra State inclusive all public schools have federal, State and Local Government as the proprietors while the private schools have individuals, associations or organizations as the owners. (Amanye, et al 2020). Primary school serves as the essential institution where children receive their initial compulsory education from primary school teachers.

Primary school teacher is a person that teaches young children from the ages of 4 to 11yrs. They should increase their awareness and application of any knowledge or experience that they have in technology, communication and experience in teaching. They are expected to be vast in knowledge to enable them discharge their duties and function more effectively. Primary school teachers are charged with preparation of teaching and learning, lesson plan, implementing the activities in the classroom and giving task /assignments to pupil. In school system, teachers are one of the most important workforces, whose efforts and commitment enhance high productivity for quality education.

There are experienced and less experience teachers in primary schools. The researcher defined experienced teachers as those who have stayed longer years ranging from 7yrs and more with the skills and expertise to manage available knowledge for enhanced teaching. Fauzi and Mufti,(2019) described experienced teachers as quality and superior human resources that have knowledge, ideas, expertise, self-management, cooperation and experience which are the important assets for the organization. Less experience is the newly employed that have spent 1 to 6years with little or no skills. According to Odimmega, Udemba and Obiekwe (2021), they are called ‘Beginning teachers’ newly

employed that need mentoring on how to manage classroom, subject methodology and other skills that will enhance their teaching performance.

Apparently, explicit and tacit knowledge enhance primary school teacher's effectiveness and adaptability. Tacit knowledge if properly handled through workshops, conferences, seminars by primary school authorities will go a long way to help the less experience teachers to gain more knowledge from experienced teachers and school authority which will also help to enhance their teaching as well as enhancing learning by the pupils. Tacit knowledge could be shared through workshops, school meetings, mentoring etc, Application of knowledge management will help to harness the knowledge which is embedded in the brain of the teachers and by so doing teaching and learning is enhanced. The integration of these types of knowledge ensures a comprehensive educational experience where personal connection is created between teachers and pupils thereby achieving holistic growth and development. Ardani, Buwono, Putranto, Dewi, and Inawat (2024), point out that the fundamental role of a primary school teacher is to provide instruction, which involves delivering educational content in a way that is engaging and comprehensible for young learners. At the same time, the responsibility of teachers in primary schools is to design and implement lesson plans, explain concepts and guide students through various activities to build their foundational skills. Effective instruction in primary schools not only covers academic subjects but also fosters critical thinking, problem-solving and social skills, ensuring that pupils acquire the essential knowledge and abilities they need for their future education and personal development.

In primary schools, the value of awareness and application of knowledge management by teachers is particularly significant. An efficient knowledge management enhances teaching practices, improve educational outcomes and foster a more informed and capable teachers. Echedom and Idhalama (2021), suggest that knowledge management enhances educational institutions' ability to collect, share and utilize information effectively. The process of knowledge management supports problem-solving, research, teaching and improve school operations. This assertion shows that in the context of primary school teaching, knowledge management helps teachers to efficiently collect and utilize valuable knowledge resources and collaborate more effectively for improving teaching and learning. However, due to the current global knowledge landscape which entails how knowledge and discoveries spread globally, there is increasing demand for primary

school teachers to be involved in knowledge management (Yeh, Huang and Hsiao, 2012). This is because primary school teachers serve as educators that play significant role in shaping and disseminating knowledge within the primary and basic educational system. As schools increasingly embrace digital tools and data-driven decision-making, teachers are expected to contribute to and manage a wealth of knowledge resources, curriculum materials, and student data. Therefore, by actively participating in knowledge management, teachers can help create a more dynamic and responsive learning environment, ultimately enhancing educational outcomes and fostering a culture of continuous improvement. Sharifdejkam (2014), is of the view that the role of primary school teachers in knowledge management extends beyond the confines of their classrooms. Knowledge management positioned them as key players in broader educational networks due to emergence of online collaborative platforms and professional learning communities. At this time, primary school teachers have the opportunity to collaborate, create, and share successful insights and strategies with their colleagues and fellow professionals (Yeh, Huang and Hsiao, 2012). This collaborative approach not only aids in the development of more cohesive and effective teaching practices but also helps in the creation of a robust support system for teachers across various primary schools. By engaging in knowledge management, primary school teachers will contribute to a collective repository of knowledge that can drive educational innovation and support an ongoing professional growth and improvement.

Fauzi and Mufti (2019) state that in primary school teaching, knowledge dissemination has undergone a significant transformation due to advancements in technology. At the moment, primary school teachers have access to wide range of knowledge resources in digital form which are used to enhance instructions. These resources include interactive lesson plans, educational videos and online teaching tools suitable for primary and basic education. There are platforms which support knowledge management such as educational websites, virtual classrooms and teaching forums which allow teachers to collect, create and share knowledge or experience. Moreover, these diverse set of knowledge resources enable teachers to integrate innovative approaches into their teaching, customize instructions to meet the varying needs of pupils. On the other hand, they help the teachers to stay updated with the latest educational practices and trends. The ability to disseminate and exchange knowledge rapidly among primary school teachers has the potential of making teaching more dynamic and responsive which can

ultimately benefit pupils by providing them with richer and more varied learning experiences. Within the scope of primary school teaching, effective knowledge management significantly enhances access to information for both teachers and pupils. Anderson and Smith (2022) state that as a result of integration of knowledge management systems, schools can systematically organize, store, and share educational resources and teaching materials. These systems enable teachers to easily access a curated repository of lesson plans, instructional videos and interactive tools which in addition enhances their efficiency in accessing high-quality contents (Ardani *et al.*, 2024). Also, by employing cloud-based platforms and digital libraries, teachers can ensure that valuable knowledge resources are readily available and consistently updated. This approach not only supports the efficient dissemination of knowledge but also fosters efficiency among teachers. More importantly, robust knowledge management in primary schools helps in bridging the information gap by allowing equitable access to resources and improving the overall instructions and learning experiences.

Additionally, in primary school operations, effective data and knowledge management are crucial for optimizing educational outcomes and streamlining administrative functions. Primary schools generate vast amounts of data such as pupils' performance metrics, attendance records and behavioural reports. Therefore, implementing comprehensive data management systems allows teachers to organize, analyze, and utilize this information efficiently. For example, data management platforms can track individual pupil progress over time, identify learning gaps and support personalized instruction targeted to each pupil's needs. Similarly, through leveraging this data, teachers can make informed decisions about their teaching strategies and methods which ultimately enhance learning experiences. According to Taylor and Zhang (2024), primary schools require knowledge management systems which can play a vital role in facilitating the sharing and application of best practices within the school community. Knowledge Management Systems (KMS) are designed to facilitate the capturing, organization and sharing of information and knowledge within school environment. The systems include Learning Management Systems (LMS) for hosting teaching materials, assignments, grades and tracking pupil's progress. There is also Content Management System (CMS) which allow teachers to create, manage and publish digital contents online. It involves the use and maintenance of school websites and uploading resources for preservation and easy access (Brown and Davis, 2021). Besides that, there is School Knowledge

Repository System (SKRS) which provide centralized knowledge repository and archive where knowledge is documented, shared and accessed within the primary school environment. The SKRS platform allows teachers to create and maintain a database of best teaching practices, instructional strategies and resources on basic and primary education research that help them in improving themselves. Presently as observed by the researcher the awareness and application of knowledge management is not certain in Anambra State primary school, therefore this research is set out to determine awareness and application of knowledge management by primary school teachers for enhanced teaching-learning process in Anambra State.

Statement of the Problem

Knowledge management in primary schools helps create an environment where there is enhanced teaching, resources are better utilized and pupil receive a more consistent and supportive education. Education has become the best platform to produce a competitive nation, knowledge management plays important role in enhancing teaching effectiveness. Knowledge management is seen as a fluid combination of regulated experience, values, background information and insight. Knowledge management ensures effective management of educational resources, such as teaching materials, digital tools and other instructional materials. It also encourages teachers to collaborate, share expertise and support each other in achieving educational goals. Despite the significant role of knowledge management in improving teaching effectiveness that may lead to enhanced outcomes, there seems to be limited awareness and application of knowledge management practices among primary school teachers in Anambra State. Preliminary observation by the researcher through discussion and interactions with the teachers show that some teachers are not aware of knowledge management and those that are aware do not adequately apply knowledge management techniques as they have the fear of losing ownership and privilege of their knowledge. Therefore, this study is set out to determine the awareness and application of knowledge management by primary school teachers for enhanced teaching-learning process in Anambra State.

Purpose of the study

The main purpose of the study is to determine the awareness and application of knowledge management by primary school teachers for enhanced teaching in Anambra State. The specific objectives are to:

1. Determine the level of awareness of knowledge management by public primary school teachers for enhanced teaching in Anambra State.

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2. Find out the level of application of knowledge management by public primary school teachers for enhanced teaching in Anambra State.

Research Method

A descriptive research design is adopted for the study. According to Onyeizugbe (2017), a descriptive survey design aims at collecting data on and describing in a systematic manner, the characteristics, features or facts about a given population. Nine research questions guided the study and nine hypotheses were tested. The population of the study is 2,732 comprises of teachers from private and public primary schools in four local government areas in Anambra state. Krejcie and Morgan formula was used to determine the sample size from teachers in four local government areas. A structured questionnaire was used as the instrument for data collection in this research Cronback Alpha and Kuder Richrdson statistics were used as a measure of estimating internal consistency. Coefficient reliability values of 0.74, 0.89 and 0.80 were obtained, the reliability tested was considered reliable. Aggregate scores and arithmetic mean were used to analyze research questions while hypotheses were tested using T-test.

Presentation And Analysis of Data

Research Question 1: What is the level of awareness of knowledge management by public primary school teachers for enhanced teaching in Anambra State Nigeria?

Table 1: Public Primary School Teachers' Mean Awareness Score on Knowledge Management for Enhanced Teaching in Anambra State

Variable	N	Mean	SD	Remark
Awareness of Knowledge Management Scores	124	70.51	21.63	High

Table 1 presents public primary school teachers' mean score on awareness of knowledge management for enhanced teaching I schools in Anambra State. The mean score of 70.51 suggests that the teachers have high level of awareness of knowledge management.

Research question 2: What is the level of application of knowledge management by public primary school teachers for enhanced teaching in Anambra State, Nigeria?

Table 2: Mean Rating of the Application of Knowledge Management for Enhanced Teaching in Anambra State by Teachers in Public Primary Schools

Variable	N	Mean	SD	Remark

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Application of Knowledge Management	124	2.85	0.73	High

Table 3 displays the mean rating of the application of knowledge management by teachers in public primary schools in Anambra state. The mean rating of 2.85 shows that they rated their level application of knowledge management as high.

Hypothesis 1: There is no significant difference in the mean awareness of knowledge management in public and those in private

Table 1 of hypothesis 1
t-test on Mean Score on Public and Private Primary School Teachers' Awareness of Knowledge Management for Enhanced Teaching in Primary Schools in Anambra state

Source of variation	Public (n=124)		Private (n=209)		Df	*T*	*p*	Decision
	Mean	SD	Mean	SD				
Awareness of Knowledge Management	70.51	21.63	69.48	21.21	331	0.42	0.672	*NS

*Not Significant

The summary of t-test result presented in Table 1 of hypothesis 1 shows that teachers in public primary schools were not significantly different in their mean awareness of knowledge management for enhanced teaching, t (331) = 0.42, p=0.672. Since the p-value was greater than 0.05 level of significance, the null hypothesis was not rejected.

Ho2: There is no significant difference in the mean ratings of application of knowledge management by teachers in public and those in private primary schools in Anambra State.

Table 3: t-test on Mean Ratings of Teachers in Public and Private Primary School on the Application of Knowledge Management for Enhanced Teaching in Primary Schools in Anambra state

Source of variation	Public (n=124)		Private (n=209)		Df	*T*	*P*	Decision
	Mean	SD	Mean	SD				
Application of Knowledge Management	2.85	0.73	2.91	0.68	331	-0.76	0.446	NS

The t-test result shown in Table 3 shows that the mean ratings on the application of knowledge management by teachers in public and those in private primary schools were not significantly different, t (331) = =0.76, p=0.446. Since the p-value was greater than 0.05 level of significance, the null hypothesis was not rejected.

Summary of Findings

1. Public primary school teachers in Anambra State, Nigeria indicated that they have high level of awareness of knowledge management. They were not significantly different in their mean scores for enhanced teaching.
2. Public primary school teachers indicated that they apply knowledge management at a high level, though they were not significantly different in their mean rating for enhanced teaching in Anambra State, Nigeria.

Conclusion

Knowledge is very important in schools and personal life which helps to reform and recreate. Based on the findings of the study, primary school teachers in Anambra State are adequately aware and apply knowledge management concept which positively enhanced their teaching while private teachers recorded moderate level. The study confirmed that there is adequate knowledge management awareness and practice by primary school teachers which enhanced their teaching positively. There is need for improvement by teachers in private primary schools for enhanced teaching in Anambra state.

Recommendations

Based on the findings of this study and their implications, the following recommendations are made.

1. Managers of public primary schools should support continuous training and workshops for their teachers to sustain existing level of awareness in order to add value and innovations
2. Government should continue back-to-back training of teachers to keep them in tune with the new trends of knowledge management systems and its application to improve teaching and greater performance within and outside the school.

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