

Application of Knowledge and Learning Management (KLM) by Principals in the Administration of Secondary Schools in Enugu State, Nigeria.

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Abstract

This paper examined the application of Knowledge and Learning Management (KLM) by principals in the Administration of Secondary Schools in Enugu State. It investigated the extent of principals' use of KLM in three distinct areas namely: Improving instructional programmes, administration of physical facilities and administration of students' personnel services in schools. The study adopted the descriptive survey design. A census of the total population of 286 was used for the study. The instrument used for data collection was a 15 item questionnaire based on the three research questions. Data collected were analyzed using mean and standard deviation for the research questions and t-test statistics for the hypotheses at $p < 0.05$. The findings of the study showed that the application of KLM enhances periodic inspection of school physical facilities; improves instructional programmes by giving courage and support to teachers and students. It was recommended that principals should apply KLM regularly in schools administration and that they should be able to identify the social responsibility of knowledge in order to enable students utilize knowledge acquired at school in their everyday life.

Key words: Knowledge, Learning, Management, Principals, Administration, Secondary Schools.

1. Introduction

Secondary school education is the bridge between the primary and tertiary levels of education in Nigeria. The relevance of secondary school education in Nigeria made the federal government to state the broad aims of secondary education in the National Policy on Education (FRN, 2004). It explains that education prepares the individual for useful living within the society and for higher education. Its underlying principle here is that secondary education is expected to provide quality education to all those that could benefit from it. However, Ekundayo (2010), saw secondary schools as not living up to its original expectation entrenched in FRN (2004). There has been perceived poor performances of students in schools due to poor administration in secondary schools in Enugu State. To ameliorate this situation, this study appears to be investigating the possibility of adopting the application of Knowledge and Learning Management (KLM) by secondary school principals in Enugu State secondary schools administration for effectiveness and efficiency.

Knowledge and Learning Management is the process of acquiring and developing skills, capabilities, behaviours and attitudes for organisational or national development. It is a branch of studies that facilitates collectivity and systematically creates, shapes and apply knowledge to achieve goals of organisations including the school system. The challenge of knowledge management is to make the right knowledge available to the students at the right time in order to achieve institutional success. Abdulla and Mohd (2005) saw KLM as a fluid mixture of experiences, values, contextual information and expert insights that provides a frame work for evaluating, incorporating new experiences and information. They argued that knowledge originates and is applied in the minds of people, hence understanding the meaning of knowledge shows that knowledge empowers, creates understanding, promotes development and can be seen as two important determinants of social and economic development.

In the context of this study KLM is in concert with administration can be seen as the operation of large amount of educational information and knowledge that is stored in print and digital form. KLM could be found and accessed in schools, libraries, web based school information centers and access through the internet. The process of acquiring information from whichever source is learning. It becomes knowledge when it is put into use successfully. The organization of knowledge and its quick retrieval on demand could be considered a form of knowledge management. The use of KLM by school principals can facilitate school administrative processes, in Enugu State.

Madubum (2000), described school administration as actions involving managing, executing curriculum, discipline, staff appraisal and decision making that are all directed towards efficient and effective teaching and learning in order to produce quality output in schools. By implication the success and failure of a school system

rests squarely on the shoulders of the administrator that is the principal. It is expected that the application of KLM by school principals could improve school administration.

Some factors appear to have influenced teaching, learning and schools administration in recent years. These include globalization facilitated by the rapid changes in the information and communication technologies. The educational sector especially in Enugu state is experiencing tremendous growth in student population occasioning new challenges to administrators daily ranging from supervision of examinations to provision of hostel accommodation, registration of students, computation of results and provision of essential services to students. This complexity according to Adeyemi and Olaleye (2010), requires the application of KLM by school principals.

Applying KLM by school principals could also be achieved in the management of physical facilities. Fenker (2004) defined the administration of physical facilities as a process that ensures that school structures, equipment and other technical system support the operation of the school organization. School facilities management could be seen as the application of scientific methods in the planning, organizing, and controlling of school structures for the actualization of educational goals and objectives. The school principals need accurate, timely, sufficient and relevant information which are kept in the form of records and could provide information on the past, present and anticipated future activities. According to Asiabaka (2010), the traditional method of gathering, processing, preservation and presentation of information in print media has failed to facilitate the administration of physical facilities. Consequently KLM become indispensable in the administration of school facilities.

This study premised its assumptions on the fact that many principals in public secondary schools in urban and rural areas in Enugu State hardly apply KLM in secondary school administration.

1.2 The Problem

Secondary schools administration is a major issue in the Nigerian educational system with complaints of incompetence from stakeholders. It is suspected that a major reason for this could be due to the non adoption of KLM by principals especially in Enugu state hence this study investigated the extent of principals use of KLM in Enugu State secondary schools for administration especially the application of KLM in the administration of student personnel services and in improving instructional programmes.

1.3 Research Questions

The following questions guided the study.

1. To what extent do principals apply KLM in the administration of physical facilities in secondary schools?
2. To what extent do principals apply KLM in the administration of students' personnel services in secondary schools?
3. To what extent do principals apply KLM in improving instructional programmes in secondary school administration?

1.4 Hypotheses

The following null hypotheses were formulated to guide the study:

H₀₁: There is no significant difference in the mean rating scores of urban and rural principals with regard to principals' application KLM in the administration of physical facilities in secondary schools.

H₀₂: There is no significant difference in the mean rating scores of secondary school principals in urban and rural areas with regard to principals' application of KLM in improving instructional programme in secondary school administration.

2. Methodology

The study adopted the descriptive survey research design with a total population of 286 principals in Enugu State made up of six (6) education zones namely; Agbani, Agwu, Enugu, Nsukka, Obollo-Afor and Udi. A census of the entire population was used for the study. A researcher designed instrument titled Application of Knowledge and Learning Management Questionnaire (AKLMQ) was used for the study. It consisted of fifteen (15) item instrument was structured on a 4-point rating scale of Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) and Very Little Extent (VLE). The instrument was face validated by two experts from Educational Administration and Planning and Measurement and Evaluation of the Faculty of Education, University of Nigeria, Nsukka. Their comments and criticism shaped the focus of the study. The validated instrument was trial tested with the Cronbach alpha statistic and yielded 'r' - 0.56.

Data collected were analyzed using Descriptive statistics as mean and standard deviation for research questions while the null hypotheses were tested using t-test at $p < 0.05$.

3. Results

The results are presented according to the research questions and hypotheses that guided the study.

Table 1: *Mean Responses on Application of KLM in the Administration of Physical Facilities*

S/N	Physical Facilities	Principals Urban			Principals Rural		
		\bar{X}	SD	Dec	\bar{X}	SD	Dec
1	Proper records keeping of facilities	3.02	1.26	GE	3.28	1.02	GE
2	Selection of special personnel for the maintenance of facilities	2.86	0.91	GE	3.16	0.94	GE
3	Coordination of physical work place (staff room, classroom)	3.03	1.23	GE	2.72	0.60	GE
4	Regular maintenance of structures	3.24	1.06	GE	2.93	1.28	GE
5	Periodic inspection of facilities	3.16	1.02	GE	3.42	0.96	GE
	Grand Mean	3.06	1.09	GE	3.10	0.96	GE

Table 1 presents the responses of principals on application of KLM in the administration of physical facilities. A look at the table shows that items 1 – 5 are rated 3.02, 2.86, 3.03, 2.24 and 3.16 by principals in urban areas. Principals in rural areas rated the same items with mean score of 3.28, 3.16, 2.72, 2.93 and 3.42 respectively. This implies that location as a variable has no influence on principals response to the items. This is an indication that both urban and rural principals are homogeneous in their responses on the application of KLM in administration of physical facilities.

Table 2: *Mean Responses on Application of KLM in the Administration of Students Personnel Services*

S/N	Student Personnel	Principals Urban			Principals Rural		
		\bar{X}	SD	Dec	\bar{X}	SD	Dec
6	Secure discipline among students	3.54	0.72	VGE	3.34	0.78	GE
7	Monitor attitude of students	3.19	1.02	GE	2.75	1.12	GE
8	Enhance students academic performance	3.79	0.57	VGE	3.19	1.15	GE
9	Supervise the needs of students (safety, affection, attention)	3.20	0.86	GE	3.24	1.03	GE
10	Ensure conducive environment for learning	3.04	1.22	GE	3.43	0.88	GE
	Grand Mean	3.35	0.87	GE	3.19	0.99	GE

Table 2 indicates the opinion of the respondents on application of KLM in administration of student personnel services. The table revealed that items 6-10 have mean score of 3.54, 3.19, 3.79, 3.20 and 3.04 for principals in urban areas. Principals in rural areas rated the same items with mean score of 3.34, 2.75, 3.19, 3.24 and 3.43 respectively. This means that principals accepted all the items on the table to a great extent as means of application of KLM in the administration of student personnel services.

Table 3: Mean Responses on Application of KLM in Improving Instructional Programmes

S/N	Instructional Programmes	Principals Urban			Principals Rural		
		\bar{X}	SD	Dec	\bar{X}	SD	Dec
11	Communicate frequently with teachers, students and others	3.01	0.11	GE	3.34	0.78	GE
12	Inspect teachers lesson notes	2.98	1.00	GE	2.75	1.12	GE
13	Help teachers to improve their performance through acquisition of new knowledge	2.87	0.93	VGE	2.72	0.60	GE
14	Interact with staff to improve instruction	2.77	1.32	GE	2.93	1.28	GE
15	Give courage and support to teachers and students to use internet	3.16	1.13	GE	2.94	0.99	GE
	Grand Mean	2.95	0.89	GE	2.93	0.95	GE

Table 3 reveals the views of principals on application of KLM in improving instructional programmes. The table indicates that all the items were acceptable to the respondents as principals application of KLM in improving instructional programme in the administration of secondary school.

Hypothesis 1

Table 4: Summary of t-test analysis on application of KLM in the administration of physical facilities in secondary schools

S/N	Source	No	\bar{X}	SD	df	t-cal	t-val	Dec.
1	Principals in Urban	193	3.06	1.09				
2	Principals in Rural	93	3.10	0.96	284	0.43	1.96	Not significant

Table 4 indicates that the calculated t-value of 0.43 is less than the table value of 1.96. Since the calculated t-value of 0.43 is less than the table value of 1.96, the second null hypothesis of the study is accepted. Therefore, there is no significant difference in the mean score of principals in urban and rural with regard to application of KLM in the administration of physical facilities.

Hypothesis 2

Table 5: Summary of t-test analysis on application of KLM in improving instructional programmes

S/N	Source	No	\bar{X}	SD	df	t-cal	t-val	Dec.
1	Principals in Urban	193	2.95	0.89				
2	Principals in Rural	93	2.93	0.95	284	0.54	1.96	Not significant

Table 4 reveals that the calculated t-value is 0.54 at 284 degree of freedom and at 0.05 level of significance. Since the calculated value of 0.54 is less than the table value of 1.96 the null hypothesis of the study is accepted as postulate. Therefore, there is no significant difference in the mean ratings of principals in urban and rural areas with regard to application of KLM in improving instructional programme in school administration.

4. Discussion

From the results of the data analysis made, it is obvious that there are similarities between principals in urban and principals in rural areas in their responses. The findings on application of KLM in the administration of physical facilities revealed that periodic inspection of facilities, regular maintenance of structures, proper record keeping of facilities and coordination of physical work place are imperative in effective application of KLM in administration of physical facilities. The findings is in agreement with Asiabaka (2010) who opined that application of KLM is necessary because it is a method of gathering, processing, preservation and presentation of information for the management of physical facilities. Physical facilities of various types that are available within the school system could be programmed into technological software for effective and efficient

management. Results from respondents agree with the table 4 hypothesis that there is no significant difference between the mean ratings of principals with regard to the application of KLM in the administration of physical facilities.

In the case of the application of KLM in the administration of student personnel services, the respondents are in agreement that application of KLM in student personnel services include securing discipline among students, monitoring attitude of students, enhancing students academic performance and ensuring conducive environment for learning. The findings are in line with Adeyemi and Olaleye (2010) who revealed that the application of KLM is necessary for collection of students data, supervising the needs of students and for effective keeping of students records. Data about students of various types could be programmed into the computer and retrieve at later date when needed.

Similarly, both principals in urban and rural areas were of the opinion that application of KLM in improving instructional programmes include frequent communication, giving courage and support, helping teachers to improve their performance and interacting with staff to improve instruction. The finding is in line with Adeyemi (2010) who observed that application of KLM by school principals could result in better communication, efficient operation and enhance student, staff and school community relationship. There is no significant difference in the application of KLM in school administration.

4.1 Implications for Theory and Practice

This study has a lot of implications for principals in general and students in particular. Principals of secondary schools need training in the area of method of gathering, processing, preservation and presentation of information for management of physical facilities and administration of student personnel services, as well as improving instructional programmes.

The findings of the study implies that the application of knowledge and learning management (KLM) by principals will improve the quality of service delivery to students. This no doubt will be dependent on the provision of a conducive environment at the secondary school level

4.2. Conclusion

Considering the findings of the study, it was concluded that the application of KLM by school principals could improve secondary schools administration in Enugu State. This is evident in the findings of the study which indicated a high level of application in inspecting teachers' performance, interacting with student and teachers, collection of data on students and inspection of school facilities.

The findings have led the researcher to conclude that application of KLM is significantly related to procedures for effective student personnel services, improving instructional programmes and as a means of efficient maintenance of physical facilities within the school system in Enugu State.

4.3. Recommendations

Based on the findings of this study the following recommendations were made bearing in mind the importance of the application of KLM in the administration of secondary schools.

1. The state government should train principals on how to use the modern technology in the application of KLM for proper record keeping of physical facilities.
2. Secondary school principals should apply KLM in the areas of data collection, computation of students' results, allocation of hostel accommodation and in assigning other responsibilities. This could reduce tension and stress among workers and students.
3. The state government should ensure conducive environment at the secondary school level for effective application of KLM by school principals.
4. Secondary school principals should be able to identify the social responsibility of knowledge in order to enable students utilize knowledge acquired at school in their everyday life.

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