



Knowledge Management Adoption and Organizational Viability of Rivers State Senior Secondary School Board: Implications for National Development

Felix, Owajimogobo Maclean & Wahua, Ichela Vincent

Department of Business Administration, Faculty of Administration and Management

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*Corresponding Author: Felix, Owajimogobo Maclean

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Abstract

Original Research Article

This paper examines the relationship between knowledge management (KM) and organizational viability of Rivers State Senior Secondary School Board (RSSSSB) and how it contributes to national development objectives such as human capital formation and social stability. We basically focused on the knowledge-based view (KBV) and organizational viability literature, the study seeks to unravel how knowledge management through its dimensions which include; knowledge creation, storage, sharing, and application strengthens organizational viability which is measured by adaptability, quality of service and employee engagement. The paper reviewed existing Knowledge Management theory and empirical findings, proposes a conceptual model tailored to the RSSSSB context, and offers recommendations for policymakers and school administrators. Implications for national development are discussed with emphasis on scalability, policy alignment, and capacity-building. Our recommendations include: Policy makers in RSSSSB should develop a three-year knowledge creation strategy for the RSSSSB with clear targets, responsibilities, and budget allocations, they should also Create a central, access-controlled knowledge sharing document repository for curricula, circulars, training resources, and evaluation reports and also ensure rightful application of the created and shared knowledge so as to boost its viability.

Keywords: Adoption, organizational viability, knowledge management, national development.

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Introduction

Education remains a cornerstone of national development. In Nigeria, state-level educational agencies such as the Rivers State Senior Secondary School Board (RSSSSB) are critical stakeholders in policy implementation, ensuring quality, and grooming human capital needed for economic growth. However, these institutions

are often faced with systemic challenges such as staff turnover, resource constraints, policy inconsistency and discontinuities, and sometimes with zero or limited institutional memory. Knowledge management (KM) which defines the deliberate processes of creating, capturing, sharing, and using knowledge offers a pathway to improving organizational viability



and, by extension, advancing national development goals.

This paper explores how Knowledge management can enhance organizational viability of the RSSSB, with keen focus on the board's capacity to survive, adapt, and fulfill its mandate over time. We argue that effective KM enhances decision-making, preserves institutional memory, supports continuity during leadership changes, and improves teaching and administrative.

Statement of the Problem

Organizational viability is critical for the sustained performance of institutions in the achievement of their predetermined goals and objectives. In the context of the Rivers State Senior Secondary School Board (RSSSB), ensuring organizational viability has become increasingly complex due to evolving educational demands, administrative challenges, and the need for accountability and efficiency in public service delivery. Despite the stock of wealth of human and institutional knowledge within RSSSB, there appears to be a gap in the systematic management of this knowledge to facilitate and drive effective decision-making, innovation, and service excellence.

Knowledge management, encompassing processes such as knowledge creation, storage, sharing, and application, has been recognized

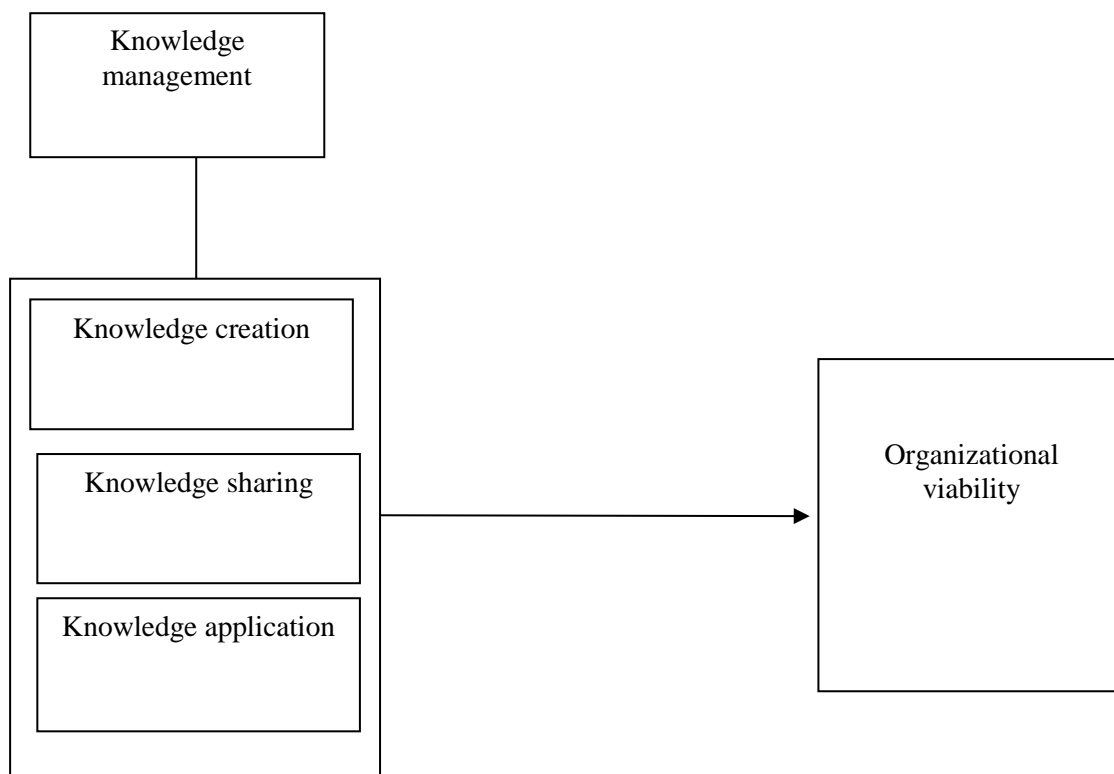
globally as a strategic tool for enhancing organizational viability. However, in many public sector institutions like RSSSB, inadequate knowledge management practices have been linked to inefficiencies, duplication of efforts, and negative organizational outcomes. This lack of effective knowledge utilization not only threatens the viability of the organization but also limits its potential contribution to national development, particularly in fostering quality education, skilled human capital, and informed policy implementation.

Therefore, there is a pressing need to examine how knowledge management can influence the viability of RSSSB and, by extension, promotes national development. Understanding this relationship is crucial for designing strategies that ensure both the sustainability of the organization and its capacity to contribute meaningfully to the socio-economic and educational advancement of Nigeria.

Conceptual framework of the study

We propose a conceptual model linking Knowledge Management to organizational viability within the RSSSB (as displayed in Figure 1 below). The model comprises: (a) KM dimensions as knowledge creation, knowledge storage, knowledge sharing and knowledge application while (b) organizational viability measures: adaptability, quality of service and employee engagement.

Figure 1. Conceptual model for RSSSB



Knowledge Creation: Curriculum review groups, teacher action research, and localized pedagogical innovations.

Knowledge Storage: Centralised digital repository for policies, curricula, exam formats, and minutes.

Knowledge Sharing : Professional learning communities, workshops, and inter-school exchange programs.

Knowledge Application: Data-informed planning, exam preparedness strategies, and resource allocation.

Research Questions

To serve as a guide for the study, the following research questions was put forth

1. How does knowledge creation influences organizational viability
2. How does knowledge sharing influence organizational viability

3. What is the relationship between knowledge application and organizational viability

Research hypotheses

H01: There is no significant relationship between knowledge creation influences organizational viability

H02: There is no significant relationship between knowledge sharing influence organizational viability

H03: There is no significant relationship between knowledge application and organizational viability

Review of Relevant Literature

Theoretical Framework of the Study

The study is premised on the assumption of the knowledge based view by Grant (1996). The theory posits that knowledge is the most strategically significant resource of an organization. Hence, Organizations that create,

transfer, and apply knowledge effectively gain sustained competitive advantage. This is because Knowledge Management supports service quality, policy implementation, and adaptive capacity.

Concept of Knowledge management

Most Knowledge Management frameworks consist of four core processes: knowledge creation (generation of new insights), knowledge storage (documentation and repositories), knowledge sharing (diffusion across individuals and units), and knowledge application (use in decision-making). Tools and mechanisms include databases, standard operating procedures (SOPs), training programs, mentoring, and digital platforms. Knowledge Management in the public sector focuses on knowledge repositories, communities of practice, lessons-learned systems, and knowledge-friendly cultures (Al-Hawari et al., 2017). Most Knowledge Management research in education highlights the role of professional learning communities, open curricular resources, and digital records in improving instructional quality (Hargreaves & Fullan, 2012). Effective KM supports teacher development, curriculum continuity, and institutional memory factors integral to school board viability.

Common barriers of knowledge in Rivers state senior secondary school boards include but not limited to unavailability of ICT infrastructure, weak incentives for knowledge sharing, low managerial capacity, fragmented records, and politicization of appointments. In Rivers State, fiscal constraints and periodic policy shifts can further weaken Knowledge Management efforts, leading to knowledge loss when staff retire or are redeployed.

Knowledge Creation

Knowledge Creation is the process that involves new implementation of knowledge or replacing the current content within the organization's explicit and tacit knowledge. It requires the organizations to search for new knowledge and information, both inside and outside of the organizations (Chen & Edgington, 2005; Carrion et al., 2012). The organizations can acquire new

knowledge through imitation, benchmarking, replication or outsourcing (Abou-Zeid, 2022). This process has been considered as important role as it generates new knowledge within organization and this can be switched to key success factor and continuous innovation (Bhatt, 2020). Knowledge is able to be created, shared and enlarge through collaborative processes within organizations (Ajmal & Koskinen, 2018).

Knowledge creation can also be seen as the processes for managing inventory, forecasting, reducing costs, or to communicate with firm's partners based on information (Adams & Graham 2016). The system used for knowledge can also be used to systematically edit the knowledge collected about things related with customers, products, and technical knowledge (Chang et al 2014). It can also be related with how the firm share, learn, and combine knowledge, whether it is from external or internal knowledge, in order to create new ideas (Jiang & Rosati 2020). The creation of knowledge occurs through the explicit and tacit knowledge interaction (Nonaka et al 2014). The interaction is called knowledge conversion. Nonaka et al (2021) also states four types of knowledge conversion: (1) Socialization – tacit knowledge to tacit-knowledge; (2) Externalization – tacit knowledge to explicit knowledge; (3) Combination – explicit knowledge to explicit knowledge; (4) Internalization – explicit knowledge to tacit knowledge.

Nonaka (2021) argue that knowledge creation occurs when explicit knowledge, in essence, grounded in tacit knowledge dynamically interacts in organizationally useful ways. Critics of Nonaka's spiral theory on knowledge creation, however, points out that a limitation this does not explain how tacit knowledge held by individuals is justified and converted into explicit or organizational knowledge or vice versa by the way of construction and reconstruction over time for innovation . By contrast, Grant (2019) acknowledges the 5 importance of transferability by maintaining that there are two forms of knowledge: knowing how and knowing about, which reflect their tacit and

explicit nature; and the major distinction between them lies in transferability and the mechanisms for transfer across individuals, space, and time, if not transforming tacit knowledge. In an effort to bridge this transferability gap, Nonaka and Takeuchi (2015) observe that tacit knowledge is by nature unarticulated and tied to the sense, movement skills, physical experiences, intuition, or implicit rules of thumb, while explicit knowledge is uttered and captured in drawings and writings (Nonaka & von Krogh, 2009).

Knowledge Sharing

Knowledge sharing is generally defined as the process by which individuals or groups mutually exchange or disseminate their knowledge, whether tacit or explicit, in form of ideas, experiences, or information. Alves and Pinheiro (2022) describe it as “the exchange or dissemination of explicit or tacit data, ideas, experiences, or technology between individuals or groups of employee.”

From a broader knowledge-management perspective, knowledge sharing is part of the set of processes (discovery, capture, sharing, application) that organisations use to exploit their knowledge assets. Moreover, knowledge sharing may be influenced by national, organisational and professional culture, and is socially embedded. Kim (2017) presents an integrative literature review of knowledge sharing through cultural lenses, arguing culture significantly affects knowledge sharing. Knowledge may be explicit (codified) or tacit (personal, context-dependent). Sharing tacit knowledge is particularly challenging as it often requires social interaction, mentoring or close personal contact (Regycleia, Alves & Paulo 2022).

Knowledge Application (KA)

Knowledge application involves the usage of knowledge in adjusting the strategic direction, solving the problems, making decision, improving the efficiency and reducing costs (Markus et al., 2022). The individual can make use of the knowledge possessed by other individuals without actually learning that knowledge. However, according to Ipe (2023), if

the organizations want to capitalize on the knowledge, they should know how the knowledge is created, disseminated and used as these processes are the basic for an effective organizational knowledge management

Through knowledge application (KA), organizations can speed up their new product development process and the processing of administrative and technology systems. KA responds to the different types of knowledge that is available within an organization, and it applies knowledge that has been created and shared. Shujahat et al (2017) points out that KA is more important than other processes such as created knowledge or shared knowledge because knowledge is of no importance until it is applied... Sarin and McDemott (2003) observes that KA enable organizational members to maximize desired outcomes.

Concept of Organizational Viability

Organizational viability refers to an institution's ability to survive, adapt, and thrive over time in a dynamic environment (Teece, 2018). It reflects the organization's capacity to sustain its operations, achieve its objectives, and remain competitive despite internal and external challenges. Measuring organizational viability involves assessing several multidimensional indicators that capture both short-term performance and long-term sustainability According to Teece (2007). Organizational viability refers to the ability of an organization to maintain operations, adapt to shocks, and preserve its core functions in public education, viability includes curricular stability, staff continuity, resource mobilization, and compliance with regulatory standards. Viability is underpinned by governance, leadership, and crucially knowledge flows across the organization.

Schwaninger (2012) observes that for a system to remain viable and deliver its purposes whilst maintaining its identity within the ever changing world, it would need to consist of several integral layers all which must be present to make for a viable whole. This led to the development of the VSM by Beer in the 1960s (Leonard and Beer,

1994). According to Beer (1979), viability remains a common goal-either long term or, in the case of temporary organisations, considerably long enough to accomplish its intended purposes. Also, Hoverstadt and Bowling (2005) describe viability as an essential organisational attribute

Schwaninger (2012) observes that for a system to remain viable and deliver its purposes and at same time maintain its identity within the ever changing world, such system would need to consist of several integral layers all which must harness to make for a viable whole. This led to the development of the VSM by Beer in the 1960s (Leonard and Beer, 1994). Viability remains a common goal-either long term or short term but considerably long enough to accomplish the organization intended purposes. In same vein, Hoverstadt and Bowling (2005) describe viability as an essential organizational attribute. The criteria of viability require that organizations are or become ultra-stable, that is, capable of adapting appropriately to their chosen environment, or adapting their environment to suit themselves. This is in contrast to hierarchies, which are inherently unstable structures, designed as they are to allow a small group or a single individual to change the direction of the whole organization at will.

Adaptability

Continuous change is increasingly the new norm rather than the exception in contemporary organizations. Today's business environment is dynamic and subject to significant changes in every aspect (Nafei 2016). For a business to thrive in the market and gain a competitive edge, it must quickly adapt to change and improve efficiency (Kumarasingh & Dilan 2021).

Organizational adaptation is the ability of an organization to change and survive in the face of external changes that were not predicted in any precise way when the organization was designed (.Hatum & Pettigrew 2016) Besides, organizational adaptability is the ability to learn and perform according to changing environmental contingencies (Patten et al 2015) . In general, it can be concluded that literature

identified adaptability as the ability to survive and change according to environmental change

Quality service

The principles of Quality work refers to work that meets or exceeds the expectations of clients or the company (Jannsson-Boyd 2020), achieving quality work requires leveraging on management skills to perform tasks to the highest standard. While the definition of quality is subjective and varies by client or employer, it generally involves meeting all deadlines, fulfilling completion expectations, and presenting accurate information. Quality work is the service/task one completes successfully within the estimated time, with the end output satisfying the expectations of everyone involved.

Quality work could also be defined by a few core elements, such as accuracy, efficiency, and effectiveness. Accuracy ensures that the work is error-free and meets all specified requirements. Efficiency means completing tasks promptly while making optimal use of available resources. Effectiveness ensures that the quality of work achieves its intended goals and delivers desired outcomes. Combining these elements provides a complete understanding of what constitutes quality work. It often includes the following characteristics: Getting work done on time is key for an employee to increase productivity. But if the quality of work is not up to the highest standard, it will reflect negatively on your productivity. For instance, even when you deliver your product/service to the client at the promised deadline, if they are not satisfied with it, you may have to make/do it again, or worse, the client may reject your work. In both cases, the time and effort you put into the work become futile and your productivity takes a hit. So, doing quality work is one of the most important factors in increasing productivity.

The quality of work your team delivers determines your growth in the business landscape. It can either build your business or break it. As managers and employers, you understand that it's not just about meeting deadlines. Instead, it is about delivering work that meets high standards and drives the organization forward. Quality work boosts client

satisfaction, enhances our reputation, and fosters a culture of excellence. However, the real challenge lies in fostering an environment where the organization prioritizes quality and seamlessly integrates into daily tasks. It involves cultivating the right environment, providing the necessary resources, and offering continuous feedback (Ahmed & Allen, 2019).

Employee engagement

Employee engagement is a critical determinant of an organization's success, since it affects job satisfaction, overall performance, and productivity. To tackle concerns like less commitment, lowered motivation, and impaired workplace collaboration, organizations are increasingly prioritizing employee engagement strategies as they confront the difficulties of an evolving work environment. In response to the rising hence, employee engagement is currently drawing a lot of interest among various professionals, practitioners and consultants in the business world (Saks, 2020). It has evolved to become one of the most popular concepts in the field of organizational behaviour and management; forming a fundamental factor and feature of employee survey instruments utilized in the generation of social or management related data (Bailey et al 2017).

Employee engagement offers numerous advantages that significantly benefit organizations. Engaged employees tend to exhibit higher levels of productivity (Kowalski & Slebarska, 2022). Their commitment and enthusiasm for their work often translate into improved performance and greater efficiency, which ultimately contributes to the organization's overall success (Bakker & Demerouti, 2024). Engaged employees are also more likely to go above and beyond their basic job responsibilities, demonstrating discretionary effort that can lead to innovative solutions and increased productivity.

Employee engagement is linked to enhanced employee retention. When employees feel valued and connected to their organization, they are less likely to seek employment elsewhere, thereby reducing turnover rates and associated costs related to recruitment and training

(Makupa et al., 2023). This stability within the workforce fosters a more experienced and cohesive team, further improving organizational performance. Engagement also positively impacts customer satisfaction (Adekoya et al., 2019). Engaged employees are often more attentive and responsive to customer needs, leading to better service and stronger relationships with clients (Burbar, 2021)

Empirical review on knowledge management and organizational viability

To the best of our knowledge there is paucity of literature in respect to our present study ,however, Researchers have earlier carried out Studies to address related subject matters such as include:

Marhraoui and Manouar (2017) did a study on Towards a New Framework Linking Knowledge Management Systems and Organizational Agility.. They conducted a survey across different economy sectors (private and public) and size organizations (SMEs and large businesses) through a questionnaire which tackles the use of knowledge management systems and firm's capabilities. In order to get reliable responses, the contact databases were provided by two training institutions which collaborate with executives, managers and non-managers. 131 valid responses were received and used for the analysis which represents a response rate of about 13% of the total population of 1011. The questionnaire was directly sent by e-mail to an initial database containing about one thousands of corporate contacts in different positions which constitutes the sampling pool of our survey. Respondents were mainly located in the French-speaking area, especially: Morocco, France, Tunisia, Algeria, Senegal, Ivory Coast, and Togo. They adopted the use of confirmatory factor analysis (CFA) in order to confirm the factor structure extracted earlier in the exploratory analysis (PCA). Result reveal positive impact of knowledge management systems either directly on absorptive capacity or indirectly by enhancing the firm's organizational agility.

Mobolade and Ibolo (2023) examined the effect of knowledge application and knowledge

conversion on organizational performance among manufacturing firms in Ibadan Oyo State. The research design adopted is the survey research design. Stratified random sampling technique was used. The sample size of two hundred respondents was selected from six manufacturing firms in Ibadan that served as the population of this study. Of the two hundred (200) questionnaire administered to the respondents, one hundred and ninety-two (192) copies were successfully completed and retrieved for the analysis. Both descriptive and inferential statistics was used for the analysis. Results of the finding show that knowledge application has a significant positively relationship with four sub-variables of organizational performance namely, revenue ($r = .492^{**}$, $p = .000$), financial strength ($r = .538^{**}$, $p = .000$), public image ($r = .543^{**}$, $p = .000$) and goodwill ($r = .463^{**}$, $p = .000$). Knowledge conversion is also positively related to the four sub-variables of organizational performance namely, revenue ($r = .442^{**}$, $p = .000$), financial strength ($r = .537^{**}$, $p = .000$), public image ($r = .478^{**}$, $p = .000$) and goodwill ($r = .443^{**}$, $p = .000$). The study concluded that the knowledge management has a significantly effect on organizational performance. It was recommended that organizations should redefine ways to promote knowledge conversion in order to maximize human potential in the workplace. Also, organization needs to combine the technology infrastructure, processes, incentives and culture in order to motivate employees to integrate and use knowledge management, in order to keep up with ever-changing business environment, and to ensure organizational success in addressing unforeseen challenges.

Liu et al (2016) did a study on Knowledge management capability and firm performance: The mediating role of organizational agility. The study explored how Knowledge management capability (i.e., exploration KMC and exploitation KMC) affects firm performance through the mediating role of operational adjustment agility and market capitalizing agility. Data were collected through the designed questionnaire survey. The Researchers conducted a survey in China to test our proposed model, as Chinese firms contribute largely to the

global economic power. They purposely selected a Chinese educational institution to collaborate with to get valid and reliable responses. Because this educational institution is famous for its executive training programs, including the training courses about strategic management and knowledge management. They obtained a sampling pool including 330 firms with the help of the educational institution. For each firm in the sampling pool, one senior executive in the educational institution's training programs was selected to serve as the key informant. The questionnaires were directly sent to the informants in the sampling pool. Then, we sent reminders such as follow-up emails and telephone calls to the non-respondents to increase the response rate. Ultimately, 223 returned questionnaires were received and 12 incomplete questionnaires were discarded. Thus, 211 valid questionnaires were used for the analysis, representing a response rate of about approximately 63.94%. They estimated the non-response bias following the method suggested by Armstrong & Overton (1977). Through comparing the chi-squares of the measures between the first response 25% and the late response 25% of the responses, the result revealed that there were no significant differences between these two groups on these items. Survey data from 211 firms indicate that both operational adjustment agility and market capitalizing agility can fully mediate the influence of Knowledge Management Capability on firm performance.

Methodology

The study adopted a cross sectional design, with its population drawn from and among departmental heads across eight department of the Rivers state senior secondary school board, state office in Port Harcourt. The population is made of 8 departmental (directors) and 43 deputy directors on grade level 15. So in total we have a population size of 51. The choice of the department heads is because the studied variable (organizational viability) is a strategic issues hence only those in strategic position are suitable in providing the needed information, the spearman rank order coefficient .was used in the analysis of the data collated via the

questionnaire. The questionnaire was personally administered by the researchers to the respondents.

Table 1. Distribution for the properties of knowledge management

Dimensions	Manifest Properties	N	Mean	StD
Knowledge creation	Management encourages staff to express their ideas openly during meetings.	51	3.6216	.88476
	CT facilities are available and utilized for knowledge creation and dissemination	51	3.3964	1.0468
	The board recognizes and rewards staff who create new knowledge or methods.	51	3.6306	.92371
	Training and workshops are periodically organized to enhance staff understanding and application of new knowledge.	51	3.0631	1.2231
Knowledge sharing	Management provides resources and tools for knowledge sharing and innovation	51	3.4505	1.0508
	There is mutual trust among staff that facilitates knowledge sharing	51	3.3784	1.1525
	I often share knowledge through formal meetings or seminars.	51	3.5586	.91139
	Knowledge sharing improves the efficiency of my job performance	51	2.1712	1.1745
Knowledge application	I apply the knowledge gained from training programs in my daily work activities.	51	1.7928	.52427
	The Board encourages staff to utilize their knowledge to solve work-related problems	51	1.8559	.42312
	The management values and rewards innovative application of knowledge	51	1.8198	.45122
	can easily access information and resources needed to apply knowledge effectively	51	1.8378	.37027
	Valid N (listwise)	51		

Source: SPSS Survey Data output, 2025

Table 1 above illustrates the distribution for the data for the manifest properties of knowledge management. The evidence presented illustrates a mix of both weak and evident distributions for the properties of the variable; highlighting on the varied manifestations of the dimensions with regards to the context. While there appears to be a noted and evident manifestation for the

properties of knowledge creation within the organization; the distribution for knowledge application appear to be weak and poorly manifested; with the distribution for knowledge sharing appearing to have mixed positions on the distribution for the properties. Most of the respondents as observed tend to agree to knowledge creation properties such as

expressing their ideas openly, ICT availability for knowledge creation, reward for new knowledge and training and workshops been organized to facilitate knowledge creation.; however, their response rate in relation to knowledge application is observed to be very

low. This by implication means that there is a disconnection between knowledge creation and knowledge application in RSSSB. It is obvious therefore that there is high level of knowledge creation and knowledge sharing but knowledge application is near absent.

Table 2. Distribution for the indicators of organizational viability

		N	Mean	StD
Adaptability	My board quickly adjust our methods of work to meet new challenges effectively	51	1.7928	.40714
	My board is open to learning new skills that can improve my job performance	31	3.1441	1.15874
	The Board provides sufficient training to help staff adapt to change	51	3.5405	1.00710
	Management communicates effectively during periods of transition.	51	3.5676	.92069
Quality service	Staff demonstrate confidence and professionalism in service delivery	51	2.6847	1.22832
	The board show genuine concern for the needs of students and teachers.	51	2.8198	1.15364
	Services are consistently delivered according to established standards.	51	2.8919	1.18591
	Requests from schools and stakeholders are handled without unnecessary delay	51	2.9009	1.17516
Employee engagement	I feel proud to work with the Rivers State Senior Secondary Schools Board.	51	2.1441	.80732
	I often think about how to improve my performance at work.	51	1.8018	.56921
	I always go the extra mile to complete my tasks.	51	1.8378	.43777
	I receive adequate recognition for my contributions.	51	3.1712	1.14315
Valid N (listwise)		51		

Source: Survey data, 2025

Presented in table 2 above is the result for the distribution for the manifest properties of organizational viability. The result reveals a high level of disparity in line with the views and perceptions held about the manifestations for the variables of the study. This is as mean distributions are observed to be vary substantially in line with scores suggesting agreement to some of the manifest properties of the variable and also scores which reveal weak

and poor levels of agreement to the manifestations of the variables. The evidence suggests that respondents on each measure, offer a variety of views and position that agree to some measures of viability in RSSSB. From the above, employee engagement has the lowest response rating followed by quality service which is moderate while adaptability has the highest response rate.

Table 3. Correlation between Knowledge management and measures of organizational viability

			Knowledge management	Adaptability	Quality of service	Employee engagement
Spearman's rho	Knowledge management	Correlation Coefficient	1.000	.200*	.126	.490**
		Sig. (2-tailed)	.	.036	.186	.000
		N	51	51	51	51
	Adaptability	Correlation Coefficient	.200*	1.000	.393**	.531**
		Sig. (2-tailed)	.036	.	.000	.000
		N	51	51	51	51
	Quality of service	Correlation Coefficient	.126	.393**	1.000	.119
		Sig. (2-tailed)	.186	.000	.	.212
		N	51	51	51	51
	Employee engagement	Correlation Coefficient	.490**	.531**	.119	1.000
		Sig. (2-tailed)	.000	.000	.212	.
		N	51	51	51	51

Source: Survey data, 2025

Based on our analysis above (the SPSS Output) and extant literature our findings include:

1. There is a strong relationship between knowledge creation and organizational viability
2. Knowledge sharing practices through mentoring does positively influence organizational viability via improved teacher preparedness and student outcomes.
3. Rightful application of knowledge does significantly promotes organizational viability

Discussion of findings

For RSSSB, Knowledge Management is not just an efficiency tool; it is a survival mechanism. When knowledge about curricula, examination procedures, teacher training modules, and school performance is systematically managed, the board can maintain continuity across electoral cycles and leadership turnovers. KM reduces the risk of repeating mistakes, accelerates onboarding of new staff, and supports local innovation diffusion. nistration, financial sustainability, and

stakeholder satisfaction.KM can also influences the viability of RSSSB in the following ways:

Enhanced Decision-Making

- Effective KM allows school administrators and staff to access relevant historical data, policy guidelines, and best practices.
- Decisions on curriculum development, staff deployment, resource allocation, and policy implementation become more informed, timely, and strategic.
- Using prior performance data to adjust teacher training or resource distribution improves educational outcomes.

Improved Operational Efficiency

- By systematically capturing knowledge on school operations (e.g., enrollment procedures, examination logistics), KM reduces redundancy and errors.
- Streamlined processes lead to time and cost savings, which is crucial for a government-funded body like RSSSB.
- Digital repositories of teaching materials and administrative forms can reduce duplication of effort across schools.

Knowledge Sharing and Collaboration

- KM fosters a culture of collaboration among teachers, administrators, and policy makers.
- Sharing insights on pedagogy, classroom management, and community engagement ensures **continuous improvement**.
- Example: Workshops, intranet platforms, and peer mentoring can spread innovative teaching methods across schools.

Innovation and Adaptability

- KM enables RSSSB to **anticipate educational trends** and adopt new methods or technologies.
- With knowledge about global educational standards, digital learning, and examination best practices, schools can remain **relevant and adaptive**.
- Introducing e-learning platforms or new assessment methods informed by other successful school boards.

Staff Development and Retention

- KM supports continuous professional development by capturing expert knowledge and facilitating learning opportunities.
- Well-trained and knowledgeable staff are more competent and satisfied, reducing turnover and maintaining institutional memory.
- Mentorship programs and knowledge repositories ensure that retiring teachers' knowledge is preserved for successors.

Accountability and Transparency

- Documented knowledge on finances, policies, and performance metrics increases transparency.
- KM supports evidence-based reporting to government authorities and stakeholders, enhancing credibility and trust.

- Accurate records of school budgets, enrollment, and exam results reduce mismanagement and boost confidence in RSSSB operations

Linking knowledge management and organizational viability to National Development

Reliable secondary education systems produce the graduates necessary for tertiary education and the skilled workforce. By improving organisational viability, the RSSSB helps stabilize the supply of qualified graduates, reduces dropouts, and improves employability. Over time, these gains contribute to increased productivity, lower unemployment, and strengthened civic engagement which are core elements of national development.

Recommendations

1. Organizations should **develop** a three-year knowledge creation strategy for the RSSSB with clear targets, responsibilities, and budget allocations
2. Organizations should also Create a central, access-controlled knowledge sharing document repository for curricula, circulars, training resources, and evaluation reports
3. Organizations should also ensure rightful application of the created and shared knowledge so as to boost its viability.

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