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# Knowledge Management Practices Among Public School Teachers in Iligan City: An Analysis Across Demographic Variables

Julius G. Baldesco[1]; Joseph Michael T. Bentoy[2]; Paula Kristie B. Pepito[3]

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**Abstract: Knowledge management (KM) has been widely recognized as a key mechanism for strengthening organizational learning and improving instructional practices in educational institutions. However, despite its growing importance, empirical evidence on the extent of KM practices among teachers in the Philippine basic education context remains limited, as most existing studies focus on higher education settings. This study assessed the level of KM practices among public-school teachers in Iligan City and examined differences when grouped according to sex, age, teaching experience, and highest educational attainment. Using a descriptive–comparative design, data were gathered from 100 teachers through convenience sampling. The study employed a 24-item KM questionnaire adapted from Özgözügü (2015) (α = .97) rated on a 5-point Likert scale. Analyses were performed with JAMOVI 2.3.28. Frequency, mean and standard deviation, and tests of Shapiro-Wilk and non-parametric statistics (Mann-Whitney U; Kruskal-Wallis H) were used. Results showed that KM has an overall mean of 4.09 (Very Much). Obtaining information ranked the highest (M = 4.25, Completely), followed by storing (M = 4.15, Very Much) and using information (M = 4.10, Very Much) but sharing information was lowest although still high (M = 3.86, Very Much), suggesting there was a relative gap in cross-department knowledge circulation. There were no significant differences between demographic groupings (p > .05). Findings suggest that KM is a school-level culture, not a behavior dependent on demographic factors, suggesting that system-wide routines not addressing demographic interventions are the main source of leverage for improvement. The decreased sharing dimension, in turn, implies the risks of knowledge silos, uneven diffusion of effective practices, and lowest continuity during staff mobility. The study recommends institutionalization of a KM enhancement program which emphasizes cross-knowledge rounds, micro-brief documentation and searchable repository and extending future research through mixed methods and wider coverage of schools.**

***Keywords***: *Knowledge Management Practices, Teacher Collaboration, Knowledge Sharing, Organizational Learning, Philippine Basic Education.*

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## I. INTRODUCTION

In the modern knowledge–driven world, the ability of educational institutions to manage and use knowledge effectively has emerged as a major contributor to sustain innovative processes for better teaching practices. Schools are learning organizations whereby the professional knowledge is continually being formed based on the teaching experiences, training and research. In this regard, Knowledge Management (KM) plays a significant role in capturing, organizing and utilizing knowledge to enhance collaboration, professional learning and institutional effectiveness. However, the ability to systematically organize and share professional knowledge and restrict the possibility of collective learning and ongoing improvement remains a challenge to many schools. With institutions responding to the evolving demands of education, knowledge management is increasingly important. Previous research emphasizes that KM enhances collaboration, helps informed decision-making, and fosters innovation in educational institutions (Ahmad et al., 2021; Razmerita et al., 2020; Raudeliūnienė & Matar, 2022). Although these are documented, limited empirical studies have been conducted on the actual practice level of knowledge management among teachers in the Philippine basic education. Existing studies largely focus on KM in higher education settings, leaving insufficient evidence on how teachers obtain, use, share, and store professional knowledge within schools. Furthermore, there is limited research investigating whether KM practices differ across teacher demographic characteristics such as sex, age, teaching experience, and educational attainment. Addressing this gap is essential for understanding how schools can strengthen collaborative knowledge practices and institutional learning.

This research aims to establish the degree of Knowledge Management practices among teachers in Iligan City in four dimensions namely, getting, using, sharing and storing

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knowledge. The results will be valuable in defining the strengths and improvement areas of the KM practices and provide insight to school leaders and policy makers on how to improve knowledge-sharing systems. It also contributes to the improvement of quality education and supports global initiatives such as SDG 4 (Quality Education) by promoting collaborative and knowledge-driven learning environments.

## II. METHODOLOGY

### *A. Research Design*

This research used a descriptive-comparative research design to identify the level of knowledge management (KM) practices among teachers and to test whether there are significant differences when respondents are classified based on such demographic variables as sex, age, teaching experience, and the highest educational attainment. The descriptive part of the design allowed the researchers to systematically describe the current KM practices of teachers in terms of obtaining, using, sharing, and storing information while the comparative aspect allowed for the analysis of potential differences in these practices across various demographic groups. This approach is suitable for those studies which seek to describe what exists and study differences between groups without manipulating any variables. Through this design, the researchers were able to obtain a good understanding of the behaviors of teachers towards KM and been able to compare the responses of different teacher profiles in the School Year 2025-2026.

### *B. Research Participants*

The research participants were composed of 100 public school teachers of Iligan City that were randomly chosen through convenience sampling. The respondents came from different demographic backgrounds in terms of sex and age, teaching experience and highest educational attainment. These participants were chosen because they were directly involved in instructional processes and organizational practices in which knowledge management activities occur.

### *C. Research Instrument*

The primary data for this study were collected by using a Knowledge Management (KM) questionnaire adopted from the instrument developed by (Ozgouzugur, 2015). The questionnaire was built to measure to what extent teachers practice knowledge management in their school environment. The instrument is comprised of twenty-four (24) statements in four key dimensions of knowledge management: obtaining information, using information, sharing information, and storing information. Each dimension represents an important process in the knowledge management cycle in educational institutions.

The obtaining information dimension measures how teachers acquire relevant knowledge from internal and external sources such as professional development activities, research, and institutional data. The using information dimension assesses the extent to which teachers apply acquired knowledge in instructional practices, planning, and decision-making. The sharing information dimension examines collaborative practices where teachers exchange ideas, resources, and professional insights with colleagues. Meanwhile, the storing information dimension evaluates how knowledge is documented, archived, and preserved for future reference and institutional learning. The instrument used a five-point Likert scale for measuring level of agreement of the respondents to each statement. The scale ranged from 5 - Completely, 4 - Very Much, 3 - Somewhat, 2 - Slightly to 1 - Never, allowing the respondents to indicate the degree to which each of the knowledge management practices are implemented in their school. The use of a Likert-type scale allowed the researchers to measure teachers' perceptions and experiences regarding knowledge management practices and is thus applicable for descriptive and comparative statistical analysis. The questionnaire showed high internal consistency with a Cronbach's alpha coefficient of 0.97, suggesting that the items are consistent in measuring the intended constructs of knowledge management practices.

### *D. Data Gathering Procedure*

Prior to the conduct of the study, formal permission to collect data was sought from the Schools Division Superintendent of Iligan City and the school head of the selected public school. After obtaining the required approvals, the researchers coordinated with the school administration for scheduling the administration of the research instrument. The questionnaires were personally distributed to the teacher respondents, and clear instructions were provided to guide them in answering the items accurately. The respondents were given sufficient time to complete the questionnaire to ensure thoughtful and honest responses. After completion, the researchers retrieved the questionnaires, checked them for completeness and accuracy, and organized the responses for encoding. The collected data were then systematically recorded and prepared for statistical analysis to address the objectives of the study.

### *E. Ethical Considerations*

Ethical standards were strictly observed throughout the conduct of the study to ensure the protection of the participants and the integrity of the research process. The respondents were clearly informed about the purpose and objectives of the study, and their participation was voluntary. They were assured that they had the right to decline participation or withdraw at any time without any consequences. The researchers also emphasized that all responses would be treated with strict confidentiality and anonymity, and no identifying personal information was collected from the participants. The data gathered were used solely for academic and research purposes and were securely stored to prevent unauthorized access. Throughout the study, the researchers ensured that the rights, privacy, and dignity of the participants were respected, in accordance with established institutional and ethical guidelines for research involving human participants.

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## III. RESULTS AND DISCUSSION

### *A. The Demographic Profile of the Respondents*

➢ *In terms of Sex*

Table 1 indicates the sex distribution of the teacher-respondents of the research locale. Out of the 100 surveyed teachers, 63 (63%) are female and 37 (37%) are male. This shows that the teaching workforce within the school is mostly female. The result is typical of the situation of basic education in the Philippines where females constitute the majority of the teaching profession. The disproportionate representation presupposes that teaching is still a gender-skewed occupation where women fill more positions in instructional work as compared to men. This demographic landscape is important as it informs the interpretation of perceptions on knowledge management that follows, since the composition of the organization's gender structure may influence habits of the organization, communication dynamics and collaborative practices.

Table 1. Demographic Profile of the Respondents in Terms of Sex

| Sex | Frequency | Percentage |
|---|---|---|
| Male | 37 | 37% |
| Female | 63 | 63% |
| Total | 100 | 100% |

The female predominance from this profile is consistent with Zhao & Gao (2025) who reported that the basic education across the Asian contexts is largely staffed by female teachers due to the cultural expectations and occupational feminization in schooling. Similarly, Yang (2020) commented on the fact that teaching roles in early and primary levels are strongly gendered with more women than men represented because of perceived congruence between nurturing roles and teaching. However, Alemdar and Aytaç (2022) argue that gender imbalance in the teaching force occasionally leads to limited diversity in knowledge exchange and decision-making patterns that may have implications for innovation and leadership distribution in school.

➢ *In Terms of Age*

Table 2 shows the age distribution of the teacher-respondents from the research locale. The group with the highest proportion is teachers in 30 - 39 years old (40%), followed by teachers in 40 - 49 years old group (27%), 20 - 29 years old (25%) and 50 years old and above (8%). This provides evidence that the faculty is made up of teachers which are in their early to mid-career stages. The presence of a predominate 30s-aged group of teachers suggests a relatively young to mid-professional group of teachers, possibly one that is characterized by active engagement and acceptance of innovation. The fact that there are teachers 40 years and over implies the combination of experience and institutional memory, as well as the smaller number of teachers 50+ perhaps implying retirement and generational turnover in public and basic education institutions.

Table 2. Demographic Profile of the Respondents in Terms of Age

| Age | Frequency | Percentage |
|---|---|---|
| 20 - 29 years old | 25 | 25% |
| 30 - 39 years old | 40 | 40% |
| 40 - 49 years old | 27 | 27% |
| 50 years old and above | 8 | 8% |
| Total | 100 | 100% |

The findings suggests that the school's teaching force is largely in productive and professionally stable years. This age composition has implications for practices of knowledge management, since mid-career teachers are often in a position of both being knowledge users and knowledge carriers contributing to both continuation and innovation. The dominance of teachers in the 30-39 range is consistent with the findings of Zheng & Zhang (2021) who observed that the mid-career group of teachers typically form the "functional core" of the school, having large instructional loads and participating in institutional processes that influence knowledge practices. Likewise, Lin & Wei (2023) state that teachers in this age cohort are generally more adaptive to professional learning and so are the center actors of knowledge acquisition and application. However, the comparatively smaller percentage of older teachers is consistent with Zhao & Gao (2025), who reported that seasoned educators often transition to non-classroom roles or retirement, which may reduce their presence in survey-based samples and influence the continuity of tacit knowledge transfer.

➢ *In Terms of Teaching Experience*

Table 3 shows that the largest group is teachers with 6-10 years of experience (28%), followed by that with 11-15 years (25%). Respondents with 3-5 years (15%), 2 years and below (11%) and 16-20 years (11%) follow, while the smallest group is respondents with 20 years and above (10%) of service. The profile reveals that the group of respondents is made up mostly of teachers in the mid-career phase (6-15 years), usually the time in which teachers are in a state of professional stability, in-depth competence and active involvement in the practices of the institution. The lower percentage of teachers in the early phase (2 years and below) and late phase (20+ years) may indicate that the population is skewed toward the middle of the professional lifespan.

Table 3. Demographic Profile of the Respondents in Terms of Teaching Experience

| Teaching Experience | Frequency | Percentage |
|---|---|---|
| 2 years and below | 11 | 11% |
| 3 - 5 years | 15 | 15% |
| 6 - 10 years | 28 | 28% |
| 11 - 15 years | 25 | 25% |
| 16 - 20 years | 11 | 11% |
| 20 years and above | 10 | 10% |
| Total | 100 | 100% |

The results indicate that most of the teachers have moderate to extensive teaching tenure, which is relevant to understanding the results of later analyses of knowledge

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management, as teaching tenure plays an important role in how knowledge is used and shared as well as in the maintenance of organizational memory. Teachers with greater years of experience are more likely to contribute tacit knowledge and institutional continuity, whereas teachers within the 6-10-year bracket are often more active in applying and integrating new knowledge that is generated by the school.

The concentration of teachers in the mid-experience range is consistent with the findings of Xu (2020), who identified that teachers in the 6-15-year segment usually act as an "institutional carrier" of knowledge, because of their familiarity with school systems as well as their professional maturity. Similarly, Barcena Orbe (2025) described that mid-career educators are those who mediated between foundational teaching norms and emerging reforms which makes them pivotal in knowledge translation. The comparatively lower number of highly veteran teachers makes sense with Zhao and Gao (2025) noting that more senior educators are likely to move into administrative positions in schools or retire, so the number of highly veteran teachers may end up being disproportionately small in faculty surveys, and this may influence the average transmission of long-held organizational knowledge.

➢ *In terms of Highest Educational Attainment*

Table 4 showed that the majority of respondents have either a Bachelor's degree (32%) or Bachelor's with MA/MS units (37%), representing a combined 69% that are in or before the graduate leadership formation. Meanwhile, 15% hold a full Master's degree and 13% have doctoral units and 3% have undertook a doctoral degree. This means that a significant number of teachers have or are working on graduate level qualifications. The high concentration of teachers whose backgrounds are limited to undergraduate degrees or continuing graduate study indicates an academic workforce that is in a state of professional credential development. The existence of teachers with advanced academic credentials in the form of a master's and doctoral degree, though in the minority, reflects school's investment in maximum qualifications, probably owing to promotion and teacher professionalization policies.

Table 4. Demographic Profile of the Respondents in Terms of Highest Educational Attainment

| Highest Educational Attainment | Frequency | Percentage |
|---|---|---|
| Bachelor's degree | 32 | 32% |
| Bachelor's with MA/MS units | 37 | 37% |
| With Master's degree | 15 | 15% |
| With doctoral units | 13 | 13% |
| With doctoral degree | 3 | 3% |
| Total | 100 | 100% |

The findings show a teaching force that is largely professionally active in graduate-level progression. This has implications for the succeeding knowledge management results, as teachers with a graduate exposure generally have a greater engagement with the practice of research-informed knowledge and structured documentation conventions, as compared to the bachelor trained teachers.

The dominance of teachers in graduate pursuit is consistent with Reeve-Lobaugh (2024) who reported on the significant improvement of teacher capacity for evidence-based knowledge use and reflective practice as a result of graduate-level exposure. Similarly, Caslib (2021) argued that because of the nature of graduate studies, teachers pursuing graduate studies tend to demonstrate higher engagement with KM since the discourse in graduate studies involves teaching students how to do scholarly inquiry, archiving knowledge, and collaborating as professionals. Nevertheless, Alemdar and Aytac (2022) warn that increased education level is not necessarily accompanied by institutionalized KM unless the school instills mechanisms that would transform individual academic knowledge into the organizational one.

*B. Level of Knowledge Management among Teachers*

➢ *In Terms of Obtaining Information*

Table 5 shows the teachers' assessment of knowledge management practices in terms of obtaining information. The computed weighted mean is 4.25 (SD = .22) which falls under the qualitative interpretation "Completely." This means that educators feel that the school is successfully undertaking vigorous traditions of attaining information pertinent to teaching and administration. Among the indicators, the highest mean was recorded for the item *"We use technology to obtain information that supports learning and management"* (M = 4.31; SD = .47), indicating strong reliance on digital platforms and online resources for information acquisition. By contrast, the lowest mean was found in *"There are regular efforts to gather feedback from students and parents"* (M = 4.18; SD = .39), though still rated "Very Much", showing that stakeholder feedback is practiced but slightly less consistent compared to other sources of information.

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Table 5. The Level of Knowledge Management Among Teachers in Terms of Obtaining Information

| | Mean | SD | Descriptive Equivalent |
|---|---|---|---|
| Our school actively seeks information from external sources (e.g., research, reports, best practices). | 4.30 | .46 | Completely |
| We frequently collect data to inform school decisions. | 4.25 | .44 | Completely |
| Teachers are encouraged to look for new information relevant to their work. | 4.20 | .40 | Completely |
| There are regular efforts to gather feedback from students and parents. | 4.18 | .39 | Very Much |
| Our school head promotes the acquisition of new knowledge for school improvement. | 4.27 | .45 | Completely |
| We use technology to obtain information that supports learning and management. | 4.31 | .47 | Completely |
| Weighted Mean | 4.25 | .22 | Completely |

The consistent high ratings indicate a systematic institutional culture that values knowledge acquisition from multiple channels such as research-based sources, data collection, technological platforms, and professional inputs. The fact that the stakeholder feedback rating was slightly lower implies that there should be more inclusive information practices in the area that involve parents and learners. In addition, the results also indicate that there is a full implementation of knowledge acquisition measures in the school. It implies that the school does not work in isolation but incorporates internal and external knowledge systems to make informed decisions and improve consistency. This is in line with Roth et al. (2020) who made the statement that successful schools are willing and purposely learn new information to maintain informed and ethical educational choices. On the same note, Lin and Wei (2023) found out that information-seeking culture in a school is more adaptive, and instructional decisions are evidence-based. Reyes (2022) discovered that schools in the Philippines which actively procure outside research evidence and policy updates show robust instructional reforms and greater preparedness to make curriculum change like MATATAG. In addition, Cañete and Manaligod (2021) reported that the institutional practice of acquiring knowledge through benchmarking, training, and policy scanning correlates with improved school-based decision-making and teacher professionalism. On the other hand, the lower mean in stakeholder feedback aligns with Zheng and Zhang (2021) who warned that while schools invest in formal and technological means of knowledge acquisition, participatory feedback mechanisms are often underutilized, risking a disconnect between institutional decision-making and ground-level realities. A similar finding in the Philippine context was reported by Llego (2020), who argued that many schools do not systematize parental and learner feedback despite mandates under SBM, leading to gaps between policy intentions and actual classroom needs.

- *In Terms of Using Information*

The level of knowledge management among teachers in terms of using information obtained a weighted mean of 4.10 (SD = .24) which is descriptively interpreted as "Very Much." This indicates that schools do not merely acquire knowledge but actively apply it in teaching, curriculum planning, decision-making, and problem-solving processes. The highest mean was obtained by the item *"Knowledge gained is effectively applied in our teaching practices"* (M = 4.15; SD = .36), reflecting teachers' strong recognition that acquired knowledge is translated into instructional practice. The lowest mean was recorded for *"We use shared knowledge to guide curriculum and instructional strategies"* (M = 4.05; SD = .22), though still interpreted as "Very Much," suggesting that while knowledge is applied individually and in decision-making, the communal or collaborative use of knowledge for curriculum steering may be slightly less emphasized. The clustered means show a high level of uniformity in responses, signaling that teachers consistently perceive the school as effectively utilizing knowledge. The slight difference between the highest and lowest means suggests that individual and managerial application of knowledge is relatively stronger than its structured integration into curriculum frameworks.

Table 6. The Level of Knowledge Management among Teachers in Terms of Using Information

| | Mean | SD | Descriptive Equivalent |
|---|---|---|---|
| Knowledge gained is effectively applied in our teaching practices. | 4.15 | .36 | Very Much |
| School management uses collected information in decision-making. | 4.08 | .27 | Very Much |
| Teachers integrate new knowledge into classroom instruction. | 4.11 | .31 | Very Much |
| Our school applies information to solve problems and improve outcomes. | 4.11 | .31 | Very Much |
| We use shared knowledge to guide curriculum and instructional strategies. | 4.05 | .22 | Very Much |

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| | | | |
|---|---|---|---|
| Information gathered is directly applied in planning and implementation. | 4.08 | .27 | Very Much |
| Weighted Mean | 4.10 | .24 | Very Much |

The results demonstrate that the school very much practices the application of knowledge, not only gathering information but using it to refine teaching, inform decisions, solve problems, and plan improvements. The perception that knowledge is used in practical contexts supports the argument that the school functions as a knowledge-driven organization, consistent with contemporary educational governance models. The strong utilization of knowledge in teaching and decision-making aligns with Carr (2023) who argues that instructional improvement depends on the *applied circulation* of professional knowledge among practitioners. Similarly, Lin and Wei (2023) observed that schools with more systematic knowledge utilization in their daily pedagogy have a better professional culture of learning and teaching, as well as more reliable quality of instruction. In his study, Reyes (2022) discovered that in places where evidence-based instructional choices were made (e.g. benchmarking results) in public schools, there were increased teacher confidence and more consistent school improvement planning. Equally, Cañete and Manaligod (2021) have reported that the extent of likely decision-making in Philippine basic education rises when administrators and teachers put the learned knowledge into practice instead of accumulating or discussing it. However, the comparatively low score on the application of shared knowledge to inform curriculum is indicative of a trend that is present in the majority of schools wherein knowledge is not transformed into curricular tools, as such restricting institutional learning. Similar situation is also observed in the Philippine case as Llego (2020) found that schools tend to accumulate and use knowledge in informal ways but cannot systematize it into curricular or policy frameworks, which leads to lack of continuity and poor institutional memory.

➢ *In Terms of Sharing Information*

The level of knowledge management among teachers in terms of sharing information obtained a weighted mean of 3.86 (SD = .28), interpreted as "Very Much." This indicates that teachers perceive their school as frequently engaging in practices that facilitate the exchange of professional knowledge, ideas, and resources among colleagues and departments. The highest mean was shared by two items: *"Teachers regularly share knowledge and resources with colleagues"* (M = 3.90; SD = .36); and *"We use meetings and workshops to disseminate knowledge"* (M = 3.90; SD = .36). These results suggest that both informal peer exchange and formal organized settings serve as established channels for knowledge dissemination. Meanwhile, the lowest mean was recorded on *"Knowledge is openly shared across different departments or grade levels"* (M = 3.80; SD = .43), indicating that while knowledge sharing exists, cross-departmental or vertical integration of knowledge may still be less frequent relative to within-team sharing.

Table 7. The Level of Knowledge Management among Teachers in Terms of Sharing Information

| | **Mean** | **SD** | **Descriptive Equivalent** |
|---|---|---|---|
| Teachers regularly share knowledge and resources with colleagues. | 3.90 | .36 | Very Much |
| There are opportunities to discuss and exchange professional knowledge. | 3.87 | .34 | Very Much |
| Our school head encourages collaborative sharing of information among teachers. | 3.82 | .39 | Very Much |
| We use meetings and workshops to disseminate knowledge. | 3.90 | .36 | Very Much |
| Knowledge is openly shared across different departments or grade levels. | 3.80 | .43 | Very Much |
| There is a culture of trust that supports the free exchange of ideas. | 3.85 | .44 | Very Much |
| Weighted Mean | 3.86 | .28 | Very Much |

The overall result and the narrow range of the means demonstrate perceived consistency in knowledge-sharing efforts. The slightly lower value for inter-departmental sharing hints that knowledge exchange may still operate more strongly in localized or departmental clusters rather than school-wide circulation. Findings affirm that the school very much practices knowledge sharing, an essential dimension of KM that ensures knowledge is not merely stored but socially circulated for pedagogical and organizational benefit. The findings support the role of the school as a learning community in which experts are involved in lifelong learning processes and reflections. This is in line with Gerker (2023) who stated that a long term dissemination of pedagogical knowledge among communities of teachers develops a professional identity that is based on collective effort and reflective enhancement. Likewise, Similarly, Claudel et al. (2024) affirmed that the culture of knowledge sharing helps in the growth and expansion of deeper practices and professional co-formation among teachers. The comparatively lower mean on cross-level sharing, however, is indicative of what was found by Pacquing (2020), which is a fragmentation in the knowledge circulation within schools wherein knowledge is still being held in grade-level silos, causing institutional coherence and learning across school level.

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➢ *In Terms of Storing Information*

The results show that the level of knowledge management among teachers in terms of storing information achieved a weighted mean of 4.15 (SD = .19), which is interpreted as "Very Much." This suggests that the school systematically maintains, organizes, and preserves knowledge for present and future instructional and administrative use. The highest mean was recorded in the item *"Stored knowledge is updated and organized for future use"* (M = 4.18; SD = .39), indicating proactive practices not only in storing but also in keeping stored information current and usable. The lowest mean was obtained for *"The school has systems in place for archiving and retrieving data"* (M = 4.12; SD = .33), although still interpreted as "Very Much," suggesting that while archival systems exist, they may not yet be perceived as maximally systematic or fully optimized.

Table 8. The Level of Knowledge Management Among Teachers in Terms of Storing Information

| | Mean | SD | Descriptive Equivalent |
|---|---|---|---|
| Important school information is systematically documented. | 4.17 | .38 | Very Much |
| We maintain records that can be easily accessed when needed. | 4.13 | .34 | Very Much |
| Knowledge and resources are stored in ways that staff can use later. | 4.16 | .37 | Very Much |
| The school has systems in place for archiving and retrieving data. | 4.12 | .33 | Very Much |
| We keep digital or physical repositories of instructional resources. | 4.14 | .35 | Very Much |
| Stored knowledge is updated and organized for future use. | 4.18 | .39 | Very Much |
| Weighted Mean | 4.15 | .19 | Very Much |

Teachers perceive strong institutional practices in the preservation of instructional and administrative knowledge. The slight gap between items suggests that the mechanics of storage (updating and organizing) are perceived to be slightly stronger than the institutionalization of archival systems, which may still depend on local practices or not yet fully standardized across units. The finding clearly shows that the school "very much" engages in knowledge storage, supporting its capacity to function as a knowledge-sustaining organization. Proper storage ensures continuity, prevents loss of institutional memory, and enables knowledge reuse, critical for decision-making and instructional alignment. The finding aligns with Xu (2020) who stressed the importance of consistent archival and documentation habits as the foundation of the ethical character of teaching institutions since they allow continuity, responsibility, and mindful re-use of past experiences. Equally, Berard et al. (2024) observed that knowledge in the well-governed educational settings is not just learnt and afterwards retained, but also maintained by institutional memory systems that facilitate long-term pedagogical coherence. However, the comparatively low score on formal archiving is consistent with Zhao and Gao (2025) who also found that schools tend to have repositories but do not have built-in retrieval procedures, which makes knowledge available but not necessarily easy to search or institutionalized.

➢ *The Level of Knowledge Management among Teachers*

Table 9 presents the overall mean of teachers' level of knowledge management (KM) across its four core dimensions: obtaining, using, sharing, and storing information. The results reveal an overall mean of 4.09 (SD = .15), interpreted as "Very Much." This indicates that teachers generally perceive that their institution strongly practices knowledge management, although with varying intensity across components.

Table 9. The Level of Knowledge Management Among Teachers

| | Mean | SD | Descriptive Equivalent |
|---|---|---|---|
| Obtaining Information | 4.25 | .22 | Completely |
| Using Information | 4.10 | .24 | Very Much |
| Sharing Information | 3.86 | .28 | Very Much |
| Storing Information | 4.15 | .19 | Very Much |
| **Overall mean** | **4.09** | **.15** | **Very Much** |

Among the four dimensions, the highest mean was observed in Obtaining Information (M = 4.25), suggesting that teachers perceive the school as highly effective in gathering and sourcing relevant data, research, and feedback for instructional and managerial use. The lowest mean, meanwhile, was recorded in Sharing Information (M = 3.86) still rated "Very Much," but implying that collaboration and open knowledge exchange could be strengthened further to sustain institutional learning. The overall "Very Much" rating underscores a healthy culture of information use, knowledge application, and documentation within the school. The increased score in the area of knowledge acquisition is an indicator of active involvement in evidence-based planning and decision-making, and the comparatively low score in the area of information sharing is an indicator of a widespread organizational issue which makes sure that the knowledge

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gathered and stored is distributed across departments and levels of teaching. This implies that the site of the research shows a mature but dynamic KM culture. The school is constantly incorporating the knowledge acquisition, application, and retention in their activities, which are the necessary requirements of institutional learning. Nevertheless, the fact that the sharing score is a little bit lower implies that more systematized approach to collaborative learning, mentoring, and data-sharing practices can be used in order to make sure that organizational knowledge is beneficial to all the members of the faculty. Accordingly, Reeve-Lobaugh (2024), the functional knowledge becomes institutional improvement only when it is actively utilized and shared by the others, not when it is stored away in libraries. On the same note, Fernandez (2022) discovered that learning institutions that have systematic operations of utilizing and sharing knowledge build more adaptive and long-term professional learning cultures. This is in line with the findings of Bérard et al. (2024) who pointed out that robust KM systems maintain cohesiveness of teacher identity and institutional continuity. According to Reyes (2022), the evidence-based decision-making practice is a significant beginning to teacher collaboration and leadership in basic education schools. Similarly, Cañete and Manaligod (2021) reported that the effectiveness of decision-making in Philippine basic education is associated with intentional use of knowledge in the planning and improvement of performances of the lesson. On the other hand, Llego (2020) cautioned that although schools tend to gather information and records in order to comply or to be accredited, these, however, are not necessarily shared and made operational, which reminds the existing result of weaker knowledge-sharing.

### *C. Test of Significant Difference in Perceived Knowledge Management*

➢ *When Grouped According to Sex*

As shown in Table 10, the findings indicated that the male and female teachers practiced knowledge management through knowledge management dimensions; to a very high degree, or a hundred percent practiced all four dimensions: information obtaining, use, sharing, and storing. Male teachers' mean scores were slightly high in sharing information (M = 3.91), while female teachers scored high on obtaining information (M = 4.28) and storing information (M = 4.15). Nonetheless, the calculated p-values (between .084 and.692) revealed that there was no significant difference between the perceptions of the male and female teachers on knowledge management.

Table 10. Test of Significant Difference in Perceived Knowledge Management when Grouped According to Sex

| **Demographic Profile** | | **Obtaining Information** | | **Using Information** | | **Sharing Information** | | **Storing Information** | |
|---|---|---|---|---|---|---|---|---|---|
| | | ***Mean*** | ***QE*** | ***Mean*** | ***QE*** | ***Mean*** | ***QE*** | ***Mean*** | ***QE*** |
| Sex | Male | 4.21 | *C* | 4.10 | *VM* | 3.91 | *VM* | 4.14 | *VM* |
| | Female | 4.28 | *C* | 4.09 | *VM* | 3.83 | *VM* | 4.15 | *VM* |
| Mann-Whitney U-value | | *932* | | *1127* | | *1008* | | *1048* | |
| p-value | | *.084* | | *.692* | | *.188* | | *.368* | |

*Qualitative Equivalent (**QE**): **C** – Completely; **VM** – Very Much**; S –** Somewhat*

All p-values were above 0.05 statistically, which indicates that sex did not have a significant impact on the teacher perception and practice of knowledge management. Even though the means of female teachers were somewhat higher in terms of obtaining and storing information, and males scored somewhat higher in sharing information, these deviations were not significant enough and could be statistically rejected. There was a stable level of involvement of both male and female teachers in the practice of knowledge management, and the proof that gender did not influence their acquisition, application, and sharing of professional knowledge in the school.

This observation meant that the management of knowledge was a common professional culture, and not a practice along gender lines. Teachers of both sexes were all equal in the process of seeking information, using the information that they found, exchanging ideas, and maintaining teaching materials. This may translate to the school setting that fosters equality in participation and cooperation, irrespective of gender. The finding also indicated that the school policies and activities related to professional development were inclusive and gender balanced, enabling both men and women to have equal opportunities to participate in learning and sharing knowledge-related tasks.

This finding upheld the assertion of Zhao and Gao (2025), who have discovered that gender disparities hardly influence teachers in knowledge management practices, as both sexes of teachers operate within the same systems in an institution that promotes cooperation. On the same note, Lin and Wei (2023) highlighted how organizational practices can affect knowledge-sharing behaviors and gender influences these behaviors significantly compared to gender itself. Conversely, Alemdar and Aytac (2022) stated that even some schools have not eliminated gender imbalance in leadership-level participation, thus, which may influence decision-making and communication one way or another. Nevertheless, no gender disparity result was significant in this research study, which has supported the view that knowledge management in the research locale has been practiced collectively, trademarking the school as an inclusive and a learning organization.

➢ *When Grouped According to Age*

The findings in Table 11 show that knowledge management was consistently practiced by teachers of all age groups across all dimensions: obtaining, using, sharing, and

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storing information with mean scores ranging from "Very Much" to "Completely." Although teachers aged 40–49 scored slightly higher in obtaining (M = 4.33) and using information (M = 4.13), the differences were not statistically significant as indicated by p-values between .065 and .509, all greater than the .05 threshold. This means that age did not significantly influence teachers' engagement in knowledge management. The statistical findings indicated that old teachers (especially those aged between 40-49 years) had a slightly higher score in gaining and using information, although the scores did not significantly differ across the age groups. This implied that all teachers, regardless of their age, would be equally active in acquiring, using, and retaining knowledge in the school. The p-values (.165 to obtain, .509 to use, .106 to share, and.065 to store) were all above the 0.05 threshold, thus showing that age did not play a significant role in the teacher practice of knowledge management. The finding showed that in the school environment, professional learning, sharing of knowledge, and documentation were equally practiced by both younger and older teachers.

Table 11. Test of Significant Difference in Perceived Knowledge Management when Grouped According to Age

| Demographic Profile | | Obtaining Information | | Using Information | | Sharing Information | | Storing Information | |
|---|---|---|---|---|---|---|---|---|---|
| | | ***Mean*** | ***QE*** | ***Mean*** | ***QE*** | ***Mean*** | ***QE*** | ***Mean*** | ***QE*** |
| Age | 20 - 29 years old | 4.26 | *C* | 4.06 | *VM* | 3.97 | *VM* | 4.16 | *VM* |
| | 30 - 39 years old | 4.20 | *C* | 4.09 | *VM* | 3.78 | *VM* | 4.11 | *VM* |
| | 40 - 49 years old | 4.33 | *C* | 4.13 | *VM* | 3.87 | *VM* | 4.19 | *VM* |
| | 50 years old and above | 4.25 | *C* | 4.13 | *VM* | 3.83 | *VM* | 4.19 | *VM* |
| Kruskal Wallis U-value | | *5.10* | | *2.32* | | *6.13* | | *7.21* | |
| p-value | | *.165* | | *.509* | | *.106* | | *.065* | |

*Qualitative Equivalent (**QE**): **C** – Completely; **VM** – Very Much**; S –** Somewhat*

The results suggested that knowledge management was a culture across schools that had no age difference. Younger teachers were equally engaged in the purchase and utilization of new information as were the older teachers, and experienced teachers were busy updating and preserving institutional information. This implied that the school created a cooperative setting in which teachers, irrespective of their age, engaged in the sharing of ideas and professional knowledge. It also showed that the mentoring process and teamwork between the older and younger educators were probably in existence, which also led to the unceasing learning and regular implementation of the knowledge in the organization.

This observation was consistent with Lin and Wei (2023) because they discovered that organizational learning culture had a stronger effect on professional knowledge practices in comparison to the age of teachers. In the same manner, Zhao and Gao (2025) pointed out that learning communities in schools enable young teachers as well as experienced teachers to contribute and share in common knowledge. Barcena Orbe (2025) observed that the middle-career educators could close the gaps between generations and provide an atmosphere of learning and sharing of knowledge with each other. Despite the possibility that age may be a deficiency in the participation of knowledge, the current study indicated that age was not a barrier to knowledge participation, and this implied the inclusive and cooperative culture of the school.

➢ *When Grouped According to Teaching Experience*

Table 12 showed that teachers, irrespective of their years of teaching experience, practiced knowledge management in all four dimensions completely or very much. Teachers with 2 years or fewer years of experience had the best mean scores in getting information (M = 4.35), storing information (M = 4.23), and sharing information (M = 3.77) had the least mean scores, respectively. Even though these differences were minor, the p-values were in the range of .208 and .781, all of which exceeded the 0.05-value, indicating that there were no significant differences in knowledge management practices among teachers in terms of teaching experience.

Table 12. Test of Significant Difference in Perceived Knowledge Management when Grouped According to Teaching Experience

| Demographic Profile | | Obtaining Information | | Using Information | | Sharing Information | | Storing Information | |
|---|---|---|---|---|---|---|---|---|---|
| | | ***Mean*** | ***QE*** | ***Mean*** | ***QE*** | ***Mean*** | ***QE*** | ***Mean*** | ***QE*** |
| Teaching Experience | 2 years and below | 4.35 | *C* | 4.21 | *C* | 3.70 | *VM* | 4.23 | *C* |
| | 3 - 5 years | 4.14 | *VM* | 4.12 | *VM* | 3.84 | *VM* | 4.19 | *VM* |
| | 6 - 10 years | 4.26 | *C* | 4.09 | *VM* | 3.90 | *VM* | 4.15 | *VM* |
| | 11 - 15 years | 4.27 | *C* | 4.08 | *VM* | 3.89 | *VM* | 4.10 | *VM* |
| | 16 - 20 years | 4.21 | *C* | 4.00 | *VM* | 3.77 | *VM* | 4.11 | *VM* |
| | 20 years and above | 4.27 | *C* | 4.10 | *VM* | 3.93 | *VM* | 4.17 | *VM* |
| Kruskal-Wallis U-value | | *7.17* | | *3.90* | | *6.42* | | *2.47* | |
| p-value | | *.208* | | *.565* | | *.267* | | *.781* | |

*Qualitative Equivalent (**QE**): **C** – Completely; **VM** – Very Much**; S –** Somewhat*

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The new teachers (2 years or less) were a little more active in the acquisition and retention of knowledge, whereas the mid-career teachers (6-15 years) had been consistent at all dimensions in the acquisition of knowledge, storage of this knowledge, and retrieval. The most senior teachers (20 years and above) continued to indicate that they were highly involved in all aspects, particularly the use and storage of information, which is highly rated as very much. The p-values that are not significant showed that the length of teaching experience was not statistically significant in determining how teachers managed knowledge in the school. This demonstrated that knowledge management was an institutional commonality, no matter what the level of the teacher was, whether novice, mid-career, or veteran.

This observation meant that knowledge management was a culture within the school, and not based on the duration of the service of the teachers. The younger teachers appeared to want to gather and accumulate knowledge, which is probably because they saw new technologies and training, whereas less experienced teachers may have had experience to direct their information enterprises and disclosures. The result further implied that the relationship between new and senior teachers encouraged healthy interaction of the ideas, which contributed to maintaining sustainability in the knowledge base of the school. It was a symbol of a balanced working atmosphere over which all teachers, no matter how long their service, were contributors to the gathering, implementing, distributing, and preserving useful educational data.

The finding was in line with the statement of Xu (2020) who posited that knowledge management depends on institutional culture rather than experience when it comes to the engagement of teachers in the practice. Likewise, Reeve-Lobaugh (2024) pointed out that knowledge-sharing structures in the school make both the novice and veteran teachers equally involved in the process of learning together. Barcena Orbe (2025) notes that mid-careers are usually the perspective of younger and older educators in the same institution, as they tend to connect the generations of teachers, maintaining the knowledge continuum. Lin and Wei (2023) also emphasized that the sustainability of the knowledge practices is based on organizational leadership, rather than tenure, because even novice teachers can become active contributors in case the environment promotes their engagement. Therefore, a non-significant difference in this study confirmed the fact that Iligan City Central School had nurtured an inclusive and experience-balanced learning culture that regards knowledge management as a shared responsibility of everyone.

- *When Grouped According to Highest Educational Attainment*

The findings in Table 13 indicated that teachers, irrespective of their education level, fully or very much applied the process of knowledge management in all four dimensions: obtaining, using, sharing information, and storing information. The most proficient and best-scoring teachers in terms of information storage were teachers with a master's degree (M = 4.21) and teachers with doctoral degrees, with slightly lower means on all the dimensions, but still in the very much category. All the calculated p-values of between 0.702 and 0.935 were beyond the values of 0.05, which implies that no significant difference was shown in the application of knowledge management practices among teachers who were grouped based on their degree of educational attainment.

Table 13. Test of Significant Difference in Perceived Knowledge Management when Grouped According to Highest Educational Attainment

| Demographic Profile | | Obtaining Information | | Using Information | | Sharing Information | | Storing Information | |
|---|---|---|---|---|---|---|---|---|---|
| | | ***Mean*** | ***QE*** | ***Mean*** | ***QE*** | ***Mean*** | ***QE*** | ***Mean*** | ***QE*** |
| Highest Educational Attainment | Bachelor's degree | 4.25 | *C* | 4.09 | *VM* | 3.87 | *VM* | 4.13 | *VM* |
| | Bachelor's with MA/MS units | 4.27 | *C* | 4.05 | *VM* | 3.84 | *VM* | 4.14 | *VM* |
| | With Master's degree | 4.26 | *C* | 4.14 | *VM* | 3.90 | *VM* | 4.21 | *C* |
| | With doctoral units | 4.19 | *VM* | 4.15 | *VM* | 3.79 | *VM* | 4.17 | *VM* |
| | With doctoral degree | 4.22 | *C* | 4.22 | *C* | 3.94 | *VM* | 4.11 | *VM* |
| Kruskal Wallis U-value | | *2.051* | | *2.185* | | *0.823* | | *1.597* | |
| p-value | | *.726* | | *.702* | | *.935* | | *.809* | |

*Qualitative Equivalent (QE): C – Completely; VM – Very Much; S – Somewhat*

The findings implied that irrespective of the kind of degree that the teacher had, be it bachelor's, master or doctoral, the level at which the teacher engaged in knowledge management was usually similar. The low differences in the means, like a greater value of teachers having master's degrees in storing and using information, made no substantial difference that can be regarded as significant. All p-values (.726 to obtain, .702 to use, .935 to share, and.809 to store) were above the 0.05 value, which allowed concluding that there is no significant educational level difference (measured by p-value) in the way teachers obtain, share, or store knowledge. This tendency in education levels created an implication that knowledge management was a universal practice, which was performed consistently among teachers, irrespective of their levels of education.

This observation meant that the knowledge management practices were highly institutionalized, such that all the teachers, both bachelor's and master's as well as the doctorate, had equal participation in the acquisition, utilization, and dissemination of educational knowledge. It revealed that an increase in education level did not necessarily correspond to

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an increase in the level of knowledge management, as the school was probably equally matched in the provision of learning material, and networking and development schemes of professionalism. The highly educated teachers could have been mentors or role models in terms of knowledge records and application, whereas the underprivileged would still have made a contribution through their collaboration and receptivity to learn. The findings provided a culture of inclusion and collective professional development where all individuals, irrespective of their qualifications, pursued the same academic and institutional objectives.

This conclusion resonated with Caslib (2021), who, apart from pointing out that a higher education level improves the theoretical knowledge of teachers, it does not, at least, indicate whether they engage in joint practices related to knowledge. Likewise, Reeve-Lobaugh (2024) discovered that schools in which a professional learning community is structured facilitated the equal contribution to knowledge management, irrespective of the educational background. A leverage to the assertion is found by Alemdar and Aytac (2022), who observe that the highest academic degrees do not necessarily lead to increased KM performance without the effective institutional machinery to share and collaborate with. In the meantime, Lin and Wei (2023) emphasized that organizational support is the contributor to knowledge management the most significant rather than the educational level, as the collective culture and leadership influence the knowledge sharing and storing throughout the school. Therefore, the lack of any substantial differences in this study proved that the school facilitated the establishment of a principled environment in which knowledge management was the concern of everyone, irrespective of their levels of education.

*D. Program that can be Formulated to Enhance Teachers' Knowledge Management*

The proposed Knowledge in Motion program responds to the empirical finding that teachers of the research locale already demonstrate a strong culture of knowledge management but require a more institutionalized mechanism to convert individual practices into sustained, school-level improvement. Lin & Wei (2023) and Bérard et al., (2024) affirms that schools become effective learning organizations when knowledge is not only obtained and used but also routinized through sharing and institutional storage. They emphasize that knowledge practices become transformative only when embedded in recurring organizational routines rather than left to individual discretion. Likewise, Bérard et al. (2024) found that schools with structured documentation and dissemination systems maintain long-term pedagogical coherence even across leadership or personnel transitions. Moreover, Reyes (2022) showed that institutionalizing evidence-informed processes in schools improves decision-making coherence and teacher confidence in implementing curriculum reforms. Schools achieve continuity and reduce reform fatigue when knowledge is archived and made accessible for reuse. Decision-making effectiveness in the basic education significantly improves when knowledge acquisition is coupled with formalized sharing and documentation systems rather than remaining at the level of personal practice.

- *Title of the Program:*
  Knowledge in Motion

- *Rationale:*
  The effectiveness of a school as a learning organization depends not only on the acquisition of knowledge but on the continuous circulation, application, and preservation of that knowledge across all members of the faculty. Results of the study confirmed that teachers strongly practice knowledge management in obtaining, using, sharing, and storing information. However, the variation in intensity particularly the relatively lower consistency in knowledge sharing signals the need for a more structured, institutionalized, and routinized approach to KM. The school must ensure that knowledge from evidence, feedback, professional learning, and institutional experience is not left at the level of individual practice but is converted into school-level wisdom through intentional sharing, documentation, and reuse. Institutionalizing knowledge management will protect institutional memory, enhance instructional coherence, reduce redundancy of efforts, and sustain improvement even through personnel turnover.

- *Program Goal:*
  To establish a sustained, systematized, and inclusive culture of knowledge management that supports high-quality teaching, decision-making, and institutional learning across all teachers of the school.

- *Specific Objectives:*
  By the end of one school year, the school shall:
  - Strengthen teachers' knowledge acquisition through structured evidence sourcing and feedback mechanisms.
  - Institutionalize the application of knowledge in planning, problem-solving, and decision-making.
  - Enhance knowledge sharing through cross-department activities and reflective dissemination routines.
  - Standardize knowledge storage and retrieval for institutional memory and audit readiness.
  - Sustain inclusive participation across age, sex, teaching experience, and educational attainment.

Table 14 Program Components & Key Activities

| Component | Key Actions | Activities | Lead Implementer |
|---|---|---|---|
| Obtaining Information | Evidence – in Cycle | Evidence Log per department; stakeholder feedback pulses; policy scanning uploads | Dept Heads / KM Focals |

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| | | | |
|---|---|---|---|
| Using Information | Data – To - Action Clinics | D2A template in proposals; evidence-tagged PLC minutes; monthly problem-solving clinics | PLC Leads / School Head |
| Sharing Information | Cross-Knowledge Rounds | Cross-department sharing; Open Class Week; KM Micro-Brief uploads | Dept Heads / Teachers |
| Storing Information | Institutional Memory System | Repository center; versioning control; retrieval audits | Records Officer / ICT |
| Culture | Inclusive KM Practice | Mixed-age mentoring; participation tracking; KM recognition | KM Committee |

Table 15 Implementation Timeline

| Quarter | Major Deliverables |
|---|---|
| Q1 | KM Committee formed; tools/forms issued; Evidence Hub launched; baseline feedback conducted |
| Q2 | First Cross-Knowledge Round; monthly clinics; Micro-Brief posting; repository population |
| Q3 | Open Class Week; retrieval audit; dashboard reporting; midyear review and adjustment |
| Q4 | Publication of KM best practices; benchmarking; policy refinement for next SY |

➢ *Monitoring & Evaluation*

- ≥90% Evidence Logs submitted quarterly
- ≥2 D2A per teacher per quarter
- ≥1 Micro-Brief per teacher per quarter
- ≥1 Cross-Knowledge Round per month
- ≥90% retrieval success rate in audits

➢ *Expected Outputs*

- Functioning KM Committee with complete tools and routines
- Updated digital repository with retrievable institutional knowledge
- Documented sharing of best instructional practices
- Evidence-based decisions traceable in minutes and plans
- A working, inclusive KM culture sustained across demographics

## IV. CONCLUSION

This study concludes that the research locale operates within a strong knowledge management culture characterized by consistent practices in acquiring, using, sharing, and storing information among teachers. The nature of knowledge management is not confined to any type of demographic group, instead, it is a professional standard that is perpetuated through sex, age, teaching experience and educational attainment. This implies that knowledge-related behaviors are motivated by the organizational environment in the school, as opposed to individual characteristics. Moreover, the high rates of knowledge acquisition, utilization, and storage imply that the school is capable of operating as a learning organization. However, the comparatively less consistent practice of cross-level knowledge sharing highlights a structural gap: knowledge is present and applied, but not yet fully mobilized across departments and grade levels in a systematic way. The significance of this gap is essential since organizational learning and instructional coherence does not merely require the generation of knowledge but guarantee its collaborative circulation and institutional maintenance. Based on these findings, the study affirms the necessity of formalizing knowledge management through a programmatic and policy-based approach. The proposed Knowledge in Motion program can offer a strategic structure to institutionalize evidence-based routines, reinforce collaborative dissemination and institutionalize institutional memory. By such means, knowledge has become a school resource that is constantly refreshed, exchanged, and preserved to facilitate long-term enhancement, professional unity, and organizational stability. Lastly, the study concludes that the research locale is well-positioned to become a self-renewing learning organization, provided that knowledge management practices are not only maintained but structurally embedded as recurring, shared, and accountable organizational routines.

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