

## Abstract

Past research with regard to human resource management strategies against academic performance gave little attention on how knowledge management affect academic performance. This study examined the relationship between knowledgemanagement strategies and academic performance of public day secondary schools in Matungu Sub- County of Kakamega County in Kenya. The study was anchored on Behavioral Perspective Theory. The study used descriptive research design with a target population of 20 principals and 388 teachers totaling 408 respondents. The respondents were drawn from 20 public day secondary schools in Matungu SubCounty of Kakamega County. Purposive and stratified sampling method was used. Yamane formula was used to calculate the sample size of 201 respondents. Primary data was obtained using a structured questionnaire pretested for reliability and validity. For reliability analysis Cronbach's alpha was used. Pilot study was carried out at Madende Mixed day secondary school in Busia County. The period of the study covered was five years from 2017 to 2022. The data collected was analyzed quantitatively in relation to research objectives. Descriptive statistics was employed which consisted of frequency tables, percentage, standard deviation and weighted mean. Trend analysis was then applied to predict the research variables and then finally data was presented using tables. Knowledge management had a positive and statistically significant relationship with Academic Performance (Knowledge Management (B = 0.142, Beta = 0.160, p = 0.008). On recommendations, Knowledge management boosts academic performance in public day secondary schools, encourage collaboration between policymakers, practitioners, and academics to ensure that research informs policy and practice, and vice versa. But gaps exist in aligning training outcomes with organizational objectives and understanding individual impact on success