

Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China

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Abstract

The objectives of this research were: 1) to study the current situation and knowledge management strategies for organizational management of higher vocational education administrators in Liaoning province, China, and 2) to provide knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning province, China. 3) to evaluate the adaptability and feasibility of knowledge management strategies for improving the organizational management of higher vocational education administrators in Liaoning Province, China. The sample group for this research was 205 administrators from 10 vocational universities in Liaoning by simple random sampling. The interview group was 10 high-level administrators, and five experts evaluated the adaptability and feasibility of higher vocational education administrators' knowledge management strategies and organizational management. The research Instruments include 1) a questionnaire, 2) a structured interview, and 3) an evaluation form. Data analyses were frequency, percentage, mean, standard deviation, and content analysis.

The results showed that 1) the current situation of knowledge management strategies for organizational management of higher vocational educational administrators is divided into three aspects: management effectiveness, knowledge management, and organizational culture; and 2) the knowledge management strategies for improving organizational management are divided into three aspects as follows: 12 measures for knowledge management, 11 measures for organizational culture, and 10 measures for management effectiveness. 3) The results of evaluating the adaptability and feasibility of the knowledge management strategies for improving organizational management were at the highest level.

Keywords: knowledge management strategies, Liaoning vocational university, knowledge management, organizational culture, management effectiveness, vocational education administrators

1. Introduction

In recent years, China's economic development mode has changed from being based on quantity to quality. The economic mode has undergone qualitative changes during the critical period of structural adjustment, industrial upgrading, and innovation-driven development. Traditional academic undergraduate education and skill-based vocational education can no longer meet the needs of current economic development (Xie et al., 2019). Therefore, in February 2019, the State Council of China issued the "National Vocational Education Reform Implementation Plan," proposing pilot vocational education at the undergraduate level. Before this, there was no vocational education at the undergraduate level in China. The rise of vocational education means that China will vigorously develop vocational education, which is different from ordinary academic education. Therefore, whether it will be significantly different from the original general academic education in the organizational management model at the undergraduate level and how to establish a more suitable corporate management model and formulate strategies for vocational education has become the current Chinese education field. Therefore, this study hopes to develop an appropriate strategy for managing vocational education organizations and provide some theoretical basis.

Throughout history, the development of Chinese universities is inseparable from the influence of Max Weber's "bureaucracy" management model of administrative organization, which "is a reliance on old China's original university governance structure changes and a transplantation of the former Soviet model. developed through forced

institutional change” (Bie & Chen, 2016). Vocational education at the undergraduate level is in its infancy, and its predecessor is inextricably linked with general academic education and continues the inherent characteristics and drawbacks of the bureaucratic system of the original management model. Organizational management theory has developed from several modes: experience management, scientific management, behavior management, and modern management. It is already in the era of the knowledge economy. Knowledge is an essential resource for organizational development, so knowledge management is regarded as a critical element in improving its core competitiveness and executive management level. As a knowledge-intensive organization, colleges and universities are the source of knowledge production, distribution centers, and demand. The development of vocational education urgently needs the support of knowledge management. Therefore, implementing knowledge management in universities is an inevitable trend of development (Huang & Yu, 2014), and introducing knowledge management will become an effective strategy to enhance the core competitiveness of vocational universities (Liu & Han, 2009). The implementation of knowledge management is the process of creating, acquiring, and using knowledge to strengthen the organization, and it has achieved good results in enterprise organizations. However, in schools, the traditional knowledge dissemination organization, the development of knowledge management has stagnated (Tan & Chen, 2012). Higher vocational education has both the characteristics of knowledge-intensive organizations and the characteristics of enterprises; its knowledge management model is related to how universities can effectively acquire, share, innovate, and use knowledge resources to optimize and continuously upgrade the value chain of universities. Universities can leverage knowledge to make other resources more effective.

The core of university governance and management is people. Scientific and effective university governance and management are inseparable from high-quality university administrators at all levels (Li, 2015). The efficiency, effectiveness, and effectiveness of control and management have always been the values and goals pursued by the school organization and management (Cheng, 2008), and it is also the fundamental embodiment of the university system and culture. The key to the improvement of management efficiency lies in the implementation of optimal allocation of resources. Knowledge management is conducive to the renewal of management concepts and the optimization of management methods to realize the optimal allocation of resources and optimize management systems (Liu, 2013). Management Effectiveness has the typical characteristics of the unity of knowledge and action, which is specifically manifested in the execution attitude and behavior ability displayed by the individual in the process of realizing the organizational management goals of the subordinate unit, as well as the overall management efficiency, effect, and benefit in the process. Level. Effectiveness measures the results of management work and a general reflection of the management system. The pursuit of continuous improvement of efficiency is the center of management activities and the starting point of all management work, and it is the life of management (Xu, 2022). There is a direct or indirect correlation between knowledge management and management effectiveness, and it is worth exploring their influence.

Davenport once emphasized that the organizational culture that can produce cooperation and trust and the corresponding leadership style are essential for knowledge management (Davenport & Prusak, 1998). Chinese scholar Ji (2008) once pointed out that knowledge management provides decision-making support for teaching and scientific research, management, technology, innovation, and the formation of university culture in universities to optimize the composition of university operating elements and the internal discipline structure of universities, thereby indirectly improving The independent innovation ability of colleges and universities can achieve the purpose of improving the overall level. The emergence of vocational education at the undergraduate level as a "new thing" also means that its management model and organizational culture will produce a new "chemical reaction." Facing the upgrading of the vocational education structure in the era of the knowledge economy, it is necessary to explore its new management model. Organizational culture becomes the key to helping it lay a solid foundation. A correct understanding of the relationship between knowledge management and organizational effectiveness under different corporate culture types is not only an academic research issue but also an urgent practical issue for administrative managers (Meng et al., 2010).

2. Method

2.1 Research Objective

- (1) To study the current situation knowledge management strategies for organizational management of higher vocational education administrators in Liaoning Province, China.
- (2) To provide the knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province, China.

(3) To evaluate the adaptability and feasibility of knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province, China.

2.2 Scope of the Research

2.2.1 Population

The population of this research was 423 administrators from 10 vocational universities in Liaoning.

2.2.2 Sample Group

According to Krejcie and Morgan's sampling table, the sample group of this research was 205 administrators from 10 vocational universities in Liaoning. Systematic and sample random sampling were also used by drawing from vocational universities.

The interviewees in this research were ten high-level administrators in vocational universities in Liaoning. The qualifications of interviewees are as follows: 1) at least ten years of work experience as a high-level administrator in vocational universities, 2) have extensive experience in knowledge management, 3) graduated with a master's degree or above, 4) to become a professional that needs to be an associate professor or above.

3. Research Instruments

3.1 Questionnaire

A questionnaire was the instrument to collect the data for objective one, to study the current situation of knowledge management, organizational management, and management Effectiveness of higher vocational education administrators in Liaoning Province, China. The questionnaire was divided into four parts:

Part 1: Survey about personal information of respondents, classified by gender, Age, Working life, education background, Job level, and Position.

Part 2: Survey about the current knowledge management situation of higher vocational education administrators in Liaoning Province, China. There are 25 questions for knowledge management, 29 for organizational culture, and 28 for management effectiveness. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 means the level of knowledge management of higher vocational education administrators was at a strongly high level

4 means the level of knowledge management of higher vocational education administrators was at a high level

3 means the level of knowledge management of higher vocational education administrators was at a medium level

2 means the level of knowledge management of higher vocational education administrators was at a low level

1 means the level of knowledge management of higher vocational education administrators was at a strongly low level

3.2 Constructing a Questionnaire Process

The construction process of the questionnaire was as follows:

Step 1: Review and analyze the literature, concepts, theories, and research related to knowledge management consistent with the University's concept of knowledge management.

Step 2: Construct the questionnaire about the knowledge management situation of higher vocational education administrators in Liaoning Province. Then, send the questionnaire outline to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by three experts. The index of objective congruence (IOC) was 0.67 to 1.00.

Step 4: Revise the knowledge management questionnaire based on expert recommendations.

Step 5: The questionnaire was piloted on 50 Liaoning University managers. The reliability and validity of the questionnaires on Knowledge Management were examined by Conbach's Alpha Coefficient—Knowledge Management Questionnaire Conbach 's Alpha: 0.927.

Step 6: The questionnaire was applied to 205 university administrators at Liaoning Vocational University.

3.3 Structured Interview

The instrument to collect the data for the objective was the structured interview.

Step 1: Create an interview outline on the current situation and strategies in knowledge management, organization culture, and management effectiveness building.

Step 2: Conduct face-to-face interviews with ten university Administrators.

Step 3: Collect the interview data.

Step 4: Collect the status of knowledge management of higher vocational education administrators in Liaoning Province through the interview data.

3.4 Evaluation Form

The instrument to collect the data for the objective three processes is as follows:

Step 1: To prepare a knowledge management assessment form for higher education administrators in Liaoning Province. The evaluation form is then sent to the dissertation supervisor for review and revision of the evaluation form based on suggestions.

Step 2: Five experts scored the adaptability and feasibility of the assessment form.

Step 3: The adaptability and feasibility of knowledge management strategies of higher vocational education administrators in three aspects were the values between 4.00 and 5.00. The data interpretation for the mean is based on Likert (1932). The data interpretation is as follows:

4.50 – 5.00 express the highest level

3.50 – 4.49 express a high level

2.50 – 3.49 express a medium level

1.50 – 2.49 express a low level

1.00 – 1.49 express the lowest level

3.5 Data Collection

The data collection for objective 1: To study the current situation knowledge management strategies for organizational management of higher vocational education administrators in Liaoning. The program is as follows:

Step 1: The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University, requiring the data from 205 administrators in the vocational university in Liaoning.

Step 2: The researcher distributed the questionnaire to 205 administrators. A total of 205 questionnaires can be returned, accounting for 100%.

The data collection for objective 2 provided knowledge management strategies for improving the organizational management of higher vocational education administrators in Liaoning. The program is as follows:

Step 1: The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University, requiring the collection of the data from ten respondents at Liaoning Vocational University

Step 2: Ten respondents were invited to conduct structured interviews, and the data was compiled and summarized.

The data collection for objective 3: To evaluate the adaptability and feasibility of knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province.

Step 1: Five experts were invited to rate the adaptability and feasibility of the assessment form.

Step 2: The researcher distributed the IOC to 3 experts. A total of 3 IOCs can be returned, accounting for 100%. Recover the scoring data from the five experts' evaluation forms, summarize them, and develop relevant knowledge management strategies.

3.6 Data Analysis

The data analysis in this research, the researcher analyzes the data by package program as follows:

Step 1: The personal information of the respondents was analyzed by frequency and percentage, classified by gender, Age, Working life, education background, Job level, and Position.

Step 2: The current knowledge management strategies for organizational management of higher vocational education

administrators in Liaoning into four aspects: 1) Knowledge management, 2) organizational culture, and 3) management effectiveness was analyzed by average value and standard deviation.

Step 3: The structured interview about knowledge management strategies for organizational management of higher vocational education administrators in Liaoning was analyzed by content analysis.

Step 4: The evaluation of the adaptability and feasibility of knowledge management strategies for organizational management of higher vocational education administrators in Liaoning was analyzed by average value and standard deviation.

4. Results

Part 1: The analysis of the current knowledge management situation of higher vocational education administrators in Liaoning Province is shown in Table 1.

Table 1. The average value and standard deviation of the knowledge management of higher vocational education administrators in three aspects (n=205)

	Knowledge management of higher vocational education administrators in Liaoning	X-	S.D.	Level	Rank
1	knowledge management	4.15	0.18	high	2
2	organizational culture	4.13	0.11	high	3
3	management effectiveness	4.16	0.10	high	1
	Total	4.15	0.13	high	

Table 1 found that the knowledge management of higher vocational education administrators in three aspects was at a high level (X= 4.15). Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was management effectiveness (X= 4.16), followed by knowledge management (X= 4.15), and organizational culture was the lowest level (X= 4.13).

Part 2: The analysis results of the interview contents about the knowledge management strategies for improving organizational management of higher vocational educational administrators in Liaoning province

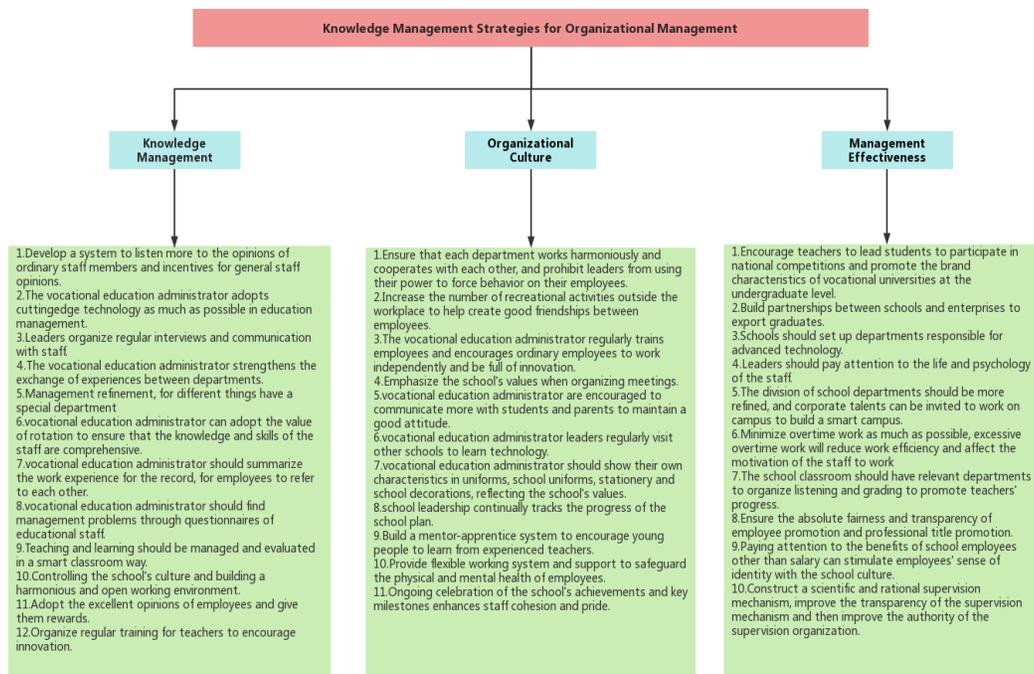


Figure 1. Knowledge management Strategies for improving organizational management of higher vocational educational administrators in Liaoning Province

According to Figure 1, the researcher provided the knowledge management strategies for improving the organizational management of higher vocational educational administrators in three aspects containing 33 measures. There are 12 measures for supporting knowledge management, 11 for enhancing corporate culture, and 10 for management effectiveness.

Part 3: The analysis results of evaluating the adaptability and feasibility of knowledge management strategies for organizational management of higher vocational educational administrators in Liaoning province Presented the data in the form of average value and standard deviation as shown in Table 2.

Table 2. The average value and standard deviation of evaluating the adaptability and feasibility of knowledge management strategies for organizational management of higher vocational educational administrators in three aspects

knowledge management strategies for organizational management of higher vocational educational administrators	Adaptability			Feasibility		
	X̄	S.D.	level	X̄	S.D.	level
Total	4.48	0.15	high	4.54	0.19	highest

Table 2 Evaluate the adaptability and feasibility of knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province, China. The adaptability of knowledge management strategies for administrative management of higher vocational educational administrators is the highest ($\bar{X} = 4.48$), and the feasibility of knowledge management strategies for administrative management of higher vocational educational administrators is the highest level ($\bar{X} = 4.54$).

5. Discussion

The research in the knowledge management strategies for improving the organizational management of higher vocational educational administrators in Liaoning province. The researcher summarizes the discussion into three parts, detailed as follows:

Part 1: The current situation of knowledge management strategies for organizational management of higher vocational educational administrators in Liaoning province

Part 2: The Knowledge Management strategies for improving organizational management of higher vocational educational administrators in Liaoning province

Part 3: The adaptability and feasibility of knowledge management strategies for improving organizational management of higher vocational educational administrators in Liaoning province

Part 1: The current situation of knowledge management strategies for organizational management of higher vocational educational administrators in Liaoning province

The current situation of knowledge management strategies for organizational management of higher vocational education administrators in three aspects is high. Considering the results of this research, aspects ranging from the highest to lowest level were as follows: the highest level was management effectiveness, followed by knowledge management, and organizational culture was the lowest level.

Knowledge management is at a high level (Song et al., 2013) because most vocational universities nowadays are not perfect in the reward system (Luo et al., 2018), as in the organizational structure, vocational universities do not significantly mature (Cai, 2019), at the same time, vocational universities do not achieve their goals in the information construction, especially the development of the intelligent campus, thus not allowing the dissemination of knowledge and communication within the campus (Dang, 2017), the above points are the current deficiencies on knowledge management in vocational universities. Moreover, the current aspects that are doing better in knowledge management are that most of the schools are performing very impressive in terms of hardware supply and data collection (Xie & Wang, 2014).

Organizational culture was high (Zhang, 2017) because the current vocational university is ideal for establishing core values and culture building (Ma et al., 2017). However, there are prominent areas for improvement in exchanging and communicating with parents (Qiu & Liang, 2021) and some deficiencies in the flexibility of the work of faculty members (Shao et al., 2016).

Management effectiveness was at a high level (Li, 2019); this is because the current vocational universities do a

better job in administrative supervision and management (Zhang, 2017), as well as a very reasonable arrangement of courses in teaching management (Li, 2019). The shortcomings are that the senior managers of the school need more creativity in deciding on the top (Zhou, 2016), and the flexibility at the top of administrative management could be better (Zhang, 2020).

Part 2: The Knowledge Management strategies for improving organizational Management of higher vocational educational administrators in Liaoning Province

The knowledge management strategies for improving organizational management of higher vocational educational administrators, researchers provided the strategies for improving knowledge management for higher vocational educational management for higher vocational educational administrators in three aspects, which contain 33 measures. There are 12 measures for supporting knowledge management, 11 for enhancing organizational culture, and 10 for management effectiveness.

Discussion according to the 12 measures of knowledge management, the school should establish a system to listen more to the opinions of ordinary staff and motivate the opinions of the general staff (Li, 2019), the school should adopt cutting-edge technology as much as possible in education and management (Wang, 2020), the school's senior managers should organize regular interviews and communication with the staff (Li, 2019), the school should strengthen the exchange of experience between faculties and departments (Yan et al., 2018), school management is refined, and there are special departments to deal with different things, schools can take the way of rotating posts to ensure that the knowledge and skills of staff are comprehensive, schools should summarize the work experience on file for mutual reference by the staff (Lang, 2016), and school leaders should find out the management through the questionnaires of educational personnel problems (Zhao, 2007), schools should teaching management and evaluation adopt smart classroom (Yang et al., 2020), govern school culture and build a harmonious and open working environment (Li, 2010), schools should adopt the excellent opinions of the staff and give them rewards (Wei, 2010), and schools should organize regular teacher training and encourage innovation (Tang & Wang, 2011), the above is a discussion for this study, with multiple suggestions and previous scholars have the same point of view.

Discussion according to the 11 measures of organizational culture, Schools should ensure that all departments work in harmony and cooperate and prohibit leaders from using their authority to impose coercive behaviors on employees (Qiao, 2016), schools should increase recreational activities outside the workplace, which is conducive to establishing good employee friendships, schools should provide regular employee training, encourage ordinary employees to work independently and innovatively and organize meetings emphasizing the school's values (Yang, 2023), administrators are encouraged to communicate more with students and parents to maintain a good mindset (Zhang, 2017), school leaders regularly visit other schools to learn about technology (Zhang, 2020), schools should show their characteristics in uniforms, stationery, and decorations to reflect their values (Li, 2015), school leaders constantly track the progress of school programs (Zhao & Ku, 2017), establishing a mentor-apprentice system to encourage young people to learn from experienced teachers (Luo, 2021), providing flexible work systems and support to safeguard the physical and mental health of staff (Lin, 2010), continuously celebrating the school's accomplishments and important milestones can enhance the cohesion and sense of pride of staff. The above is a discussion for this study, with multiple suggestions and previous scholars having the same point of view.

Discussion according to the 10 measures of management effectiveness, Schools encourage teachers to lead students to participate in national competitions and promote the brand characteristics of undergraduate-level vocational universities (Wu & Yu 2020), schools establish school-enterprise partnerships to export graduates (Yang et al., 2017), schools should set up a department in charge of advanced technology (Zeng & Ma, 2020), leaders should pay attention to the life and psychology of their employees (Ling et al., 2006), school faculty division should be more detailed, enterprise talents should be invited to work on campus, schools should build smart campuses, schools should minimize overtime work, too much overtime work will reduce the efficiency of work and affect the motivation of employees (Zhou et al., 2019), school classrooms should have a relevant department to organize hearings and grading to promote the progress of teachers (Li, 2019), to ensure the absolute fairness and transparency of employee promotions and title promotions (Wang, 2020), paying attention to the welfare of school employees beyond the salary can stimulate the employees' sense of identification with the school culture (He & Liao, 2011), constructing a scientific and reasonable supervision mechanism, improving the transparency of the supervision mechanism, and thus improving the authority of the supervision organization (Meng, 2018), the above is a discussion for this study, with multiple suggestions and previous scholars have the same point of view.

Part 3: The adaptability and feasibility of the knowledge management strategies for improving organizational management of higher vocational educational administrators in Liaoning province

The adaptability and feasibility of strategies for knowledge management for organizational management of higher vocational educational administrators in three aspects were at the highest level with the values between 4.00 and 5.00, which means the strategies for knowledge management for organizational management of higher vocational educational administrators are adaptability and feasibility.

According to the discussion of previous scholars on knowledge management, it is found that knowledge management is feasible and adaptable for the improvement of organizational management, and the knowledge management strategy can help vocational university managers improve their organizational management. Organizational culture strategy can also help vocational university managers improve organizational management with feasibility and adaptability (Fan, 2019), and management effectiveness strategy can help vocational university managers improve organizational management with feasibility and adaptability (Luo, 2020).

6. Recommendations

6.1 Implications

The points found in the study can be considered for further research:

- (1) Optimizing Resource Allocation: Knowledge management strategies can help administrators better understand the distribution and utilization of resources within the school and make more rational resource allocation.
- (2) Goal resonance: Through clear organizational goals and missions, organizational culture can inspire a sense of mission and responsibility among administrative managers.
- (3) Leadership Development: By emphasizing positive leadership and motivation, organizational culture can promote leadership development among administrators, enabling them to guide their teams better.
- (4) Promoting a learning culture: Knowledge management strategies help create a culture that continually encourages executive managers to learn and improve.

6.2 Future Research

- (1) Comparative Analysis: Extend the study to compare the effectiveness of knowledge management strategies among higher vocational education administrators in different provinces of China. It could provide a broader perspective on regional variations and best practices.
- (2) Longitudinal Study: Conduct a longitudinal study to assess the long-term impact of implementing specific knowledge management strategies on the performance and efficiency of higher vocational education administrators in Liaoning Province.
- (3) Integration with Technology: Investigate how emerging technologies like artificial intelligence, machine learning, and data analytics can be integrated into the existing knowledge management systems to enhance organizational management in higher vocational education settings.

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