

KNOWLEDGE MANAGEMENT STRATEGIES FOR
ORGANIZATIONAL MANAGEMENT OF HIGHER VOCATIONAL
EDUCATION ADMINISTRATORS IN LIAONING PROVINCE, CHINA

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A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Educational Administration


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Thesis Title 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 knowledge management strategies for organizational management of higher vocational education administrators in Liaoning province, China, and 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. The sample group of this research was 205 administrators from 10 vocational universities in Liaoning. They were selected by simple random sampling. The interview group was ten high-level administrators and experts to evaluate 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 analysis was frequency, percentage, mean, standard deviation, and content analysis.

The results found that 1) the current situation of knowledge management strategies for organizational management of higher vocational educational administrators was as follows: management effectiveness was the highest level, followed by knowledge management, and organizational culture was the lowest level, 2) the knowledge management strategies for improving organizational management in three aspects: 12 measures for knowledge management, 11 for

organizational culture, and 10 for management effectiveness, and 3) the results of evaluating the adaptability and feasibility of the knowledge management strategies for improving organizational management were at the highest level.

Keywords: Liaoning Vocational University, Knowledge Management, Organizational Culture, Management Effectiveness, Vocational Education Administrators

ชื่อเรื่อง	กลยุทธ์การส่งเสริมองค์ความรู้เพื่อการบริหารจัดการองค์กร ของผู้บริหารวิทยาลัยอาชีวศึกษาในมณฑลเหอหลิน ประเทศจีน
ชื่อผู้วิจัย	ฉิน อิงหลุน
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) ศึกษากลยุทธ์การจัดการความรู้ในสถานการณ์ปัจจุบันสำหรับการจัดการองค์กรของผู้บริหารระดับอาชีวศึกษาระดับสูงในมณฑลเหอหลิน ประเทศจีน 2) เพื่อจัดทำกลยุทธ์การจัดการความรู้เพื่อปรับปรุงการจัดการองค์กรของผู้บริหารระดับอาชีวศึกษาระดับสูงในมณฑลเหอหลิน ประเทศจีน 3) เพื่อประเมินความสามารถในการปรับตัวและความเป็นไปได้ของกลยุทธ์การจัดการความรู้เพื่อปรับปรุงการจัดการองค์กรของผู้บริหารการศึกษาระดับอุดมศึกษาในมณฑลเหอหลิน ประเทศจีน โดยมี 3 ประเด็น ได้แก่ 1) การจัดการความรู้ 2) วัฒนธรรมองค์กร 3) ประสิทธิภาพการจัดการ กลุ่มตัวอย่าง กลุ่มงานวิจัยนี้คือผู้บริหาร 205 คน จากมหาวิทยาลัยอาชีวศึกษา 10 แห่งในเหอหลิน คัดเลือกกลุ่มตัวอย่างโดยการสุ่มอย่างง่าย กลุ่มสัมภาษณ์เป็นผู้บริหารระดับสูงและผู้เชี่ยวชาญ จำนวน 10 คน เพื่อประเมินความสามารถในการปรับตัวและความเป็นไปได้ของกลยุทธ์การจัดการความรู้ การจัดการองค์กรของผู้บริหารระดับอาชีวศึกษาระดับสูง เป็นเครื่องมือวิจัย ได้แก่ 1) แบบสอบถาม 2) การสัมภาษณ์แบบมีโครงสร้าง และ 3) แบบประเมินผล การวิเคราะห์ข้อมูลใช้การวิเคราะห์ ค่าความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) สถานการณ์ปัจจุบันของกลยุทธ์การจัดการความรู้สำหรับการจัดการองค์กรของผู้บริหารอาชีวศึกษาชั้นสูงใน 3 ด้าน ในภาพรวมมีระดับสูง โดยจำแนกดังนี้ ระดับสูงสุดคือ ประสิทธิภาพของการจัดการ รองลงมาคือการจัดการความรู้ และวัฒนธรรมองค์กรอยู่ในระดับต่ำสุด 2) กลยุทธ์การจัดการความรู้เพื่อปรับปรุงการจัดการองค์กร 3 ด้าน ได้แก่ 12 มาตรการเพื่อการจัดการความรู้ 11 มาตรการเพื่อวัฒนธรรมองค์กร 10 มาตรการเพื่อประสิทธิภาพการจัดการ 3) ผลการประเมินความสามารถในการปรับตัวและความเป็นไปได้ของกลยุทธ์การจัดการความรู้เพื่อการปรับปรุงการจัดการองค์กรอยู่ในระดับสูงสุด

คำสำคัญ : มหาวิทยาลัยอาชีวศึกษาเหอหลิน การจัดการความรู้ วัฒนธรรมองค์กร ประสิทธิภาพการจัดการ ผู้บริหารอาชีวศึกษา

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Chapter 1

Introduction

Rationale

In recent years, China's economic development mode has changed from being based on quantity to quality. The financial method 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, Liu & Du, 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, how to establish a more suitable corporate management model, and how to formulate strategies for vocational education have become the current Chinese education field. Therefore, this study hopes to develop an appropriate plan 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, science, behavior, 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 critical in improving its core competitiveness and executive management level. As knowledge-intensive organizations, colleges and universities are the source of knowledge production, distribution centers, and demanders. The development of vocational education urgently needs the support of knowledge management. Therefore, implementing knowledge management in universities is an inevitable development trend (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." 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 an academic research issue and an urgent practical issue for administrative managers (Meng, & Dai, 2010).

Research Questions

1. What is the current situation knowledge management strategies for organizational management of higher vocational education administrators in Liaoning Province, China?

2. What are the knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province, China?

3. Are the knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province, China, adaptability and feasibility?

Objectives

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.

Scope of the Research

Population

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

The 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, you need to be an associate professor or above.

The Variable

According to the analysis of related theories and research, knowledge management strategies for organizational management of higher vocational education administrators in Liaoning province, China, are as follows:

1. Knowledge Management
2. Organizational Culture
3. Management Effectiveness

Advantages

1. Theoretical aspects: To use the strategies as a reference to improve the organizational management level of knowledge management in vocational University administrators in Liaoning Province, China.

2. Practical aspects: Discuss the knowledge management for organization management strategies mode suitable for vocational education to improve the overall level.

3. Innovation: According to relevant research in the literature review, the researchers found that the related topics of "knowledge management" and "organizational culture" are relatively close, but there are not many types of research on organizational and management effectiveness and continuous research Not stable enough (in a "wave") In terms of education, especially in the direction of colleges and universities, it is more inclined to general education, but for emerging vocational education at the undergraduate level, there are few, and there are relatively few studies on emerging vocational education at the undergraduate level in recent years (About ten papers per year), and showing a downward trend, see Figure 1.1 and 1.2 for details.

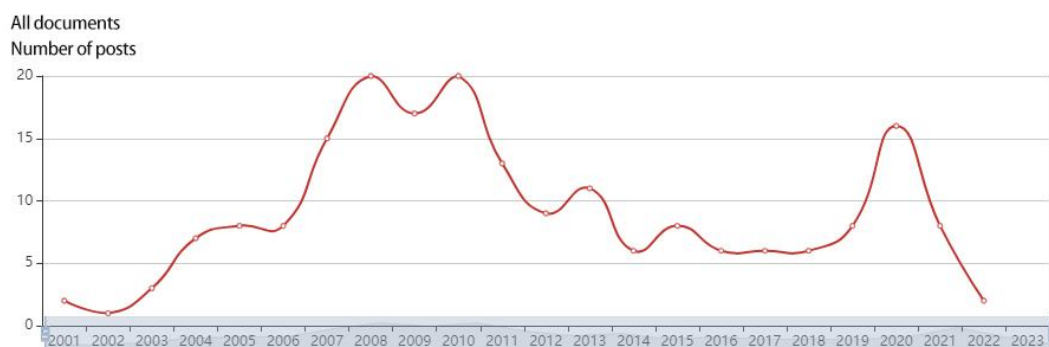


Figure 1.1 Visual analysis of the annual trend of China National Knowledge Network "knowledge management" and "vocational education" research literature (2000-2022)

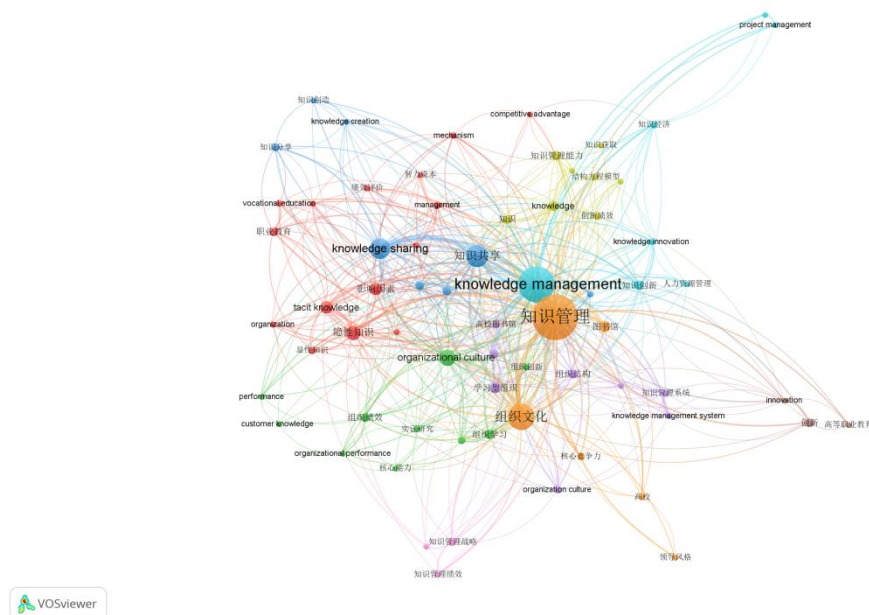


Figure 1.2 Cluster visualization analysis of CNKI's "knowledge management," "organizational culture," and "vocational education" (2000-2022)

Definition of Terms

1. **Knowledge management strategies** refer to effectively achieving organizational goals by establishing a corporate structure, specifying duties or positions, and clarifying the relationship between responsibilities and powers. There are three aspects: knowledge management, organizational culture, and management effectiveness.

2. Knowledge management refers to new management thought and methods emerging in the era of knowledge economy, which integrates modern information technology, knowledge economy theory, enterprise management thought, and current management concepts.

3. Organizational culture refers to an organization's unique cultural image composed of its values, beliefs, rituals, symbols, and ways of doing things. Simply, it is all aspects of the company's daily operations.

4. Management effectiveness refers to the comprehensive reflection of the ability of the management department to achieve the management objectives and the management efficiency, effect, and benefits obtained.

5. Higher Vocational Education refers to a type of higher education institution in China that implements higher vocational and technical education to cultivate application-oriented talents.

6. University administrators refer to university administrators as staff members responsible for tasks outside of teaching and learning, and their work consists primarily of organizing, coordinating, and supervising the University's professional staff and providing leadership.

Research Framework

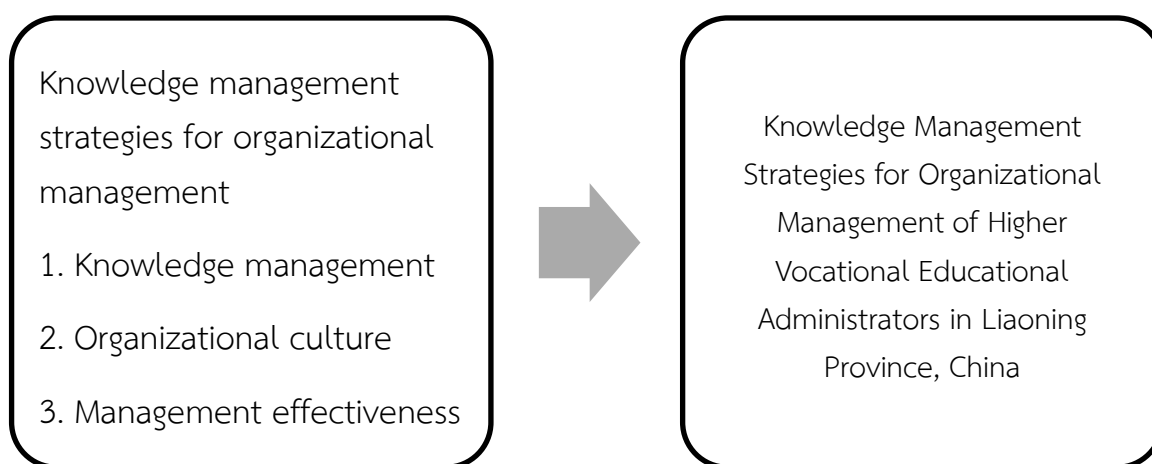


Figure 1.3 Research Framework

Chapter 2

Literature Review

In the research on knowledge management strategies for organizational management of higher vocational education in Liaoning province, the researcher analyzed documents, concepts, theories, and research related to knowledge management strategies for administrative management of vocational university administrators. The details are as follows.

1. Concept of educational administration
2. Concept and theory of knowledge management
3. Concept and theory of management effectiveness
4. Concept and theory of organizational culture
5. Concept of vocational university
6. Related research

The details are as follows.

Concept of Educational Administration

Definition of educational administration

Although different scholars have different views on the concept of educational administration, they are the same in their understanding of the core of educational administration.

Zhang and Jin (2020) pointed out that from the conceptual point of view, the educational administration refers to rationality and scientific theory as a guide by the purpose of higher education and the development of the law to regulate all kinds of relationships in the higher education system, and to do an excellent job in the allocation of resources, to achieve the purpose of running the school.

Quan (2010) proposed that education management refers to implementing national or school education policies through administrative management, organization, guidance, and supervision. It is necessary to build a sound organizational structure and organize administrative personnel to participate in it.

Sun (2015) pointed out two understandings of educational administration: broad and narrow. The narrow sense of educational administration only refers to the school's internal management and the school's operation process management. In addition, it also includes the school's external coordination process, which is manifested as the school's external functions.

Hoy and Miskel (2008) defined educational administration as "the process of bringing together and utilizing all the necessary human, material, and financial resources needed to achieve the purposes of the educational enterprise."

Lunenburg and Ornstein (2021) proposed educational administration as "the process of bringing about effective, efficient educational programs in schools through planning, organizing, coordinating, directing, and evaluating the efforts of the organization's members."

Coleman and Anderson (2000) proposed that educational management is "the process of planning, organizing, directing and controlling the activities of an institution."

In summary, educational administration is a particular field of professional management that enables the human, material, and financial resources available to the school to be used to maximum effect through actions such as organizing, planning, and implementing to achieve the school's training objectives and to guarantee the completion of the tasks undertaken by the school, which are centered on teaching and research.

Knowledge Management in Educational Administration

Yan (2013) found in research that the knowledge economy is the leading resource of vocational universities. The core competitiveness of higher education also lies in the strength and expressiveness of economic knowledge. It is significant to the development of higher education administration to seek a knowledge application technology that collects, collates, shares, and innovates. Introduce the guiding ideology of knowledge management to maximize the role of economic knowledge and make higher education more competitive.

Cheng (2019) found that applying knowledge management thinking in college education management can improve the management level of college education

and promote the new development of college education. Knowledge management thinking in college education should be based on the school's educational policy under cross-vision thinking to improve students' comprehensive quality and innovation ability, cultivate composite talents as the goal, and continue exploring specific strategies in teaching and practical activities.

Yang (2011) pointed out that in the era of economic knowledge, the effective implementation of knowledge management has become a primary method to reshape the core competence of the organization, and it is also an effective way to improve the management level of postgraduate education in colleges and universities.

Liu (2013) believed that from the relationship between knowledge management and administrative management, the promotion of knowledge management is conducive to the optimization of the university administrative management model, weakening the administrative mindset, highlighting the people-centered, and during this period, enhancing the effectiveness of the administrative organization and management of the knowledge management and organizational culture to play a positive role in the construction and development of the school teachers and students.

Ji (2008) pointed out that knowledge management and its effectiveness in university education administration are gradually becoming critical factors in improving organizational management.

In summary, in the development of education management so far, knowledge management has become one of the critical factors in the direction of university organizations, and knowledge management can help rapid growth and improve organizational innovation ability and management level. This also includes corporate culture and management effectiveness, which can impact the administrative control of universities together with knowledge management.

Concept and Theory of Knowledge Management

Firm Knowledge Theory

Knowledge management is a management theory and approach that aims to manage an organization's resources effectively, facilitate knowledge sharing and innovation, add value, and enhance the organization's adaptability and capacity for innovation. This approach is a response to the demands of a knowledge-based economic society. It is widely applied across diverse social sectors, including enterprises, educational institutions, government agencies, and other non-profit organizations and individuals. Although the current practice of knowledge management is still nascent, and its theories continuously develop, a new management theory system has emerged. This system centers on knowledge capital theory, enterprise knowledge theory, and organizational behavior theory, drawing upon scientific and sociological research (Zhou & Sun, 2005). Theories from both management and sociology should primarily inform universities and other non-profit organizations' knowledge management strategies.

As science advances and society develops, modern enterprise management theories constantly evolve. In the early 20th century, Taylor, often considered the 'father of management,' proposed a material-oriented business management model. Subsequently, Australian management scientist Mayo introduced behavioral management theory. In the 1950s, humanistic management theories emerged, primarily based on Maslow's hierarchy of needs. With the advent of the third scientific and technological revolution in the 1970s, traditional enterprise management theories faced unprecedented challenges, leading to an increasing demand for new management ideas and models. Cultural management theories focusing on constructing corporate and organizational cultures have gradually gained prominence in this context. Models of people-oriented corporate and organizational cultural management have also received widespread attention and exploration (Wang & Li, 2018).

The rise and development of the knowledge economy have established knowledge as a crucial resource for the survival and growth of enterprises and organizations. In 1988, Demsetz introduced the concept of the 'enterprise knowledge

base theory,' emphasizing that organizations accumulate new knowledge over time. He argued that an organization's overall strategy depends on specialized assets, which are inextricably linked to learning. These assets are often called the organization's 'resources' or 'capabilities' (Chao, 2000). Therefore, knowledge is vital for enterprises and organizations to gain competitive advantages in a knowledge-based economy.

Enterprise theory is the natural evolution of traditional enterprise management theories and offers a new paradigm for organizational management in a knowledge-based economy. This theory shifts the focus of management philosophy from materialism to humanism, from hierarchical to comprehensive management, and from merely achieving high efficiency and maximizing profits to the nuanced tasks of perceiving, extracting, identifying, retrieving, and managing knowledge and capabilities. It encompasses planning, delivery, development, control, processing, integration, storage, sharing, and utilization of resources. Within this framework, knowledge is considered the most critical asset for enterprises, and knowledge innovation is seen as the key to gaining a competitive advantage. Therefore, enterprise knowledge theory represents a new approach to enterprise management (Lu, & Wang, 2021).

As an emerging concept, enterprise knowledge management theory needs a representative model. Nevertheless, the theory addresses the characteristics of social organizations in the knowledge economy era, focusing on the essence of enterprise organization, diversity, and coordination. According to this theory, the success of an enterprise organization is closely tied to its level of knowledge. While the production process requires various resources, knowledge is the most critical. Enterprise organizations necessitate the collaboration of experts from various knowledge domains in a 'team production' approach because knowledge is individually owned and specialized. To ensure seamless production, enterprises must establish and maintain an environment that fosters knowledge exchange, transfer, and sharing. This enables employees from diverse knowledge backgrounds to utilize their respective expertise to generate product value (Sun & Gong, 2016).

Differences: According to firm knowledge theory, firm organizations differ mainly in their capabilities in knowledge management. This includes engaging and managing members of different backgrounds and personalities and promoting effective knowledge exchange and transfer within the organization. In addition, there are also differences in knowledge accumulation and use among different business organizations, which will lead to differences in production costs and organizational performance. Therefore, enterprises need to pay attention to knowledge management and create a culture of knowledge sharing and exchange to promote knowledge transformation.

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Coordination: Coordination within an enterprise organization is an indispensable factor in the development of an enterprise. Traditional business management theory focuses on solving the problem of cooperation among members of dispersed organizations by coordinating their goals and reducing competition. Enterprise knowledge theory holds that collaboration is more needed in knowledge integration. To maintain average production and services, professionals in different fields must share, exchange, and circulate their knowledge. However, the nature of knowledge makes effective knowledge integration quite tricky, so it is necessary to coordinate and provide an excellent mechanism to create a good environment so that every knowledge employee can consciously contribute to the organization (Li & Liu, 2017).

Based on the features of enterprise knowledge theory and its definition of enterprise organization, the researchers think it is essential to do research based on the purpose of the essence of enterprise knowledge management to investigate the status quo of university knowledge management. The differences and coordination of different organizations are closely related to the theory of knowledge management in management and sociology.

Organizational Behavior Theory

Organizational behavior theory is an interdisciplinary management theory that studies the behavior, attitude, and psychological processes of individuals and groups in an organization and pays attention to the influence of the organization's internal and external environment on individuals and groups. Its research scope includes roles in organizations, power relations, organizational culture, organizational change, communication, decision-making, leadership, and many other aspects.

Organizational behavior theory holds that people in an organization are the most valuable resource, and effective organizational behavior can promote the success and development of the organization. Organizational behavior theory proposes many valuable concepts and tools, such as effective team building, career development, effective communication, leadership skills, etc. These tools can help organizations better manage and utilize their human resources to improve organizational performance and innovation ability (Zou, & Liu, 2012).

Knowledge management is an essential field of modern organizational management, emphasizing the effective acquisition, organization, utilization, and sharing of knowledge to improve organizational performance and competitiveness. The organizational behavior theory research results can provide a valuable reference for knowledge management. For example, organizational behavior theory offers practical experience in individual learning and knowledge sharing, which can help organizations better implement knowledge management. In addition, organizational behavior theory can also provide theoretical support for knowledge management, help organizations understand the knowledge behavior of individuals and organizations, and provide practical strategies and methods to improve knowledge management (Zhang & Ma, 2008). At the same time, organizational dynamics,

organizational culture, and organizational innovation in organizational behavior theory are closely related to the essence, difference, and coordination in enterprise knowledge management theory.

Organizational Dynamics

Organizational motivation is the cohesion and internal driving force stimulated by internal and external factors of the enterprise organization. Environment, goals, size, membership, roles, rules, cohesion, and leadership influence it. Organizational behavior theory regards enterprise organization as a sizeable closed-loop system, in which organizational dynamics is the core subsystem, the driving force for continuous innovation of enterprise organization.

Organizational dynamics mainly come from the behavioral role orientation of internal members of the enterprise organization, and these roles may have positive or negative impacts on the goals and operations of the organization. The key for managers is to build a good internal environment of the organization so that organizational goals can be implemented into employees' personal performance goals. The influence of organizational leaders on organizational dynamics is also significant, and they influence organizational dynamics by creating prospects for others and translating them into reality (Li & Yuan, 2002). Interactions within organizations and relationships with other organizations also impact organizational dynamics, creating conflict and adverse effects when group goals are inconsistent.

Organization Culture

Klein believed that organizational culture represents the ideas, expectations, thoughts, values, and behavior patterns shared by members of the organization, and an excellent corporate culture is an essential feature of a successful company (Klein, 2008). Organizational culture is a subsystem in the theoretical system of organizational behavior, an auxiliary method of enterprise organization, and plays a role through psychological contracts. The formation of corporate culture is a response to the challenges of external adaptability and internal integration. It is an automated function for enterprises to deal with various problems in global competition. Organizational culture plays a positive role in promoting communication, sharing knowledge, and coordinating the interests of all parties.

Organizational Innovation

Organizational innovation is a part of the theoretical system of organizational behavior, which aims to make the organization as a whole and individual members change their behavior to adapt to the new environment. The elements of corporate innovation include change and adaptation, and its law is the dialectical unity of change and transformation. In the process of organizational innovation, change is the requirement of the environment. Still, the environment may also become resistant to innovation, so it is essential to diagnose the function and setting of the organization. Successful innovation programs require a behavioral research process that includes information gathering, feedback, and action planning. The methods to stimulate organizational innovation ability include lateral, vertical, and critical verification methods. Adaptation is based on the primary point of constant change, and there is an interdependent and complementary relationship among the variables in the organizational innovation system. The organizational innovation process is integral to the organization's ability to adapt to environmental changes. In the circular process from change to adaptation to non-adaptation and change, the organization will undergo qualitative changes and realize organizational innovation.

To sum up, there is a delicate relationship between enterprise knowledge management theory and organizational behavior. The researchers believe that to have a clear understanding of the current state of university knowledge management, it is inseparable from the different cultural atmospheres organized by each university. Moreover, it put forward constructive suggestions for effectively improving the management level of vocational universities. Organizational culture and innovation are separated from the above two theories. Therefore, while understanding the relationship between knowledge management and management effectiveness.

Definition of Knowledge Management

In today's era of the knowledge economy, only by doing an excellent job in knowledge management can we become the winner of the competition. Therefore, we can only grasp the essence of its methods by clarifying the connotation of knowledge management. In the 1980s, the management master Peter Drucker

(Starbuck, 2012), known as the "father of modern management," first proposed the knowledge management theory. Drucker pointed out that knowledge workers are the individuals that make up the new economy. In this way, the researchers consulted relevant knowledge management theories. They found that many scholars at home and abroad have defined knowledge management from multiple perspectives but have not reached a consensus.

Western scholar Wiig (1995) proposed that knowledge management is a series of activities that assist the organization in acquiring knowledge of itself or others through careful judgment to achieve organizational tasks, the result of knowing.

From the perspective of research tools, Wang (2010) proposed that the affairs described by knowledge management cover behaviors ranging from the application of new technologies to the broader use of organizational command capital.

Starbuck (2012) proposed that in an organizational society, its central and essential mechanism is management, and the essence of management is the role of knowledge generation, that is, the systematic and organized use of knowledge to innovate knowledge.

Song (1996) proposed knowledge as a digital symbol of experience, information, logic, and creativity. Knowledge is a symbol system, a symbol system of symbols.

Beckman (1997) proposed knowledge as a logic of human beings to data and new systems from the process perspective.

Sarvary (1999) proposed that knowledge management is a business process, which is a process for enterprises to create and use knowledge management or collective knowledge.

Xie and Liu (2013) proposed that knowledge management is to manage knowledge as an asset, including the inventory, evaluation, supervision, rules, acquisition, learning, circulation, protection, and innovation of relevant knowledge, which can effectively increase the value of knowledge assets. From the perspective of knowledge classification, it is also constantly detailed.

Michael divided knowledge into explicit and tacit knowledge, thus laying the foundation for knowledge classification (Wang, 2012).

In conclusion, from various perspectives, the concept of knowledge management. However, there are some differences in the definition of the result. The researchers believe this phenomenon can be understood by referring to the contingency theory thinking in organizational management. First, although the concept of knowledge management was put forward in the 1980s, its application development still needs to be improved. However, many differences exist in the attributes of organizations that adopt knowledge management methods. Different organizations may have knowledge management methods, each with its characteristics. Therefore, for colleges and universities, understanding the classification of knowledge management models is more conducive to researchers looking for knowledge management models suitable for vocational undergraduate colleges.

Importance of Knowledge Management

Malhotra (1997) believed knowledge management is a catering measure aimed at essential aspects such as organizational adaptability, survival, competitiveness, etc. when enterprises face increasingly discontinuous environmental changes. It included the development process of the cultural organization. It seeks to organically combine the ability to process data and information provided by information technology and the ability of people to invent and create.

Chinese scholar Lin (2009) further analyzed the definition of knowledge management. Knowledge management can be understood from two aspects: narrow sense and prescriptive. Knowledge resource management is the systematic management of knowledge and related processes such as creation, collection, organization, dissemination, and utilization. Knowledge management in a broad sense includes not only the management of knowledge but also the management of various resources and intangible assets related to knowledge, knowledge of the organizational culture, management effectiveness services, investments, property rights, the design of personnel, and all-around, holistic management.

Zhou (2022) pointed out that knowledge management is a process of generating and utilizing knowledge in an organization, whether an individual or a team, and its core performer is a human being. At the same time, organizational

management was found from the perspective of knowledge source categories, individual and team management effectiveness, knowledge functional needs, and other perspectives to dissect the practical path of knowledge management to empower organizational management.

Sun, Tu and Zhai (2022) analyzed existing literature and concluded that a learning organization rooted in knowledge management aims to adapt to internal and external environmental changes. This enhances the organization's core competencies in knowledge learning and collaborative innovation. These competencies serve as strategic approaches to dynamic interactions between the organization and various internal and external knowledge sources. The focus is on the fusion of the knowledge helix, effective management, and organizational learning. The ultimate goal is to create a core process cycle involving the collection, processing, storage, sharing, application, and re-acquisition of knowledge. This supports a normative and systematic transformation of knowledge, reinforcing the organization's learning mechanisms.

Chen (2018) has pointed out that knowledge management at a narrow level is the management of knowledge related to technology, precisely, the continuous acquisition of technology, further good application, reasonable storage, broad dissemination, and the realization of innovation. Knowledge management applied to organizational construction contains the following elements: knowledge management elements, organizational culture learning, external resources elements, and internal resources elements.

Wu and Xu (2018) believe that enterprise creative knowledge management is a process of activities centered on creative knowledge, people-oriented, and using information base as a management tool to explore, accumulate, convert, and apply creative and innovative expertise in enterprise management, and then achieve a gradual increase in the effectiveness of enterprise organizational management. The study of KERP's new knowledge management organizational model, the need for effective knowledge management capabilities, corporate organizational culture, organizational structure effectiveness, and so on was mentioned.

Regarding the research on knowledge management in Chinese vocational universities, scholar Liu (2013) believed that Knowledge management in colleges and universities is an essential branch of knowledge management theory. Its connotation is that by the objective law of knowledge management, the explicit knowledge of colleges and universities (knowledge management), tacit knowledge (organizational culture), and external knowledge (management effectiveness) to find, organize, store, share, innovate, and apply innovation and application. The organizational culture, leadership style, and management effectiveness of universities are essential and critical factors affecting university knowledge management. Knowledge management in colleges and universities is significant in enhancing their competitiveness, optimizing their management mode, improving management efficiency, and promoting cultural heritage and innovation. From the perspective of organizational culture and leadership style, it should strengthen knowledge management in colleges and universities and provide the essential factors of school competitiveness from the aspects of promoting the innovation of organizational structure, constructing the information technology system of knowledge management, cultivating excellent organizational culture, shaping perfect leadership style, establishing incentive motivation mechanism from the perspective of management effectiveness, and designing the scientific evaluation scheme of knowledge management. Refer to Table 2.1.

Table 2.1 Division of Knowledge Management Dimensions in Chinese Universities

Dimension	Define Content
Explicit Knowledge	Knowledge Management: University books, literature, information collection data, course sharing, experience forums, web resources, etc.
Tacit Knowledge	Organizational Culture: The image of the school, the school's cultural atmosphere, the school's honor, the values of the school's teachers and students, etc.
External Knowledge	Management Effectiveness: Effectiveness of external experience and skills such as managerial learning and training, introduced management concepts, and learned leadership styles

Jiang (2003) Knowledge management refers to the systematic and effective management of knowledge resources owned by the organization to achieve knowledge sharing, innovation, and value-added to improve organizational resilience and innovation and knowledge activities. Based on organizational behavior, it has also been found that organizational staff structure design, organizational culture, and organizational innovation in knowledge management help members exchange, communicate, and experience.

Zhang (2014) pointed out that the knowledge atmosphere exogenous explicit knowledge and endogenous tacit knowledge, knowledge management through language and text and other symbols or digital audio-visual media to express, can be shared by others, or the formation of implicit experience, skills to achieve effective knowledge management, and its model for the construction of the enterprise contains, the organizational structure, organizational culture, and organizational learning and knowledge transformation.

Chen and Zhang (2014) found that knowledge management is an ongoing process of managing all knowledge to anticipate current and future needs, identifying, and utilizing existing and acquired knowledge to develop new opportunities, encompassing the creation, acquisition, and application of knowledge. The study results showed that only organizational culture, organizational innovation, and managerial effectiveness can impact knowledge management.

Feng (2011) suggested that knowledge management refers to creating, acquiring, and using knowledge to enhance organizational performance creating, developing, and using knowledge to. In the study of the knowledge management process of China Baosteel Group, explicit knowledge and tacit knowledge are classified. The organization (Corporate structure design and division of responsibilities), process (Transparent management processes to improve management effectiveness), technology (Knowledge management system requirements and implementation of the system outside of the management tools), and security (Corporate organizational culture, management support, evaluation, and incentives) can effectively improve the level of management of the organization.

The researchers believe there is an obvious point in the dimension of knowledge transformation. Even though knowledge is divided into explicit and implicit, with the rise of vocational colleges and universities, the type of college knowledge should not be limited to theory, and there should be many factors, such as technology and experience. As mentioned above, there are various research perspectives on Knowledge management, ranging from those focusing on Knowledge functionality, knowledge management, organizational structure, organizational learning, organizational innovation, organizational culture, managerial effectiveness, and internal and external resources to a mixture of both. Therefore, the schools of knowledge management research can be divided into technical, behavioral, and integrative schools, Refer to Table 2.2.

Table 2.2 The Results of the Synthesis of Knowledge Management Characteristics

Author Characteristics of knowledge management	Yogesh (1997)	Lin (2009)	Zhou (2022)	Sun and Tu (2022)	Chen (2018)	Wu and Xu (2018)	Liu (2011)	Jiang (2003)	Zhang (2014)	Chen and Zhang	Feng (2011)	Total
Knowledge functionality			√	√								2
Knowledge management	√	√	√	√	√	√	√			√	√	9
Organizational structure						√		√	√		√	4
Organizational learning				√					√			2
Organizational innovation							√	√		√		3
Organizational culture	√	√		√	√	√	√	√	√	√	√	10
Managerial effectiveness		√	√	√			√			√	√	6
Internal & external resources				√	√		√					3

According to Table 2.2, the researchers analyzed and synthesized documents, concepts, theories, and research related to Knowledge Management strategies for organizational management of vocational university administrators, which consisted

of Malhotra (1997), Lin (2009), Zhou (2022); Sun et al. (2022); Chen (2018); Wu and Xu (2018); Liu (2011); Jiang (2003); Zhang (2014); Chen and Zhang (2014); Feng (2011). The researcher used the criteria to consider the corresponding characteristics. To use as a framework for research in this study. By selecting attributes with a frequency of 6 or more. Which can be synthesized into 8 characteristics as follows: 1) Knowledge functionality, 2) Knowledge management, 3) Organizational structure, 4) Organizational learning, 5) Organizational innovation, 6) Organizational culture, 7) Managerial effectiveness, 8) Internal & external resource

Measurement of Knowledge Management

As mentioned earlier, there are different research schools from different angles. Knowledge management is a huge management system. Chinese scholars construct according to China's national conditions. Wang summed up the three elements in addition to the knowledge activity mechanism: information technology, corporate culture, and organizational structure (Wang, 2007). Huang and Yu (2014) also explored the motivation of the internal influence of knowledge management in Chinese universities. The school's knowledge management and motivation can be divided into institutional, cultural, technology application, and hardware input factors. Xu and Chen (2007) analyzed and summarized the knowledge management aspects that affect the effect of knowledge management mainly including: leadership support, human resources, organizational structure, infrastructure, and organizational culture.

Researchers believe that with the advent of the knowledge economy era, Internet application technology is more mature. In today's colleges and universities, whether general education or vocational undergraduate colleges, different departments have the phenomenon of building office systems on the Internet. This phenomenon can be used as a knowledge management application platform, such as the research school summarized by previous scholars. Researchers believe that this situation can be viewed based on contingency theory, and the comprehensive school is more recognized. Because there will be a phenomenon in vocational, undergraduate colleges, computer and information-related majors are the necessary majors today. Other technical professional courses also add information

management to the study, so technical ability is already part of the knowledge. However, the technology school advocates leveraging the network and system platform to leverage enterprise knowledge management, which is more convenient to operate. It has a platform structure and can be directly applied to the crowd for data knowledge collection; data collection is information and can refer to the econometric school style of organization and management. Data analysis and evaluation of the organization: the result of data analysis is a collection of knowledge, which is summarized into knowledge through the collected information results like the behavioral school when organizational managers can use their own management knowledge experience to innovate and adjust the organization and change, which coincides with the research content of strategic behavior. It can be divided into four behavioral steps, which can also be considered four facets. The researchers believe that this division is efficient and comprehensive, the computer is rational and has robust data processing capabilities, and organizers are more perceptual than computers and better understand the needs of organizational members and the direction of organizational goals. This knowledge management approach is closer to the steps of data collection, data analysis, and research conclusions in scientific research. In contemporary hot Internet applications, it is more like a computer algorithm, through information collection, analysis results, and recommendations to customers like videos and products they want to buy.

To sum up, the researchers believe that the knowledge management model of vocational, undergraduate colleges can be divided into four dimensions: data, information, knowledge, and innovation, which are the basis for the next dimension, as shown in Figure 2.1.

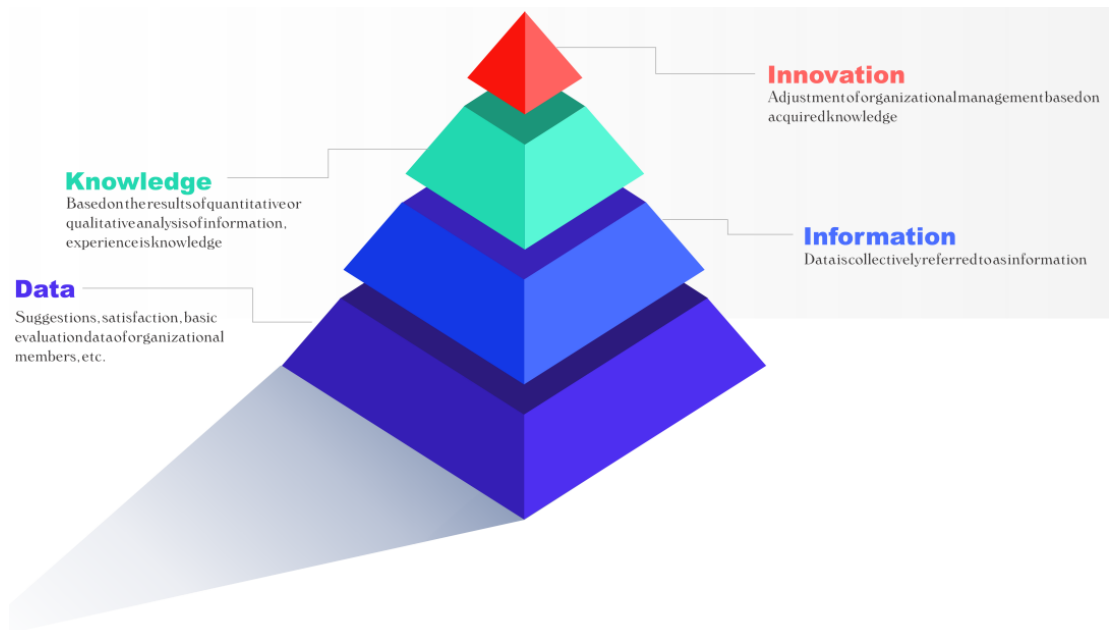


Figure 2.1 The Knowledge Management Model Diagram of Vocational Colleges

Concept and Theory of Management Effectiveness

Definition of Management Effectiveness

Qi (2013) suggests that the overall level of synergy and integration of an organization's system is ultimately reflected in the organization's management efficiency, results, and benefits, collectively referred to as management effectiveness. Management effectiveness refers to "performance" as the expression of management performance, goals, etc., which reflects the results of performance management; "effectiveness" refers to benefits, effects, effects, efficiency, etc., which reflects people's behaviors and reactions.

Xu (2013) suggested that the performance management effectiveness of colleges and universities refers to the ability to achieve the goals or influence the goals, which is the work performance, work behavior, workability, or work attitude that can be evaluated (Wang & Fang, 2005) which can focus on the spirit of the individual and the organization, the style of work, the quality of service, the level of management, the work performance, and the potential for development.

Luthans and Youssef (2007) In personal development, a positive mindset affects people's awareness and behavior, impacting individual work behavior, work performance, and the organization's competitive ability. From the perspective of

personal management effectiveness, the influencing factors include the individual's behavior, the individual's work performance, and the influence of the influence on the individual's behavior to the effect of work performance.

In conclusion, management effectiveness means in the organizational system synergistic ability and overall work efficiency, management in realizing the management objectives of the ability to show and obtain management efficiency, effectiveness, and efficiency of the integrated reflection. It measures the results of engaging in management work and is an overall reflection of the management system.

Theory of Management Effectiveness

Organ (1988) first proposed the concept of "Organizational Citizenship Behavior (OCB)." He pointed out that OCB is a kind of Behavior and external expression of an organization, which is conducive to the development of an organization. The organization does not formally emphasize organizational citizenship behavior, nor is it related to labor remuneration, but it is constructed in the process of cooperation related to the organization. It can effectively improve the work efficiency of the organization. Organizational citizenship is defined as "not clearly proposed in the formal salary system of the organization, but its behavior has obvious benefits for the improvement of organizational effectiveness" (Organ, 1988). In short, it refers to the spontaneous behavior of the members of the teachers' organization that is not caused by the job function requirements. See Table 2.3 for research and scales related to organizational citizenship behavior structure.

Table 2.3 Organizational Citizenship Behavior Measurement Scale

Representative Scholars	Structure and Dimension	Number of Items	Reliability	Validity
Podsakoff et al. (1990)	<ol style="list-style-type: none"> 1. Altruism 2. Personal initiative 3. Athletic spirit 4. Civic morality 5. Humility 	24	0.66-0.94	Each item is positively related to the five dimensions; Positive correlation between dimensions; It is negatively related to role confusion, emotional burnout, and depersonalization, and positively related to distributive justice, procedural justice, newcomer, and organizational commitment.
Williams & Anderson (1991)	<ol style="list-style-type: none"> 1. Focus on individual citizenship 2. Focus on organizational citizenship 3. In role behavior 	21	0.61-0.94	It is positively related to employee self-esteem, internal control source, emotional commitment, etc., and negatively related to turnover intention.

Table 2.3 (Continued)

Representative Scholars	Structure and Dimension	Number of Items	Reliability	Validity
Moorman & Blakely (1995)	1. Interpersonal help 2. Personal initiative 3. Personal efforts 4. Loyal support	19	0.61-0.86	Individual dimension is related to four dimensions; All dimensions are independent of each other; The four dimensions are related to procedural justice, organizational commitment, and job satisfaction.
Fan (1997)	1. Identification organization 2. Altruistic behavior 3. Dedication 4. Interpersonal harmony 5. Protect organizational resources	20	0.81-0.87	Each dimension is independent of the item, and the dimensions are related in pairs; It is positively related to sense of fairness and organizational commitment.

Because of the influence of organizational culture, organizational citizenship behavior has gradually become the concern of the academic community of organization management and relevant enterprise researchers. Relevant literature points out that when Organ constructed the theory of organizational citizenship behavior, it believed that there was a very close relationship between organizational culture and organizational citizenship behavior. When organizational members accepted the organizational culture of the organization (Organ, 1988), when individual values are close to organizational values, individual organizational

citizenship behavior will be more and better ". In addition, research conducted by Turnipseed and others on employees in the United States and Romania did find that social culture, organizational culture, and economic conditions do have a significant impact on employees' OCB (Turnipseed & Mukison, 2000).

An organization's total work efficiency comes from its internal members' individual work performance. It is the work goal and purpose of its members. Because of its substantial use value, it has aroused the focus of the academic community. In organizational behavior, how to effectively promote the efficiency of organizational members and develop their potential for organizational managers has become the focus of organizational management academia.

Borman and Motowidlo (1997) pointed out that there should be two dimensions of work performance, namely, Task Performance (TP) and Contextual Performance (CP). Stokes, Schneider and Lyons (2010) proposed that adaptive performance (AP) should be added to the dimensions based on contingency theory to adapt to environmental changes and verified its feasibility according to empirical research. Therefore, Job Performance (JP) is the sum of the above three performances. In general, task performance refers to the results of the quantity and quality of work performed by members of an organization; Relationship performance is the performance level of the whole organization promoted by the work achievements of the organization members (Zheng, X, Zhao, Ma & Chen, 2019); Adaptive performance reflects the ability of organizational members to adopt different work skills according to different environments in the face of changes in organizational management scenarios and adaptive behavior to cope with a wide range of tasks of different types (Wu & Yuan, 2010). At the same time, some scholars pointed out that there should be other dimensions of job performance. For example, the work performance of middle managers in enterprises includes task performance, interpersonal performance, adaptive performance, and effort performance. At the same time, some scholars pointed out that there should be other dimensions of job performance. For example, the work performance of middle managers in enterprises includes task performance, interpersonal performance, adaptive performance, and effort performance (Wen, 2005). The work performance of professional sports

coaches includes task performance, relationship performance, development performance, and anti-production performance (Li, 2011). Among them, the dimensionality division of work performance of different research objects should have their professional characteristics. The researchers have sorted out relevant scales and dimensionality division according to previous literature, as shown in Table 2.4.

Table 2.4 Work Performance Measurement Scale

Scale and Representative Scholars	Dimension	Number of Questions	Reliability
Job Performance Scale (Van and Motowidlo, 1996)	Task performance Relationship Performance	6	0.61-0.69
Adaptive Performance Scale (Tao, 2016)	Innovative solutions Pressure and emergency treatment Continuous post learning Interpersonal and cultural adaptation	25	0.85-0.94
Work Performance Scale for Managers of State owned Enterprises (Li and Sun, 2012)	Task performance Relationship Performance Adaptive performance	15	0.849 Cronbach's alpha>0.7

In summary, a better organizational management model and positive organizational culture will have a certain impact on the members' performance within the organization. As mentioned above, knowledge management nowadays is an innovation with the continuous improvement of scientific and technological means, and the form of management can rely on scientific and technological means as an aid. The ability of organizational members to innovate in their work and adapt to the management model also corresponds to technological assistance.

Concept and Theory of Organizational Culture

Definition of Organizational Culture

With the advent of the knowledge economy, the management models of various organizations have begun to incline towards knowledge management. Thus, research on knowledge management has become a hot topic. However, while introducing the goal of knowledge management, many organizations do not reach the goal of the organization because they focus too much on the management mode itself and neglect other influencing factors. Therefore, the question of how to efficiently improve the usefulness of knowledge in the organization has become the focus of organizational managers. The results of many empirical studies show that the most significant influence factor on the failure of organizations to achieve organizational goals when implementing knowledge management strategies lies in the process of creating and applying knowledge, ignoring the influence of corporate culture on the efficiency of corporate management. Because the practical application of knowledge management requires a specific corporate environment, organizational culture is an important factor in constructing organizational culture. The knowledge management model wants to talk about the organization into an efficient group to achieve organizational goals. The cultivation or existence of an organizational culture environment is a prerequisite and condition (Chen & Liang, 2009).

Due to the different research purposes and perspectives, the previous research on the connotation of organizational culture has varied, and there is no uniform conclusion. Denison and Mishra. (1995), a representative of quantitative research in organizational studies, pointed out that the connotation of organizational culture is so broad that it is difficult to describe its connotation with a more objective concept of extension. Schein, a pioneer in the field of organizational psychology, is more representative of the concept of organizational culture. Chinese scholars have delineated organizational culture based on the concepts of Schein and Western scholars, believing that organizational culture is composed of behavioral styles, organizational values, and spiritual phenomena. At the same time, it pointed out that organizational culture is generally accepted and recognized by the members of the organization of a value, behavior, way of thinking, and other group consciousness of

the general term (Zhou, Chen, Li, & Gan, 2010), which coincides with Schein's (1992) most of the walk in the artificial to become outside the content of the organization. Organizational culture is the consensus of organizational members on the understanding of things, which includes knowledge, ideology, values, goals, expectations, perceptions, rules, language, behaviors, traditions, etc. (Lau & Ngo, 1996). Denison points out that the basic beliefs, value perceptions, and presented organizational behaviors that the members of the organization share are the organizational culture. Some of these aspects of organizational culture, including individual behaviors and group perceptions, are more obvious. In contrast, the internal characteristics of organizational culture are not as obvious because they are an underlying core value (Hu, 2010). Ouchi and William (1985), in their book "Theory Z," have pointed out that organizational culture acts as the mutual communication between the members of the organization, and it may be rumors, perceptions, and beliefs that influence the members' subconscious.

To sum up, organizational culture is not a rule that is obviously presented in the organization; it is a culture within the organization that the members of the organization form according to the rules of the organization, different styles of leadership, and more obvious rules. This culture exists more in the consciousness of the organization members, subconsciously influencing the code of conduct of the organization members. The management mode adopted by the organizer will indirectly affect the organizational culture, while the organizational culture will also affect whether the organizational goals will be efficiently achieved.

Theory of Organizational Culture

Edgar H. Schein believes that human beings themselves are "cultural constructs". From the socialization perspective, human social attributes are based on the construction of culture. In 1973, a Japanese American professor from California, America, studied the advanced management experience of Japanese local enterprises and wrote the book *Z Theory: How American Enterprises Meet the Challenges of Japan* (Ouchi & Wilkins, 1985), in which the concept of organizational culture was formally put forward, thus causing the upsurge of western scholars in the study of organizational culture.

Among the definitions of organizational culture, the most representative is Schein's (1992) definition: a shared basic hypothesis model learned by a group when solving its external adaptability and internal integration problems, which has been proved to be effective in solving such problems. This definition divides organizational culture into three levels: artifacts, values, and basic assumptions, which well explains the structure and connotation of organizational culture, as shown in Figure 2.2.

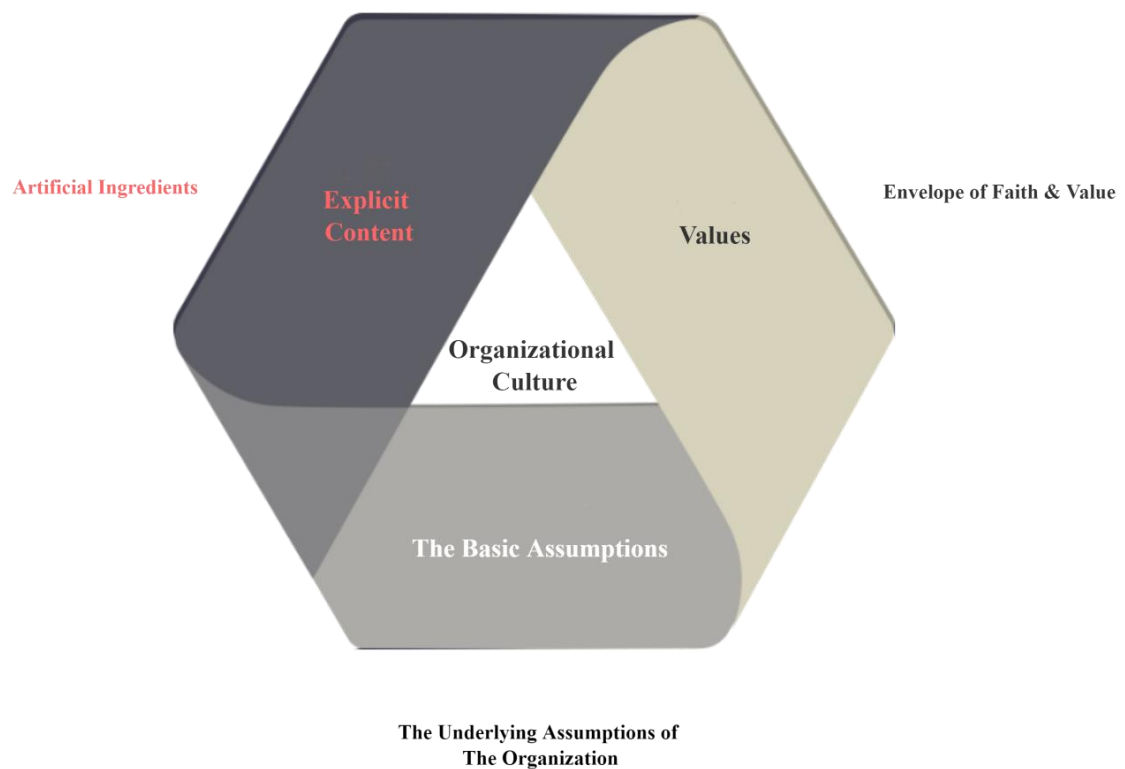


Figure 2.2 Schein Organizational Culture Concept Map (1992)

At the same time, there are different forms of the definition of organizational culture. The researchers selected some representative definitions, as shown in Table 2.5

Table 2.5 Summary of Organizational Culture

Researcher	Definition of Organizational Culture
Hofstede (1980)	Mental model of organization
Deal and Kennedy (1982)	Consists of values, leaders, cultural ties, traditional customs, etc., used to cultivate the consistency of organizational members' behaviors
Denison(1984)	It is a kind of value, belief, and behavior mode, which is the core identification of an organization
Chan and Clegg (2002)	Common understanding
O'Reilly (1991)	Strong and widely accepted core values
Schein (1992)	It is the basic assumption that all members of the organization follow and share. It has been formed and proved effective in the organization's response to the external environment and internal integration problems
Wang (2005)	A set of meaning sharing system shared by members of the organization different from other organizations

In the late 1980s, China began to introduce the concept of organizational culture, which is still a hot research topic now. Chinese scholars have studied China's national conditions and enterprise characteristics and tried to explore the definition of organizational culture. Throughout the research of Chinese scholars, there are mainly two different views: the first view is that organizational culture is a kind of values and consciousness hidden in the organization to change the behavior orientation of employees; The second is that the organizational culture exists in the organizational material culture, which is an explicit treaty gradually formed with the growth of enterprises. Representative definitions are as follows: in the late 1980s, China began to introduce the concept of organizational culture, which is still a hot research topic until now. Chinese scholars have studied China's national conditions and enterprise characteristics and tried to explore the definition of organizational culture. Throughout the research of Chinese scholars, there are mainly two different views: the first view is that organizational culture is a kind of values and

consciousness hidden in the organization to change the behavior orientation of employees; The second is that the organizational culture exists in the corporate material culture, which is an explicit treaty gradually formed with the growth of enterprises. Chen (2004) pointed out that the organization's growth process accompanies the emergence of organizational culture, and its existence is due to the cultural synthesis generated by the organization in dealing with external adaptation and internal communication. This point is mainly familiar with organizational culture's systematic, consensus, functional, and rooted characteristics (Zhang, 2020). It is believed that the corporate culture is the unique environment formed within an organization for a long time, accompanied by specific values, institutional norms, and codes of conduct. The book *Enterprise Culture* points out that organizational culture is a behavior plan and value standard formed by organizational members in corporate growth for a long time and recognized by executive members.

To sum up, Chinese and Western scholars have different definitions of organizational culture, but they can be divided into three directions. First, organizational culture is a cultural complex gradually generated in the internal operation of an organization (Hofstede, Neuijen, Ohayv & Sanders, 1990). Therefore, corporate culture will show different types in different organizational structures, which are unique. Secondly, the root of organizational culture lies in dominant values, basic assumptions, and behavior norms. Thirdly, corporate culture is a thing that spreads internally through the objective existence of material and spirit. This study defines organizational culture as a unique value, a subconscious code of conduct, and a common goal that gradually emerges from the beginning of an organization to its maturity. This study's definition of organizational culture follows Schein's (1992) report.

Measurement of Organizational Culture

The quantitative research on organizational culture differs due to previous scholars' different research backgrounds, interests, and methods. The influential scales in the West include the Organizational Culture Profile (OCP). Denison built the Organizational Culture Questionnaire (OCQ), Hofstede built the measurement scale, and Quinn and Cameron created the Organizational Culture Assessment Instrument

(OCAI). The most representative and widely used scale among Chinese scholars is the Values in Org Organizational Culture Scale (VOCS), constructed by Zheng from Taiwan, China.

This study summarizes several influential scales below to find a scale suitable for universities and knowledge management.

OCP: Explore the relationship between the degree of person-organization fit and individual outcome variables according to appropriate multiple perspectives and design and summarize the Organizational Culture Profile (OCP) based on previous literature (O'Reilly III, Chatman & Caldwell, 1991). The measurement perspective of OCP is mainly divided into the following seven dimensions: team orientation, attention to detail, enterprise, result orientation, respect for employees, stability, and innovation. Its measurement of organizational members' values can be divided into standard and self-model. In the process of using the standard form, each respondent's values are independent, and they are filled in according to the degree of conformity of each item and then used for data analysis with the Likert scale measurement method. In the process of self-modeling, the testers are classified or replaced according to their own values preferences and the subjective values according to the subject. This study summarizes several influential scales below to find a scale suitable for universities and knowledge management.

OCP: Explore the relationship between the degree of person-organization fit and individual outcome variables according to appropriate multiple perspectives and design and summarize the Organizational Culture Profile (OCP) based on previous literature (O'Reilly et al., 1991). The measurement perspective of OCP is mainly divided into the following seven dimensions: team orientation, attention to detail, enterprise, result orientation, respect for employees, stability, and innovation. Its measurement of organizational members' values can be divided into standard and self-model. In the process of using the ordinary form, each respondent's values are independent, and they are filled in according to the degree of conformity of each item and then used for data analysis with the Likert scale measurement method. In the process of self-modeling, the testers are classified or replaced according to their own values preferences and the subjective values according to the subject.

OCAI: Cameron and Sine (1999) built an organizational culture evaluation scale based on the Contradictory Value Framework (CVF). Literature and empirical research found that the dominant culture, leadership style, management role, human resource management, quality management, and success criteria significantly impact organizational performance. There are also four options under the six dimensions, corresponding to different types of organizations: religious, dynamic, hierarchical, and market. The test will score according to the degree of conformity between himself and the question, and at the same time, he will cut the question of his expected cultural status. We can determine where the enterprise needs to improve by comparing the current situation with the predicted state.

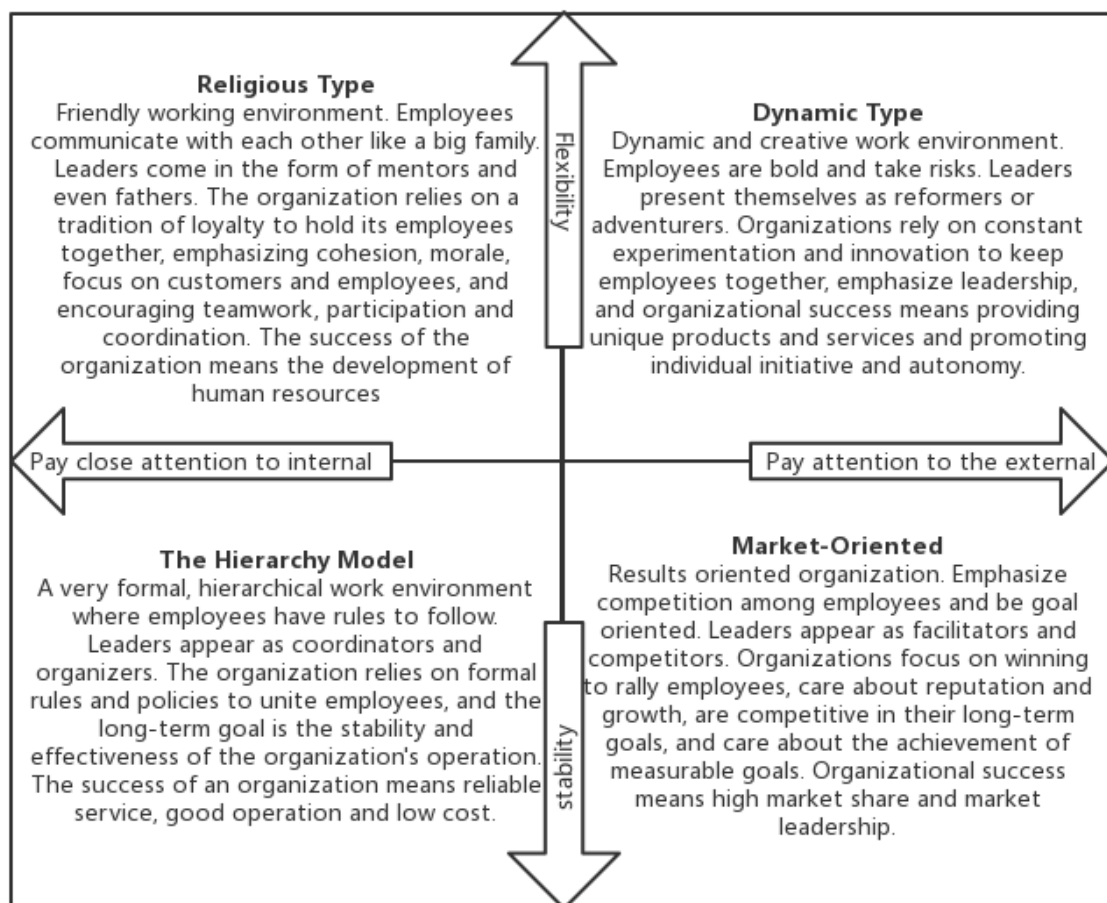


Figure 2.3 Quinn & Cameron (2011) Organizational Culture Type Model

VOCS: The concept of organizational culture was introduced in China around 1984 and was unanimously recognized by enterprises and academic research circles. Then, the term "organizational culture" has become one of the hot spots in China's academic circles. The empirical research on organizational culture has had a certain impact in Western academic circles, but its theoretical basis and experimental tools have always come from the West. Reviewing the previous literature, it can be observed that the research on the concept of organizational culture in China focuses on qualitative research, whereas quantitative research is relatively rare. Therefore, relative to the measurement of organizational culture, the literature foundation of China is relatively weak compared to the West. Zheng (2020), a scholar from Taiwan, China, believed that organizational culture is a habit that exists in consciousness and can lead organizational members to achieve corresponding behavior activities. He pointed out that the theory of measuring organizational members and individual culture is relatively lacking. Therefore, he built the VOCS scale based on the organizational culture research framework of Schein, a Western scholar. The scale itself has nine dimensions: scientific truth-seeking, customer orientation, excellence and innovation, sharing weal and woe, team spirit, integrity, performance, social responsibility, and good neighborliness. As a measurement tool applicable to China, VOCS has greatly contributed to measuring individual and organizational culture in China and has greatly influenced the academic community.

OCQ: Denison and Mishra (1995), a Western scholar, built a theoretical model of culture traits (TMCT) based on the framework of oppositional competition. There are many differences between its model and Cameron and Quinn's research on the type of organizational culture. Denison developed its model from the perspective of organizational culture characteristics, focusing on the characteristics of organizational culture. The horizontal axis of the model is divided into "flexibility stability" and the vertical axis is "focus on the inside - focus on the outside." The four quadrant models formed correspond to adaptability, mission Involvement, and Consistency. Each organizational cultural characteristic corresponds to three indicators, which are measured by five clearer terms. The model focuses on four cultural characteristics, 12 indicators corresponding to the overall situation, and 60 terms to measure

organizational culture. Based on grounded theory, he conducted qualitative research on five organizations to explore the relationship between their four cultural traits and their organizational effectiveness. Then, he conducted quantitative analysis on the empirical research of 764 organizations' managers and finally constructed the Organizational Culture Questionnaire (OCQ), which consists of 60 topics.

Cho and Lee (2000) tested the reliability and validity of the OCQ scale (using the database of the Denison series of studies, N=36542). The results showed that the α -coefficients of the 12 subdimensions were greater than 0.7, the scores of the four cultural traits were greater than 0.8, and the measurement items of each cultural trait could roughly correspond to the sub-dimensions, indicating that the reliability and validity of OCQ were good (Zhang and Zhang, 2004). Compared with the OCAI scale, the OCQ scale is more detailed and comprehensive. Denison has also created a corresponding measurement website (www.Deniculture.com), which promotes the influence of the OCQ scale and contributes to the quantitative research on organizational culture. Compared with the OCAI scale, the OCQ scale is more detailed and comprehensive. Denison (1984) has also created a corresponding measurement which not only promotes the influence of the OCQ scale but also contributes to the quantitative research on organizational culture. However, Chinese scholars (Zhang & Zhang, 2004) pointed out a high correlation (0.86-0.95) between the four dimensions, and the scale's validity needs to be further tested. However, the researchers believe that the subjects measured due to the cultural differences between the East and the West may be different, leading to the "acclimatization" of the scale.

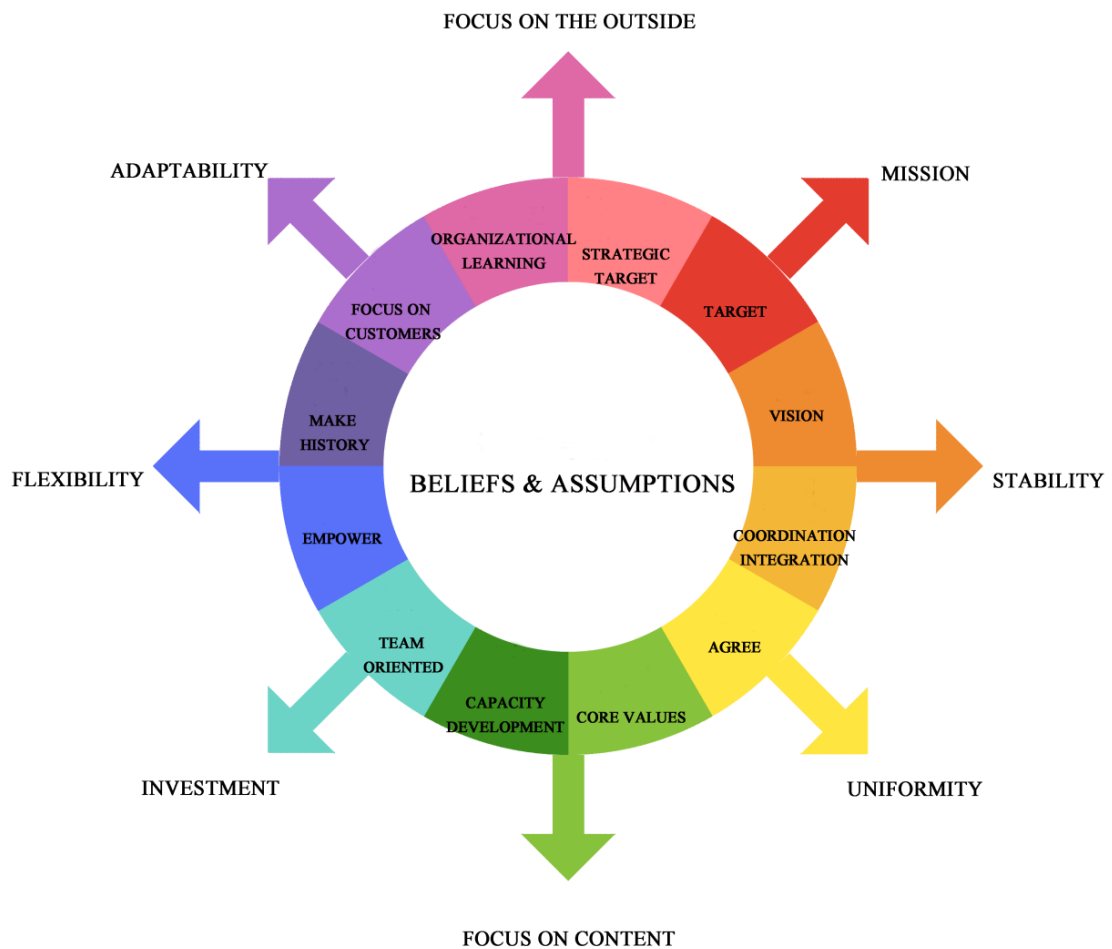


Figure 2.4 Denison Organizational Culture Traits Model

Concept of Vocational University

Yin (2021) suggested that undergraduate education is the intermediate level of higher education, which is built into its structure with the specialized and postgraduate levels. However, in China currently, vocational education belongs to the advanced level, and the essential attributes of vocational education are the fundamental qualities that distinguish it from other types, mainly including educational, vocational, social, productive, adaptive, intermediary, cross-boundary, industrial, and practical.

Meng (2022) suggested that vocational university undergraduate is a different category of higher education compared to ordinary undergraduate, which is aimed at disciplinary talent cultivation, while vocational university focuses more on practice,

technology, and skills to cultivate high-level technical and skillful talents with strong working ability and high professional qualities oriented to the front line of the workplace.

Zheng (2020) suggested that vocational university is a very special type of education, which has a very close relationship with basic education, higher education, and continuing education. Vocational education and general education in China correspond to the dual-track education in Germany, which is mainly differentiated by the type of talents cultivated and the way of cultivation.

Sha (2019) suggested that undergraduate vocational education belongs to the same educational level of two training systems compared to traditional undergraduate education. The implication is that the quality of training in all undergraduate education should meet the basic requirements of undergraduate education.

There are differences in the quality connotation of different types of undergraduate education; there is no difference between high and low, but there is "the weak and the strong." For example, vocational education at the undergraduate level should improve the application ability requirements while lowering the academic ability requirements to reflect the vocational and application-oriented nature of talent cultivation.

In conclusion, also known as "vocational and technical university," is China's implementation of the undergraduate level of higher vocational education to train application-oriented talents of a class of institutions of higher learning. There are differences in training, the goal of training talents, and the characteristics of running a school with general education.

Related Research

Knowledge Management and Management Effectiveness

Lin (2022) proposed that they had found through empirical research that school knowledge management significantly correlates with school effectiveness. Its research subjects are at a medium level and give some recommendations.

Chinese scholars (Zhang & Wang, 2010) proposed that the knowledge management capability of creative enterprises has an essential impact on their performance level and that the knowledge management strategy and the creation process among knowledge management have been studied. They believe that adapting knowledge management processes and strategies is the key to improving organizational performance.

From the perspective of organizational citizenship, there are not many related studies. Researchers analyze the reasons, and a certain relationship exists between organizational culture and organizational citizenship. When Organ constructs the theory of organizational citizenship behavior, he believes there is a very close relationship between organizational culture and organizational citizenship behavior when organizational members accept the organizational culture. When personal values are close to organizational values, individual and organizational citizenship behaviors will improve (Organ, 1988), which means that previous research perspectives mainly focus on corporate culture. However, in recent years, foreign scholars have begun to extend organizational citizenship behavior research to knowledge management. When studying the influence of emotional function on knowledge sharing within service organizations, organizational citizenship behavior is used as an intermediary variable between the two, and it is believed that dynamic function affects knowledge sharing by affecting organizational citizenship behavior (Joseph and Wawire, 2015). Hsu and Lin (2008) believed that organizational citizenship behavior helps to form a strong relationship among corporate members, leading to cooperation and mutual assistance among members, so employees who exhibit organizational citizenship behavior are more willing to contribute knowledge. Joshi., Sarker., & Sarker, (2012) pointed out that knowledge transfer should be regarded as an extra-role behavior that employees voluntarily complete. From previous studies, it can be found that there is a specific relationship between knowledge management and organizational citizenship behavior in management effectiveness. At the same time, the relationship between the two is relatively blank and worth exploring.

Work performance is one of the most intuitive reference tools for testing whether the organizational management model can play a role, so there is plenty of research between the two. Among them, Western scholars Choi and Lee (2002) pointed out that the strategy of knowledge management and the creative process in knowledge management were studied. They believe that adapting knowledge management processes and systems is the key to improving organizational performance. Nonaka (1994) believed that any organization needs to interact with the environment, and the dynamic interactive environment needs to process information and create knowledge effectively. Heifetz and Laurie (1997) pointed out that it is enough to improve the work efficiency of individual organizations in acquiring and creating and using knowledge. Zhang has pointed out that creative enterprises' knowledge management capabilities have an essential impact on their performance (Zhang, Zhang & Wang, 2010). To sum up, there is an inseparable relationship between knowledge management and work performance. However, the researchers consider that vocational colleges adopt information-based work platforms, which is a new working state. In this new environment, the relationship between knowledge management and work performance is also worth exploring, and further exploring the relationship between knowledge management and management effectiveness.

Knowledge Management and Organizational Culture:

At this stage, there is relatively no shortage of research on the relationship between knowledge management and organizational culture. In recent years, Vietnam scholars (Lam, Nguyen, Le & Tran, 2021) proved in their study that the positively significant relationship between organizational culture and knowledge management was also confirmed. On the other hand, Spanish scholars (Prado-Gascó, Pardo & Pérez-Campos, 2017) found in business studies that the link between organizational culture and knowledge management seems to be proven; thus, the researcher believes there is also an interaction between the two at the university level. However, there are not many of them whose research objects are colleges and universities. However, the organizational culture of colleges and universities differs from that of enterprises. It is gradually formed along with the historical process of

school development and is the result of the game between various factors inside and outside the school. It is conducive to regulating the daily behavior of teachers and students in schools, optimizing the distribution of various production factors, and maintaining the balance of the university system. However, some studies have found that from the general perspective of organizational culture and knowledge management, organizational culture is gradually considered a major obstacle affecting knowledge assets (DeLong & Fahey, 2004). At the same time, many studies have shown a close relationship between knowledge management and organizational culture. If an organization wants to achieve organizational goals based on the knowledge management model successfully, it needs an adaptive corporate culture in the process of knowledge sharing (Chang & Lee, 2007). Organizational culture greatly restricts knowledge management development, and it is an inaccessible key human resource strategic element in the organizational knowledge management model (Allameh, Zamani & Davoodi, 2011).

To sum up, there is an apparent correlation between knowledge management and organizational culture in colleges and universities, so what kind of mechanism is followed between the two to play a role, such as giving constructive advice to the organization and management of colleges and universities, it is inseparable from a successful management model. Since organizational culture can impact knowledge management, its exploration can be effectively analyzed. Changing the management model or using organizational culture as an entry point to construct and modify the knowledge management model according to different organizational structures is beneficial. The relationship between the two is a problem worth exploring to improve the executive management level of vocational colleges.

Organizational Culture and Management Effectiveness

The research on the relationship between organizational culture and management effectiveness also focuses on the enterprise perspective. Where Indian scholars found that organizations with a solid and deep-rooted culture perform more effectively than organizations with a weak culture (Gochhayat, Giri, & Suar, 2017), some Malaysian scholars noted that the outcomes indicated that organizational culture positively influences organizational effectiveness (Naveed, Alhaidan,

Al Halbusi & Al-Swidi, 2022). This study is still based on the above to summarize the research on the relationship between corporate culture, organizational citizenship behavior, and job performance. In terms of organizational citizenship, Bell and Menguc (2002) pointed out organizational culture impacts employees' organizational citizenship behavior. It may be more through employees' perceived corporate culture that affects their performance. Muse & Stamper have confirmed through research that a higher corporate culture improves employees' work attitudes and produces effective organizational citizenship behaviors. Many empirical studies have proved the relationship between administrative support and organizational citizenship behavior. The relevant research in China also pointed out that corporate culture positively correlates with organizational citizenship behavior. Ling, Yang and Fang (2006) and other studies found that organizational culture can better predict altruism. Wei (2010) research shows that the sense of organizational support of knowledge workers in high-tech enterprises is positively correlated with organizational citizenship behavior. In Xu (2015), in the study of organizational culture and relationship performance, it was found that organizational culture is divided into four types, and the correlation analysis between different types of organizational culture and the dimensions of employee organizational citizenship behavior is carried out. The research shows that different types of organizational culture There will also be differences in employee organizational citizenship behavior.

The research on the relationship between organizational culture and performance has always been one of the three principal directions of organizational culture research. Among which there are more studies on organizational performance, but most of them focus on relational performance in job performance. The degree of fit between the corresponding personal and organizational values can predict employees' job performance (Zhang, 2013). Kristof (1994) believes that employees with a high degree of fit between individual and organizational values have higher job performance. Zhao (2019) believes that the sense of fairness in corporate culture has a restrictive effect on teachers' relational performance. In the research, Liu (2010) pointed out that organizational culture significantly impacts the overall relationship performance, among which the four dimensions of corporate

culture, fairness, coordination, morality, and social responsibility significantly affect the overall relationship performance.

Although, according to previous studies, there is a particular influence between organizational culture and organizational citizenship behavior, Wang and Li (2019) pointed out that not all corporate cultures can effectively improve employee job performance to clarify which organizational culture has the most significant impact on organizational citizenship behavior. Influential Which ones are not, which are positive, and which are negative help shape one's culture according to the organization? Therefore, exploring the relationship between organizational citizenship behavior and job performance in corporate culture and management effectiveness will provide one of the vital reference factors for improving organizational management. Therefore, this study proposes the following hypotheses

Chapter 3

Research Methodology

The researchers have the following procedures for knowledge management strategies for organizational management of higher vocational education administrators in Liaoning Province, China.

1. The population / the sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

Scope of the Research

Population

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

The 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. By using systematic random sampling and sample random sampling were 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 10 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, you need to be an associate professor or above.

The experts evaluating the adaptability and feasibility of knowledge management strategies for organizational management of higher vocational education administrators were 5 high-level administrators in Liaoning. The experts' qualifications are as follows: 1) at least 10 years of work experience as a high-level

administrator in vocational universities, 2) have extensive experience in educational management or knowledge management, 3) graduated with a doctor's degree, 4) academic title is associate professor or above.

Table 3.1 Survey Sample Data Details

No	University of Liaoning	Population	Sample group
1	Liaoning Vocational University of Technology	84	39
2	Bohai University (Vocational Education Section)	44	21
3	Liaoning Institute of Science and Engineering	42	20
4	Liaoning University of Technology	40	19
5	Jinzhou Medical University (Vocational Education Section)	35	18
6	Liaoning Railway Vocational and Technical College	59	29
7	Liaoning Petrochemical College	36	17
8	Jinzhou Normal College	30	15
9	Haihua College of Liaoning Normal University	33	16
10	Shenyang University (Vocational Education Section)	20	11
Total		423	205

Research Instruments

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 for knowledge management, 29 for organizational culture, and 28 questions for

management effectiveness. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 express the level of knowledge management of higher vocational education administrators is at a strongly high level

4 express the level of knowledge management of higher vocational education administrators is at a high level

3 express the level of knowledge management of higher vocational education administrators is at a medium level

2 express the level of knowledge management of higher vocational education administrators is at a low level

1 express the level of knowledge management of higher vocational education administrators is at a strongly low level

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 idea of knowledge management.

Step 2: Construct the questionnaire about the knowledge management situation of higher vocational education administrators in Liaoning Province. Then, the researcher sent 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. Cronbach's Alpha Coefficient examined the reliability and validity of the questionnaires on Knowledge Management. Knowledge Management Questionnaire Cronbach's Alpha: 0.927.

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

Structured Interview

The structured interview was the instrument to collect the data for objective 2.

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: Collate the interview data.

Step 4: Collate the current situation of knowledge management of higher vocational education administrators in Liaoning Province through the interview data.

Evaluation Form

The instrument for collecting the data for the Objective 3 process 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

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, 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 a 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 provides the 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, for requiring collecting the data from 10 respondents at Liaoning Vocational University

Step 2: 10 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 5 experts' evaluation forms, summarize them, and develop relevant knowledge management strategies.

Data Analysis

The data analysis in this research, the researcher analyzed 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 in 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.

Chapter 4

Results of Analysis

The research is on the knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province, China. The objectives of this research were 1) to study the current situation knowledge management strategies for organizational management of higher vocational education administrators in Liaoning Province, China. 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 the knowledge management strategies for improving the organizational management of higher vocational education administrators in Liaoning Province, China. The data analysis result could be presented as follows:

1. Symbol and Abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows.

Symbol and Abbreviations

- | | |
|-----------|------------------------------|
| n | refers to sample group |
| \bar{X} | refers to average value |
| S.D. | refers to standard deviation |

Presentation of Data Analysis

Part 1: The analysis results in the personal information of respondents classified. I presented the data in the form of frequency and percentage.

Part 2: The analysis results about the current situation of knowledge management of higher vocational education administrators in Liaoning Province Presented the data in the form of average value and standard deviation.

Part 3: The analysis results of the interview contents about the knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province, China.

Part 4: The analysis results of evaluating the adaptability and feasibility of knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province Presented the data in the form of average value and standard deviation.

Results of Data Analysis

The researcher analyzed the data in 3 parts as follows:

Part 1: The Analysis Results about the Personal Information of Respondents, Classified. Presented the Data in the Form of Frequency and Percentage.

Table 4.1 Formal Sample Distribution

(N=20)

Background Variable	Personal Information	Frequency	Percentage
Gender	Male	97	47.32
	Female	108	52.68
	Total	205	100
Age	Under 25 years old	22	10.73
	25-34 years old	67	32.68
	35-45 years old	98	47.81
	Over 45 years	18	8.78
	Total	205	100
Working life	Less than 5 years	25	12.20
	5-10 years	66	32.20
	10-15 years	57	27.80
	15-20 years	49	23.90
	More than 20 years	8	3.90
	Total	205	100

Table 4.1 (Continued)

(N=20)

Background Variable	Personal Information	Frequency	Percentage
Education background	Bachelor's degree	109	53.17
	Master's degree	89	43.41
	Doctor's degree	4	1.95
	Others	3	1.47
	Total	205	100
Position	Administrative Officer	159	77.56
	Department Heads	37	18.05
	School Leaders	9	4.39
	Total	205	100
Job level	Elementary	63	30.73
	Intermediate	117	57.07
	Associate Higher	19	9.27
	Advanced	6	2.93
	Total	205	100

According to Table 4.1, showed that most respondents were 108 females (52.68%) and 97 males (47.32%). The respondents were mainly 35-45 years old 98 (47.81%), followed by 25-34 years old and under 25 years old, and over 45 years was the lowest level for 18 (8.78%). The working life of respondents was mainly 5-10 years 66 (32.20%), followed by 10-15 years 57 (27.80%), 15-20 years, and less than five years 25 (12.20%), more than 20 years was the lowest level for 8 (3.90%). The education background of respondents was mainly bachelor's degree 109, accounting for 53.17%, followed by Master's degrees 89 (43.41%), and Doctor's degree; others were the lowest level for 3 (1.47%). The respondent's position was mainly administrative officers, 159 (77.56%), followed by department heads, 37 (18.05%). School leaders were the lowest level for 9 (4.39%). The job level of respondents was mainly elementary 63 (30.73%), followed by intermediate 117 (57.07%), and associates higher, advanced was the lowest level for 6 (2.93%).

Part 2: The Analysis of the Current Knowledge Management Situation of Higher Vocational Education Administrators in Liaoning Province.

Table 4.2 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		\bar{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 4.2 found that the knowledge management of higher vocational education administrators in three aspects was at high level ($\bar{X} = 4.15$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was management effectiveness ($\bar{X} = 4.16$), followed by knowledge management ($\bar{X} = 4.15$), and organizational culture was the lowest level ($\bar{X} = 4.13$).

Table 4.3 The average value and standard deviation of the current situation of knowledge management strategies of higher vocational education administrators in knowledge management.

(n=205)

Knowledge Management		\bar{X}	S.D.	Level	Rank
1	The school promotes learning	4.18	0.71	high	9
2	The school encourages innovation and fosters an open and trusting work environment	4.13	0.66	high	11
3	High level of staff participation in knowledge sharing	4.52	0.69	high	3
4	The school respects different suggestions from staff	4.32	0.66	high	5

Table 4.3 (Continued)

(n=205)

	Knowledge Management	\bar{X}	S.D.	Level	Rank
5	The school appreciates teamwork	4.00	0.84	high	18
6	School departments can coordinate effectively	4.13	0.78	high	12
7	School has flat management hierarchy (too few levels)	4.15	0.83	high	10
8	The school has a process of acquiring or discovering knowledge	4.64	0.61	highest	1
9	The school's organizational structure is conducive to knowledge sharing and dissemination	3.87	0.93	high	23
10	Specialized processes are designed to facilitate knowledge exchange between departments	4.00	0.84	high	17
11	The school has in-service learning and training programs for teachers at different levels.	3.97	0.94	high	20
12	The school has an effective job rotation system	4.31	0.81	high	6
13	Reward system for creative contributions	3.99	0.80	high	19
14	Incentive system for knowledge sharing	4.28	0.67	high	7
15	The school has computers for all staff	4.63	0.59	highest	2
16	The school has an internet or intranet-based forum	3.92	1.12	high	22
17	The school has an advanced system to assist counselors in their work	4.06	0.82	high	15
18	The knowledge base has been established to meet the knowledge needs of the staff.	4.11	1.14	high	13
19	Knowledge maps have been created to show the linkage of knowledge resources.	3.92	0.98	high	21
20	The school adopts knowledge mining and search and categorization techniques	3.84	1.36	high	24
21	Whether the school conducts regular interview communication or questionnaires	4.26	0.69	high	8
22	The school has behaviors to gradually develop a smart campus	3.83	1.00	high	25

Table 4.3 (Continued)

(n=205)

	Knowledge Management	\bar{X}	S.D.	Level	Rank
23	Whether the school management behavior applies knowledge base resources for reference	4.01	0.81	high	16
24	The school is actively involved in the use of emerging technologies in management behaviors	4.10	0.96	high	14
25	The school has a department or full-time staff responsible for building the knowledge base.	4.45	0.65	high	4
Total		4.15	0.18	high	

"According to Table 4.3, the current situation of knowledge management strategies in higher vocational education administration is at a high level, with an average score of ($\bar{X} = 4.15$). When considering the results of this research, various aspects were ranked from highest to lowest. At the top of the list, the school excels in the process of acquiring or discovering knowledge, scoring ($\bar{X} = 4.64$). This is closely followed by providing computers for all staff, with a score of ($\bar{X} = 4.63$). Lastly, the school is gradually developing an intelligent campus, which scored ($\bar{X} = 3.83$).

Table 4.4 The Average Value and Standard Deviation of The Current Situation of Knowledge Management Strategies of Higher Vocational Education Administrators in Organizational Culture.

(n=205)

	Organizational Culture	\bar{X}	S.D.	Level	Rank
1	Executives are empowered to carry out their work independently.	4.37	0.76	high	3
2	Collaboration between different departments within the school is actively encouraged.	3.93	0.85	high	23
3	Administrative staff cooperate extensively with each other.	3.85	0.82	high	27
4	Getting work done relies on teamwork, not authority and orders.	4.02	0.87	high	17

Table 4.4 (Continued)

	Organizational Culture	\bar{X}	S.D.	Level	Rank
5	The capacity of administrative staff is constantly improving.	4.37	0.66	high	5
6	Continuous investment in the skills of administrative staff.	4.30	0.74	high	12
7	Clear, consistent values guide the way we work.	4.36	0.64	high	7
8	Ignoring core values can get you in trouble.	4.40	0.66	high	2
9	When disagreements arise, we do our best to find a "win-win" solution.	4.32	0.65	high	9
10	We can always come to an agreement even when we are stuck.	4.37	0.68	high	4
11	Executives have a clear and consistent view of right and wrong ways to behave.	4.36	0.66	high	6
12	There is consistency and predictability in the way we work.	4.31	0.68	high	10
13	Coordinating work between different administrations is not difficult	4.30	0.66	high	14
14	The goals of the various administrative departments within the school are aligned.	4.60	0.66	highest	1
15	Work style is very flexible and easy to change.	3.63	1.01	high	29
16	We are skilled at responding to competitors and other changes in the business environment.	3.87	0.98	high	25
17	We are constantly adopting new and advanced working methods.	3.97	0.96	high	21
18	The opinions of students and parents directly affect our decision-making.	3.74	1.01	high	28
19	All administrative staff have an in-depth understanding of the wishes and needs of students and parents	3.86	0.98	high	26
20	We encourage administrators to engage directly with students and parents.	4.30	0.75	high	11

Table 4.4 (Continued)

	Organizational Culture	\bar{X}	S.D.	Level	Rank
21	We view failure as an opportunity to learn and improve.	4.30	0.69	high	13
22	Learning is an important goal of our daily work.	4.32	0.72	high	8
23	We have formulated a clear future development strategy.	4.14	0.77	high	15
24	I don't understand the strategic direction of the executive branch.	3.91	0.80	high	24
25	Leadership has "publicly articulated" what we are trying to achieve.	3.99	0.78	high	18
26	We continuously track our progress towards our established goals.	3.95	0.78	high	22
27	We have a consensus on the prospects of the executive branch.	4.06	0.76	high	16
28	We set long-term goals and development direction	3.99	0.78	high	19
29	Our long-term goals keep executives motivated and motivated.	3.98	0.82	high	20
Total		4.13	0.11	high	

According to Table 4.4, the current situation of knowledge management strategies for organizational management of higher vocational education administrators in organizational culture was at a high level ($\bar{X}=4.13$). Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was the goals of the various administrative departments within the school are aligned ($\bar{X}=4.60$), followed by ignoring core values can get you in trouble ($\bar{X}=4.40$). Work style is very flexible and easy to change, which was the lowest level ($\bar{X}=3.63$).

Table 4.5 The average value and standard deviation of the current situation of knowledge management strategies of higher vocational education administrators in management effectiveness

(n=205)

	Management Effectiveness	\bar{X}	S.D.	Level	Rank
1	The school's educational goals are clear and definite	4.52	0.85	highest	4
2	The faculty and staff of the school agree with the school's educational goals and development direction	4.38	0.83	high	9
3	The school can develop its own brand and characteristics	4.18	0.97	high	10
4	The school's leadership team can fully consider the opinions of teachers before making decisions	4.02	0.92	high	20
5	The school's leadership team has strong decision-making ability and comprehensive ability	4.04	0.73	high	19
6	The school's leadership team has a strong sense of innovation and focuses on unity and cooperation	3.60	0.74	high	27
7	The faculty and staff of the school get along harmoniously	4.04	0.93	high	18
8	The relationship between teachers and students in this school is harmonious	4.13	0.68	high	14
9	School administrators unite and help each other	4.14	0.69	high	11
10	The school's administrative management concept is advanced and scientific	4.09	0.91	high	15
11	The school can use advanced technology to manage	4.13	0.75	high	13
12	The school has strong administrative management autonomy and academic freedom	3.45	0.77	medium	28
13	The school's administrative management department is set up reasonably	3.99	0.82	high	22

Table 4.5 (Continued)

	Management Effectiveness	\bar{X}	S.D.	Level	Rank
14	The administrative department of the school has a clear division of labor	3.97	0.84	high	24
15	The school's administrative management department is highly efficient	3.97	0.87	high	23
16	The school's administrative management department communicates smoothly and works well in coordination	3.95	0.87	high	25
17	The administrative department of the school is very supportive and cooperates with the teaching work	4.40	0.69	high	8
18	The school's curriculum is scientific and well-arranged	4.64	0.74	highest	2
19	It is rare for teachers to borrow lessons or transfer lessons in this school	4.45	0.68	high	7
20	Our school can properly plan teachers' further training and assist them in their professional growth	4.02	0.83	high	21
21	The school has a good promotion channel, and the faculty and staff are highly enthusiastic and have a strong sense of responsibility.	4.07	0.80	high	16
22	The school pays attention to improving the strength of teachers and pays attention to the personal development of teachers	4.07	0.78	high	17
23	The school's performance appraisal mechanism is scientific and effective	4.46	0.86	high	6
24	The school's performance salary plan is reasonable	3.86	0.68	high	26
25	The school's assessment of faculty and staff is rigorous and scientific	4.13	0.84	high	12
26	The school's administrative supervision is timely and in place	4.51	0.78	highest	5

Table 4.5 (Continued)

Management Effectiveness		\bar{X}	S.D.	Level	Rank
27	The school has ways to be responsible for administrative supervision related work	4.56	0.63	highest	3
28	The school's administrative supervision has achieved remarkable results	4.72	0.48	highest	1
Total		4.16	0.10	high	

According to Table 4.5, the current situation of knowledge management strategies for organizational management of higher vocational education administrators in management effectiveness was at a high level ($\bar{X} = 4.16$). Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was the school's administrative supervision has achieved remarkable results ($\bar{X} = 4.72$), followed by the school's curriculum is scientific and well-arranged ($\bar{X} = 4.64$), and the school has strong administrative management autonomy and academic freedom the lowest level ($\bar{X} = 3.45$).

Summary Table 4.1-4.5, the current situation knowledge management strategies for organizational management of higher vocational education administrators in Liaoning Province, China. The personal background is relatively balanced, and only the administrative staff lacks a doctor. The status quo of the three aspects is balanced, and there are no obvious deficiencies.

Part 3: The Analysis Results of The Interview Contents about the Knowledge Management Strategies for Improving Organizational Management of Higher Vocational Educational Administrators in Liaoning Province

Table 4.6 Personal Information of the Interviewee

Interviewee	Educational Background	Date	Interview Time
Interviewee1	Education: Doctor's degree	June	10:00 am GMT
	Expertise: Education management	15th ,2023	+8
	Work experience: 42 years		20 minutes
Interviewee2	Education: Doctor's degree	June	11:00 am GMT
	Expertise: Education management	15th ,2023	+8
	Work experience: 30 years		27 minutes
Interviewee3	Education: Doctor's degree	June	13:00 pm GMT
	Expertise: Administrative assessment	15th ,2023	+8
	Work experience: 32 years		24 minutes
Interviewee4	Education: Doctor's degree	June	14:00 pm GMT
	Expertise: Administrative research	15th ,2023	+8
	Work experience: 40 years		22 minutes
Interviewee5	Education: Master's degree	June	15:00 pm GMT
	Expertise: Teacher management	15th ,2023	+8
	Work experience: 14 years		30 minutes
Interviewee6	Education: Master's degree	June	16:00 pm GMT
	Expertise: Education	15th ,2023	+8
	Work experience: 30 years		25 minutes
Interviewee7	Education: Master's degree	June	10:00 am GMT
	Expertise: Management	16th ,2023	+8
	Work experience: 26 years		23 minutes
Interviewee8	Education: Master's degree	June	11:00 am GMT
	Expertise: Personnel Division	16th ,2023	+8
	Work experience: 17 years		29 minutes
Interviewee9	Education: Master's degree	June	13:00 pm GMT
	Expertise: Management	16th ,2023	+8
	Work experience: 30 years		20 minutes
Interviewee10	Education: Master's degree	June	14:00 pm GMT
	Expertise: Education	16th ,2023	+8
	Work experience: 25 years		25 minutes

Interviewee 1

1. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

According to the current situation and level of knowledge management in vocational universities in Liaoning Province, the overall level is in the middle to upper level. However, careful observation found that individual aspects of it are a certain gap with the average level. To effectively improve the level of knowledge management, you can start from the following points: for the organizational structure, as far as possible to achieve management refinement, information technology to ensure smooth communication between departments is very important. Because from the knowledge point of view, it is necessary to exchange, communication will be formed to share and gradually become the overall experience of the school organization. On the other hand, the school can be high some experienced teachers to lead the young teachers to participate in the teaching system, the establishment of a perfect system, and the knowledge management of the school's rules and regulations is the degree can effectively enhance the level of knowledge management means.

2. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

Considering the current state of organizational culture, vocational university organizational culture needs to be improved. Organizational culture has long been one of the strengths of vocational education, and it can change the atmosphere, execution, and overall management level of the school very directly and obviously. To improve the level of organizational management, I think we should start from the following points. The first is the output of the school culture in the face of teachers, the school should organize regular training to promote the school's values, culture, attitudes, as far as possible to ensure that teachers for the school's spiritual core of the identity. In this way, the school and teachers form the same values, the same ideals and goals, and the overall management level is subsequently improved. From the school's point

of view, the school's ideal goals should be combined with the actual work objectives, according to the actual work content efforts. Several years to set the corresponding goals as well as development plans. Schools build big plans, departments develop small plans, the key to improving organizational culture lies in this.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

The construction of vocational universities has not been long and is in its infancy. Its current level of management effectiveness is something to be pleased about. However, these management experiences are directly or indirectly influenced by the managers of general education universities. To continue to develop vocational universities well, I think we should master the characteristics of vocational university management and develop our management system according to the characteristics to help vocational universities further improve their management efficiency effectively. First, in terms of schools, vocational universities should cooperate more with enterprises to ensure the transfer of graduates and form a virtuous circle. At the same time, teachers can also go to enterprises for work practice. The talents we mainly cultivate in vocational universities are applied technical talents. Teachers' sufficient practical skills are the key to cultivating talents, and the level of training also represents the university's management ability in teaching.

On the other hand, promoting teachers in vocational universities should not focus on academic aspects. Genuine know-how and experience are the hallmarks of vocational universities. We should build a management evaluation system suitable for vocational universities as soon as possible to ensure fairness and science. Let vocational university teachers work in a working environment that suits them, which will directly affect the mentality of teachers and then affect school management.

Interviewee 2

1. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

Knowledge management is applied more in enterprises than in schools; if we want to understand knowledge management thoroughly, our workers should go to enterprises for practical reference, and after gaining knowledge and experience related to knowledge management, we should organize some meetings related to knowledge management regularly, and share successful teaching cases, innovative practices, and problem-solving methods in the discussions. Knowledge management is inseparable from sharing knowledge when many people have excellent skills and experience in an organization. Still, the knowledge can only be shared to achieve the effect, so between departments and departments, people promote their mutual communication ability to ensure the dissemination of knowledge to improve the level of knowledge management.

2. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

Practical strategies to enhance organizational culture: I plan to regularly organize recreational activities, competitions, reunion activities, and so on through the school's union. In this way, it can help the staff communicate and improve the emotional relationship between teachers. At the same time, in the face of the school's festivals, anniversaries, and so on, we should organize the corresponding activities, through the exchange of activities, emphasize the mission and goals of the school so that employees and students realize the impact of their work on the whole society. Enhance the cohesion and pride of the staff. In this way, the overall organizational culture level of the school will become better and better.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

Within the school context, all belong to the typical learning organization. Learning organizations can help management effectiveness to reach improvement. Therefore, schools should promote the development of learning organizations in schools as much as possible theory, combined with the previously mentioned

policies related to knowledge management. We should try to help the school staff learn from each other and share knowledge and experience continuously. At the same time, we can also learn outside the school and then transfer to gradually help school managers and teachers to improve the overall level of the school so they can quickly adapt to changes in the environment, which is one of the critical factors to improve organizational management and management efficiency.

Interviewee 3

1. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

With the current state of knowledge management development level, the school can try to organize some teachers who know more about knowledge management and information technology to form a relevant department. This will enable the school to build a knowledge management team responsible for formulating and implementing knowledge management strategies and coordinating the sharing and transferring knowledge among various departments. In most schools I know of, specialized management in this area needs to be improved. Some schools have a KM team, but most members are part-time. This does not provide a comprehensive and holistic view of the school, and there is also a need for more information technology. In the idea of the school leadership, the leadership should take a supportive attitude because the support and input of the school leadership is crucial. They should actively promote the implementation and realization of knowledge management. If the school is in this atmosphere, the level of knowledge management will be affected and then continue to improve.

2. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province, and how to promote the organizational culture of vocational education?

Organizational culture cannot be built without people; people are part of organizational culture. School leadership should be aware of this. My views on improving organizational culture in schools are suggestions for school management; first, the administration should be partially decentralized. Especially the head of the

department, many of our department heads, to ensure the performance of his department. To ensure their department's performance, many heads of our department make the whole department execute according to their will, which makes the young teachers lose the ability to think independently and lose the skills to work independently. So, decentralizing the work of young people and providing as much positive feedback as possible from leaders can increase the motivation and confidence of young people. Motivation and confidence are the basis for developing the organizational culture of the school. In this way, they bring vitality to the school and develop its organizational culture.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

Based on the current situation in vocational universities, suggestions for enhancing management effectiveness have not been established for a long time. It is more important that the school go for clear goals, and visions must be clearly formulated for long-term and short-term goals and a clear vision of development for all members to work towards a common goal. This is an important factor that a school should consider right from the start. At the same time, since most of the current leadership of the school comes from ordinary universities, and there is a lack of understanding of vocational universities, my suggestion is that vocational universities should, at the very beginning stage, look for suitable targets among young people and train some successors as much as possible. Let them grow with the vocational education system, develop a good leadership team, provide leadership training, and motivate leaders to exert a positive influence to promote overall development. This is one of the ways that can effectively improve school management.

Interviewee 4

1. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

The KM model is more suitable for the current stage of development, and one of the more important things is that KM can bring innovative decision-making ability to schools. Therefore, schools should organize relevant training to stimulate the innovation ability of educational administrators, as well as provide training on KM for teachers and students to educate them on how to effectively use KM tools and methods. If all administrators, teachers, and students on a campus are knowledgeable about KM, the overall level of KM in the school will be improved.

2. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

Organizational culture is an essential management factor in a school, and I believe that what is lacking in the current organizational culture is a kind of transmission of the school's culture. When an older teacher retires, the temperament, experience, and potential factors he has developed over the years in the school will leave with him. Therefore, my idea is to build a school's "Blue and Blue" program, which is a kind of master-led apprentice teaching activity. Each young administrator or teacher seeks out his or her favorite leader to become his or her mentor. This kind of inheritance is like blood flowing through the school, which also represents the inheritance of organizational culture. It can greatly help the school to build the heritage organizational culture.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

My view on management effectiveness is that, first, from the perspective of the staff, training is indispensable to provide continuous professional training and career development opportunities to improve the quality and capability of the staff, which is the key to promote the overall quality of the school. The aspect of training mainly focuses on the ability to deal with problems, we need to train and encourage staff to take the initiative to come up with solutions. When the overall level of the

school staff is improved, then the efficiency and effectiveness of the school's management will be increased.

Interviewee 5

1. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

We can improve knowledge management in two aspects: communication and data collection of knowledge skills. The first is communication, which should be always maintained by the leaders of the school and the administrators down the hierarchical level. Administrative staff in the skills of progress depends on their own in the work of the problem and solve the experience gained, on the other hand, is the leadership of his words and example, in the scope of colleges and universities there are many leaders is a lack of communication with their subordinates to maintain communication, most of the work is to carry out the arrangement and layout. It is very important to think about your subordinates and provide them with your own experience in the workplace. This is also a very important countermeasure for knowledge sharing. In addition to knowledge data collection and knowledge management with the progress of the times, we need to adapt to the information society. Schools should build many data-based platforms for administrative management, teaching management, student management, and other aspects. The role of senior administrators is to understand the state of the school and make policy adjustments based on the data. Therefore, the strategies I mentioned are basically suggestions for senior administrators.

2. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

Organizational culture above management, my idea is in the work atmosphere. A good working environment and harmonious relationship with colleagues. It is an indispensable factor in building organizational culture. If there is no harmony, the effect of culture promotion is unsatisfactory. So, we should avoid senior administrators forcing colleges and teachers to accomplish a certain goal

through their school authority. In that case, the teachers will suffer a lot in the process of realizing the goal. Our leaders should pay attention to humane management, lead by example, and influence people around them through their good behavior and attitude. Demonstrate positive behaviors and attitudes and become role models for the organizational culture.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

Regarding management effectiveness, my idea is to improve the salaries of school staff. Set up a reasonable incentive and reward system to motivate employees and improve performance. The incentive system should be kept open and current to avoid wasting resources. Because the school environment is not static, we must adapt to the times to make a difference in the face of different things to change. On the other hand, it is also for the leadership of the proposal, the school senior management should be as much as possible to the staff to maintain humanistic care, and not just stay in the work of the surface of the concern for the staff's family, friends of the social range or other aspects can be formed care. The above two suggestions are based on the material fulfillment of employees in the spirit of satisfaction. The level of management effectiveness will increase after both points are improved.

Interviewee 6

1. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

Firstly, we should support the attitude of academic research and encourage school administrators and teachers to conduct relevant educational research. In the research process, administrators can not only make themselves more aware of the theories and methods of knowledge management. At the same time, everyone has different ideas, so that the staff have their knowledge and experience. At the same time, based on this new knowledge and experience, we can also organize

knowledge-sharing meetings, seminars, workshops, and other activities to encourage teachers and students to share their experiences and results. This will improve knowledge management and influence the organization's overall management.

2. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

The suggestion in terms of organizational culture is that we should encourage our staff to come up with their ideas to participate in the scope of culture building. This will help the school to create an atmosphere of innovation and exploration. On the other hand, I think that schools should try flexible management for their staff, advocating work-life balance, providing flexible work systems and support, and safeguarding staff's physical and mental health. In this way, the school can maintain a healthy organizational culture, which will ultimately improve the level of organizational culture and influence the organization's overall management.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

In terms of management effectiveness, regular teachers and administrators should maintain a good communication channel with their leaders. Therefore, building an open communication channel is a very good way as building a principal's mailbox, or anonymous letters and other links can make senior managers more aware of the real situation, to ensure that information flows between different levels, reduce misunderstanding and information asymmetry. In this way, the school's strategy can be more deeply rooted in people's hearts and minds, and the blind spots of school management can be addressed. This will ultimately improve school management.

Interviewee 7

1. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

As I see it in my institution, the current situation is that some digitalization measures and systems are in place. However, for the teachers in my college, I have many friends who are experts in various fields, and many of them are in many cities in China, so it is not very convenient to invite them to come to the school to transfer and share their knowledge. Therefore, the school should build an online platform which is specially used for knowledge sharing and exchange. We can not only upload our own experience, teaching cases, management measures, etc., on the platform but also draw on external experience and knowledge to provide some help for their staff, in addition to our face-to-face with the school facing the students, the students at the end of the class will also suffer from the problem did not get a timely solution. A school's online platform can help students solve related problems and be more suitable for their own learning knowledge. Therefore, I think an online platform is very important in knowledge management.

2. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

Regarding suggestions for organizational management, my thoughts are first, the young staff, as well as the students inside the school, are now more individualistic. It may be different from the school's own culture if the cultures don't contradict each other. I suggest that a school try to be inclusive of different cultures. For example, school administrators can maintain communication with teachers, students, and even their parents to create an exchange between them and a spread of culture. At the same time, they can also get more cultural resources outside the school to enhance their cultural attributes. In addition, managers should pay more attention to teachers and students for the desire of culture, organize some activities to invite some students like stars, and build the school's organizational culture dissemination to help them learn and grow in a happy environment.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

One of the most important aspects of improving management effectiveness is the management level's experience, and the other aspect is the manager. When a managed person maintains a good state of mind, he or she can comply with the school's policies and management measures. For school leaders and administrators, the people being managed are teachers and students. So, from both perspectives, my suggestion is that teachers are eager to be promoted, which is very important in their careers. Therefore, the promotion policy of the university, especially the title evaluation, should be as open and transparent as possible. At the same time, it should be adapted to the attributes of vocational universities to examine more the skills of vocational university teachers and the quality of lectures. They should not rely on the number of papers to win. As for the students, I suggest ensuring that the student management process is as humane as possible. We will consider the overall management of the school. Still, in the face of emergencies or personal solid will, we need to consider the humanization of the students to make some more considerations.

Interviewee 8

1. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province, and how to promote the knowledge management of vocational education?

Regarding vocational universities, the current state of knowledge management is still relatively good. According to the environment I am in, I think that if knowledge management is divided into four aspects, data, information, knowledge, and innovation, the level of data and information is quite good for vocational universities, computers, information technology, and other modern means is one of the strong points of vocational universities. Still, vocational universities should be upgraded in terms of knowledge and innovation. Improving the weak points is also the key to improving the level of knowledge management. In this regard, I believe that vocational universities facing the administrators' work equipment should be aligned with information technology as soon as possible because most of the work in the current environment can be operated through computers and network information platforms, so there is an urgent need to establish a digital platform so that teachers

and staff can easily share. Access to knowledge, experience, and resources, and the level of the hardware facilities have a direct impact on the circulation and sharing of knowledge and work efficiency.

On the other hand, the level of teaching management is also directly related to knowledge management. Many intelligent systems are applied to teaching nowadays, which we should adopt as soon as possible. Not only can it quickly improve the level of knowledge management in the organization, but it can also be one of the practical tools for our vocational universities. The last strategy I give in terms of innovation is that managers in leadership positions in the school's organizational structure are generally older. Therefore, it will affect their sensitivity to the application of information technology, eventually leading to some decisions of school leaders detached from the results of knowledge management data collection. So, the leaders of vocational universities should have a higher level of understanding in the field of information technology, and the school should organize relevant training or go to companies to train the leaders and other actions.

2. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

Regarding the current state of organizational management, most schools lack consistency. Especially in the promotion of organizational culture, most of the schools are eager to build the characteristics of vocational universities and try to make efforts in the professional skills of the schools. Still, the composition of organizational culture is a whole, and the formation and construction of school culture are also very important. As far as my organization is concerned, I suggest that the school should invite professionals to design some posters and slogans to be hung in the corridors and campuses in the school environment, and at the same time, we should design some unique colors, words, and patterns to promote the school's values and characteristics in the tools we often use for classroom learning, such as pens, paper, record books and so on. This may seem like a simple act to add to the overall aesthetics and consistency of the campus, but at a deeper level of understanding, it is a subtle influence. We often support a team at a sports game,

and the colors of some of the team's distinctive peripherals can subtly affect you. It's this principle that, in the long run, you identify with the values and culture of the school and work with the school to become a better version of yourself.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

There is a very important relationship between the level of management effectiveness in schools and the knowledge management mentioned earlier. If knowledge management is done well, management effectiveness will be significantly improved. Therefore, my idea of the strategy to improve the level of management effectiveness will be based on the knowledge management point of view. The first aspect of data-driven collection, analysis, and utilization of data, fact-based decision-making, improves the accuracy and effectiveness of decision-making. This is the inevitable result of the development of the information age, although not very mature. However, the state of teachers, students, and the school that the system grasps is very accurate, and school leaders should propose new development for the school based on it. This development strategy is also an innovative behavior in knowledge management. In addition, data collection can be used for continuous evaluation and improvement of the school. Schools should establish a constant evaluation mechanism to regularly check all aspects of school operation and management, identify problems, and take timely improvement measures. After all, vocational universities have just been established for a few years, and most of them are in the process of trial and error in seeking their management system and developing their characteristics. Therefore, constant evaluation and checking of the school's situation and timely correction of erroneous decisions are the keys to improving the overall management effectiveness.

Interviewee 9

1. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

I believe the first step to enhancing knowledge management is to use information technology tools and systems, such as knowledge bases, collaboration platforms, and online learning management systems, to collect, organize, store, and share knowledge. At the same time, we can consider contacting enterprises to develop novel solutions through information technology to monitor knowledge resources such as teachers' teaching experience, students' learning outcomes, and research results to ensure that they are easy to find and utilize. In this way, knowledge sharing can be promoted among school teachers, which in turn affects the overall level of work and professional skills of the whole school, and the overall level of the school is improved.

2. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

Schools should actively participate in provincial and even national-level competitions. Schools organize their teachers to lead students to participate. After all, we are a vocational university, and the application of technology and research and development is our strong point; participating in the process of the competition, we can not only exercise their practical skills but also enable teachers and students to get a strong eye to meet. Moreover, winning an award in the competition is also publicity for the school culture. At a deeper level, the participation of teachers and students in the competition will also form a positive cultural attribute of communication exploration and innovation within the school. In turn, it affects the school's organizational culture and influences teachers' level of competence throughout the school.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

The management level of the school must be connected to the team's recognition of the spirit of collaboration, and our school leaders should actively transmit this spirit of cooperation between department members. When

encountering any problem, we should dare to consult with our colleague leaders to solve the problem together. When the team spirit is formed, this will become a team culture. This can also promote cross-departmental and cross-functional cooperation to solve problems together. From can enhance the management efficiency of leaders. On the other hand, schools should collaborate with the community, parents, and other stakeholders in top-level decision-making to promote the development and management of the school.

Interviewee 10

1. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

For the rapid improvement of knowledge management, consider constructing a relevant incentive mechanism. A perfect incentive mechanism can help an organization to achieve its goals quickly. So, the school's leadership should encourage teachers and students to participate in knowledge management activities by providing certain incentives and recognition. In addition, young faculty members can also be encouraged through the reward mechanism to present their approach to problem-solving. Because young people are the future hope of the school, we need to teach them the learning experience through knowledge management and encourage young people to make appropriate comments to encourage them to build confidence.

2. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

The focus of improving the organizational culture of the school should be on the promotion and communication of the culture. The decisions and discussions that take place at school meetings, which are held in front of all teachers and students, should be in line with the school's values and mission. Therefore, it is very important to promote the school's culture in the meetings. On the other hand, the school can often organize visits with other schools or enterprises to observe the cultural

attributes of other units. We can find their shortcomings to improve in the cultural aspects of continuous improvement and progress.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

The improvement of the effectiveness of school management should focus on the management of school resources. Schools should have a sound policy to manage and allocate resources. Resource allocation can be managed from the following aspects: human, material, and financial resources. If the management can be transparent, the rationality of the allocation will allow the school to focus on resources to avoid the waste of resources. At the same time, transparent management can make the school cleaner so that the school teachers and students understand the school in which to make those decisions. Let them have more sense of belonging and the feeling of being recognized, and thus, more willing to cooperate with the school to carry out management. These are all strategies to improve the effectiveness of school management.

Table 4.7 Knowledge Management Strategies for Improving Organizational Management of Higher Vocational Educational Administrators in Liaoning Province

Strategies	How To
<p>Knowledge Management</p>	<ol style="list-style-type: none"> 1. Develop a system to listen more to the opinions of ordinary staff members and incentives for general staff opinions. 2. The school adopts cutting-edge technology as much as possible in education management. 3. Leaders organize regular interviews and communication with staff. 4. The school strengthens the exchange of experiences between departments.

Table 4.7 Continue

Strategies	How to
<p>Knowledge Management</p>	<p>5. Management refinement, for different things have a special department</p> <p>6. Schools can adopt the value of rotation to ensure that the knowledge and skills of the staff are comprehensive.</p> <p>7. Schools should summarize the work experience for the record, for employees to refer to each other.</p> <p>8. School leaders should find management problems through questionnaires of educational staff.</p> <p>9. Teaching and learning should be managed and evaluated in a smart classroom way.</p> <p>10. Controlling the school's culture and building a harmonious and open working environment.</p> <p>11. Adopt the excellent opinions of employees and give them rewards.</p> <p>12. Organize regular training for teachers to encourage innovation.</p>
<p>Organizational culture</p>	<p>1. Ensure that each department works harmoniously and cooperates with each other and prohibit leaders from using their power to force behavior on their employees.</p> <p>2. Increase the number of recreational activities outside the workplace to help create good friendships between employees.</p> <p>3. The school regularly trains employees and encourages ordinary employees to work independently and be full of innovation.</p> <p>4. Emphasize the school's values when organizing meetings.</p> <p>5. Administrative staff are encouraged to communicate more with students and parents to maintain a good attitude.</p> <p>6. School leaders regularly visit other schools to learn technology.</p>

Table 4.7 Continue

Strategies	How to
<p>Organizational culture</p>	<p>7. Schools should show their own characteristics in uniforms, school uniforms, stationery, and school decorations, reflecting the school's values.</p> <p>8. School leadership continually tracks the progress of the school plan.</p> <p>9. Build a mentor-apprentice system to encourage young people to learn from experienced teachers.</p> <p>10. Provide flexible working system and support to safeguard the physical and mental health of employees.</p> <p>11. Ongoing celebration of the school's achievements and key milestones enhances staff cohesion and pride.</p>
<p>Management effectiveness</p>	<p>1. Encourage teachers to lead students to participate in national competitions and promote the brand characteristics of vocational universities at the undergraduate level.</p> <p>2. Build partnerships between schools and enterprises to export graduates.</p> <p>3. Schools should set up departments responsible for advanced technology.</p> <p>4. Leaders should pay attention to the life and psychology of the staff.</p> <p>5. The division of school departments should be more refined, and corporate talents can be invited to work on campus to build a smart campus.</p> <p>6. Minimize overtime work as much as possible, excessive overtime work will reduce work efficiency and affect the motivation of the staff to work</p> <p>7. The school classroom should have relevant departments to organize listening and grading to promote teachers' progress.</p> <p>8. Ensure the absolute fairness and transparency of employee promotion and professional title promotion.</p>

Table 4.7 Continue

Strategies	How to
Management effectiveness	<p>9. Paying attention to the benefits of school employees other than salary can stimulate employees' sense of identity with the school culture.</p> <p>10. Construct a scientific and rational supervision mechanism, improve the transparency of the supervision mechanism, and then improve the authority of the supervision organization.</p>

According to Table 4.7, 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 measures for management effectiveness.

Part 4: 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 Average Value and Standard Deviation Form.

Table 4.8 The Average Value And Standard Deviation of the Evaluation of 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		
	\bar{X}	S.D.	level	\bar{X}	S.D.	Level
	1. Develop a system to listen more to the opinions of ordinary staff members and incentives for general staff opinions.	4.20	0.75	high	4.20	0.40
2. The school adopts cutting-edge technology as much as possible in education management.	4.80	0.40	highest	5.00	0.00	highest
3. Leaders organize regular interviews and communication with staff.	4.80	0.40	highest	4.80	0.40	highest
4. The school strengthens the exchange of experiences between departments.	4.40	0.49	high	4.20	0.75	high
5. Management refinement, for different things have a special department	4.80	0.40	highest	4.80	0.40	highest
6. Schools can adopt the value of rotation to ensure that the knowledge and skills of the staff are comprehensive.	4.40	0.49	high	4.60	0.49	highest

Table 4.8 (Continued)

Knowledge management strategies for organizational management of higher vocational educational administrators	Adaptability			Feasibility		
	\bar{X}	S.D.	level	\bar{X}	S.D.	Level
7. Schools should summarize the work experience for the record, for employees to refer to each other.	4.20	0.40	high	4.00	0.63	high
8. School leaders should find management problems through questionnaires of educational staff.	4.40	0.80	high	4.60	0.49	highest
9. Teaching and learning should be managed and evaluated in a smart classroom way.	4.20	0.40	high	4.60	0.49	highest
10. Controlling the school's culture and building a harmonious and open working environment.	4.60	0.49	highest	4.80	0.40	highest
11. Adopt the excellent opinions of employees and give them rewards.	4.20	0.75	high	4.40	0.49	high
12. Organize regular training for teachers to encourage innovation.	4.20	0.40	high	4.00	0.63	high
Total	4.43	0.15	high	4.00	0.18	high

Table 4.8 (Continued)

Knowledge management strategies for organizational management of higher vocational educational administrators	Adaptability			Feasibility		
	\bar{X}	S.D.	level	\bar{X}	S.D.	Level
1. Ensure that each department works harmoniously and cooperates with each other and prohibit leaders from using their power to force behavior on their employees.	4.60	0.49	highest	4.80	0.40	highest
2. Increase the number of recreational activities outside the workplace to help create good friendships between employees.	4.60	0.49	highest	4.40	0.49	high
3. The school regularly trains employees and encourages ordinary employees to work independently and be full of innovation.	4.40	0.49	high	4.20	0.40	high
4. Emphasize the school's values when organizing meetings.	4.80	0.40	highest	4.60	0.49	highest
5. Administrative staff are encouraged to communicate more with students and parents to maintain a good attitude.	4.40	0.49	high	4.20	0.40	high

Table 4.8 (Continued)

Knowledge management strategies for organizational management of higher vocational educational administrators	Adaptability			Feasibility		
	\bar{X}	S.D.	level	\bar{X}	S.D.	Level
6. School leaders regularly visit other schools to learn technology.	4.80	0.40	highest	5.00	0.00	highest
7. Schools should show their own characteristics in uniforms, school uniforms, stationery and school decorations, reflecting the school's values.	4.80	0.40	highest	4.80	0.40	highest
8. School leadership continually tracks the progress of the school plan.	4.80	0.40	highest	4.80	0.40	highest
9. Build a mentor-apprentice system to encourage young people to learn from experienced teachers.	5.00	0.00	highest	4.80	0.40	highest
10. Provide flexible working system and support to safeguard the physical and mental health of employees.	4.40	0.49	high	4.20	0.40	high
11. Ongoing celebration of the school's achievements and key milestones enhances staff cohesion and pride.	4.80	0.40	highest	5.00	0.00	highest
Total	4.67	0.13	highest	4.62	0.17	highest

Table 4.8 (Continued)

Knowledge management strategies for organizational management of higher vocational educational administrators	Adaptability			Feasibility		
	\bar{X}	S.D.	level	\bar{X}	S.D.	Level
1. Encourage teachers to lead students to participate in national competitions and promote the brand characteristics of vocational universities at the undergraduate level.	4.80	0.40	highest	4.60	0.49	highest
2. Build partnerships between schools and enterprises to export graduates.	4.20	0.40	high	4.20	0.40	high
3. Schools should set up departments responsible for advanced technology.	4.20	0.40	high	4.60	0.49	highest
4. Leaders should pay attention to the life and psychology of the staff.	4.40	0.49	high	4.60	0.49	highest
5. The division of school departments should be more refined, and corporate talents can be invited to work on campus to build a smart campus.	4.20	0.40	high	4.00	0.63	high
6. Minimize overtime work as much as possible, excessive overtime work will reduce work efficiency and affect the motivation of the staff to work	4.00	0.89	high	4.40	0.80	high

Table 4.8 (Continued)

Knowledge management strategies for organizational management of higher vocational educational administrators	Adaptability			Feasibility		
	\bar{X}	S.D.	level	\bar{X}	S.D.	Level
7. The school classroom should have relevant departments to organize listening and grading to promote teachers' progress.	4.60	0.49	highest	4.80	0.40	highest
8. Ensure the absolute fairness and transparency of employee promotion and professional title promotion.	4.80	0.40	highest	4.60	0.49	highest
9. Paying attention to the benefits of school employees other than salary can stimulate employees' sense of identity with the school culture.	4.80	0.40	highest	4.60	0.49	highest
10. Construct a scientific and rational supervision mechanism, improve the transparency of the supervision mechanism, and then improve the authority of the supervision organization.	4.80	0.40	highest	5.00	0.00	highest
Total	4.48	0.15	high	4.54	0.19	highest

According to Table 4.8, the adaptability and feasibility of knowledge management strategies for organizational management of higher vocational educational administrators in three aspects were at the highest level with 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.

Summary Table 4.8 evaluates the adaptability and feasibility of knowledge management strategies for improving the organizational management of higher vocational education administrators in Liaoning Province, China. The adaptability of knowledge management strategies for organizational management of higher vocational educational administrators presented into three aspects: the highest level was organizational culture ($\bar{x}=4.67$), followed by management effectiveness ($\bar{x}=4.48$), and knowledge management was the lowest level ($\bar{x}=4.13$). The feasibility of knowledge management strategies for organizational management of higher vocational educational administrators presented into three aspects. The highest level was organizational culture ($\bar{x}=4.62$), followed by management effectiveness ($\bar{x}=4.54$), and knowledge management was the lowest level ($\bar{x}=4.00$).

Chapter 5

Discussion Conclusion and Recommendations

The research is on the knowledge management strategies for organizational management of higher vocational educational administrators in Liaoning province. The objectives of this research were 1) to study the current situation knowledge management strategies for organizational management of higher vocational education administrators in Liaoning province, 2) to provide the knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning province, and 3) to evaluate the adaptability and feasibility of knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning province were including 3 following aspects: 1) knowledge management, 2) organizational culture, 3) management effectiveness. The sample group in this research were administrators in vocational education in Liaoning. The Interview group was 10 high-level administrators. The research instruments were document analysis, questionnaires, and structured interviews. The data analysis statistics were percentage, average value, and standard deviation. The conclusion, discussion, and recommendations of this research are as follows:

Conclusion

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

Part 1: the current situation knowledge management strategies for organizational management of higher vocational education administrators in Liaoning Province, China.

Part 2: the knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province, China

Part 3: the adaptability and feasibility of the knowledge management strategies for improving the organizational management of higher vocational education administrators in Liaoning Province, China

Part 1: the current situation knowledge management strategies for organizational management of higher vocational education administrators in Liaoning Province, China

The current situation of knowledge management strategies for organizational management of higher vocational educational administrators in three aspects is high. Considering the results of this research, characteristics 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 was at a high level. Considering the results of this research, aspects ranging from the highest to lowest level were as follows: the highest level was the school has a process of acquiring or discovering knowledge ($\bar{X}=4.64$), followed by the school has computers for all staff ($\bar{X}=4.63$). The school has behaviors to develop an intelligent campus ($\bar{X}=3.83$) gradually was the lowest level.

Organizational culture was at a high level. Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was the goals of the various administrative departments within the school are aligned ($\bar{X}=4.60$), followed by Ignoring core values can get you in trouble ($\bar{X}=4.40$). Work style is very flexible and easy to change ($\bar{X}=3.63$) was the lowest level.

Management effectiveness was at a high level. Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was the school's administrative supervision had achieved remarkable results ($\bar{X}=4.72$), followed by the school's curriculum is scientific and well-arranged ($\bar{X}=4.64$). The school has administrative solid management autonomy, and academic freedom ($\bar{X}=3.45$) was the lowest level.

Part 2: the knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province, China

Knowledge management consists of 12 measures:

1. Develop a system to listen more to the opinions of ordinary staff members and incentives for general staff opinions.
2. The school adopts cutting-edge technology as much as possible in education management.
3. Leaders organize regular interviews and communication with staff.
4. The school strengthens the exchange of experiences between departments.
5. Management refinement, for different things, has a special department
6. Schools can adopt the value of rotation to ensure that the knowledge and skills of the staff are comprehensive.
7. Schools should summarize the work experience for the record for employees to refer to each other.
8. School leaders should find management problems through questionnaires of educational staff.
9. Teaching and learning should be managed and evaluated in an intelligent classroom way.
10. They control the school's culture and build a harmonious and open working environment.
11. Adopt the excellent opinions of employees and give them rewards.
12. Organize regular training for teachers to encourage innovation.

Organizational culture consists of 11 measures:

1. Ensure that each department works harmoniously and cooperates, and prohibit leaders from using their power to force behavior on their employees.
2. Increase the number of recreational activities outside the workplace to help create good friendships between employees.

3. The school regularly trains employees and encourages ordinary employees to work independently and be full of innovation.
4. Emphasize the school's values when organizing meetings.
5. Administrative staff are encouraged to communicate more with students and parents to maintain a good attitude.
6. School leaders regularly visit other schools to learn about technology.
7. Schools should show their characteristics in uniforms, stationery, and decorations, reflecting the school's values.
8. School leadership continually tracks the progress of the school plan.
9. Build a mentor-apprentice system to encourage young people to learn from experienced teachers.
10. Provide a flexible working system and support to safeguard employees' physical and mental health.
11. Celebrating the school's achievements and critical milestones enhances staff cohesion and pride.

Management effectiveness consisted of 10 measures:

1. Encourage teachers to lead students to participate in national competitions and promote the brand characteristics of vocational universities at the undergraduate level.
2. Build partnerships between schools and enterprises to export graduates.
3. Schools should set up departments responsible for advanced technology.
4. Leaders should pay attention to the life and psychology of the staff.
5. The division of school departments should be more refined, and corporate talents can be invited to work on campus to build an innovative campus.
6. Minimize overtime work as much as possible; excessive overtime work will reduce work efficiency and affect the motivation of the staff to work.
7. The school classroom should have relevant departments to organize listening and grading to promote teachers' progress.
8. Ensure the absolute fairness and transparency of employee promotion and professional title promotion.

9. Paying attention to the benefits of school employees other than salary can stimulate employees' sense of identity with the school culture.

10. Construct a scientific and rational supervision mechanism, improve the transparency of the supervision mechanism, and then improve the authority of the supervision organization.

Figure 5.1 Framework Diagram.

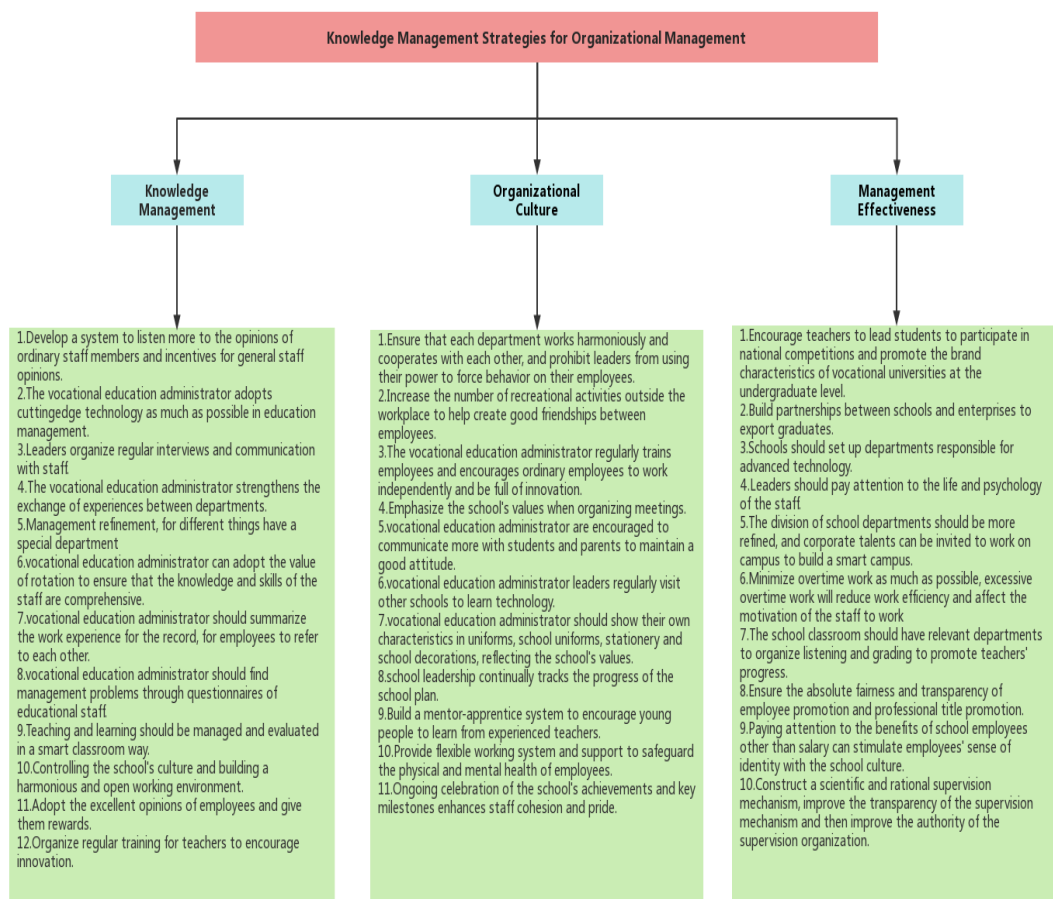


Figure 5.1 The Knowledge Management Strategies for Improving Organizational Management Flowchart

Part 3: The Adaptability and Feasibility of the Knowledge Management Strategies for Improving the Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China

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 knowledge management strategies for organizational management of higher vocational educational administrators are adaptability and feasibility.

The adaptability of knowledge management was high level, with a value of 4.43, which means the strategies for knowledge management are adaptability. The feasibility of knowledge management was high level, with an importance of 4.00, which means the strategy for knowledge management is feasibility.

The adaptability of organizational culture was at the highest level with a value of 4.67, which means the strategies for organizational culture are adaptability. The feasibility of organizational culture was at the highest level, with a value of 4.62, which means the strategy for organizational culture is feasibility.

The adaptability of management effectiveness was high level with a value of 4.48, which means the strategies for management effectiveness are adaptability. The feasibility of management effectiveness was at the highest level with a weight of 4.54, which means the strategy for management effectiveness is feasibility.

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 3 parts, details 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, Li & Li, 2013); this is because most vocational universities nowadays are not perfect in the reward system (Luo, Zhang, Tang & Yang, 2018), as in the organizational structure, vocational universities do not immensely 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. And the contemporary 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 at a high level (Zhang, 2017) because the current vocational university is ideal for establishing core values and culture building (Ma, Gao & Li, 2017). However, there are obvious deficiencies in exchanging and communicating with parents (Qiu & Liang, 2021) and some weaknesses in the flexibility of the work of faculty members (Shao, Wu & Wang, 2016).

Management effectiveness was at a high level (Liu, 2017); 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 (Liu, 2022). The shortcomings are that the senior managers of the school lack creativity in deciding on the top (Zhou, 2016), and the flexibility at the top of administrative management is very poor (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 researcher provided the methods for improving knowledge 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 views 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 (Gao & Yang, 2020), schools can take the way of rotating posts to ensure that the knowledge and skills of staff are comprehensive (Wu & Li, 2022), 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, Li & Jin, 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 & Zhang, 2014), 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 (Xing & Liu, 2000). Schools should provide regular employee training, encourage ordinary employees to work independently and innovatively and organize meetings that emphasize 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 essential milestones can enhance the cohesion and sense of pride of the team, the above is a discussion for this study, with multiple suggestions and previous scholars have the same point of view.

In the context of management effectiveness, several strategies have been discussed for schools. These strategies include encouraging teachers to guide students' participation in national competitions, which can enhance the branding of undergraduate-level vocational universities (Wu, 2020). Additionally, schools can establish partnerships with enterprises to facilitate graduate placements (Yang, Sun, Yang & Li, 2017). Furthermore, schools were suggested to create a dedicated department for advanced technology management (Zeng & Ma, 2020). School leaders should also prioritize the well-being and psychology of their employees (Ling., Yang., & Fang, 2006). Schools can invite industry professionals to work on campus to enhance organizational efficiency and motivation, implement smart campus initiatives, and reduce excessive overtime work (Zhou et al., 2019).

Moreover, schools can benefit from establishing relevant departments responsible for organizing hearings and grading to support teachers' professional development (Li, 2019). Ensuring absolute fairness and transparency in employee promotions and title advancements is essential (Wang, 2020). Beyond salaries, paying

attention to the welfare of school employees can foster a stronger sense of identification with the school's culture (He & Liao, 2011). Constructing a scientific and transparent supervision mechanism is crucial for improving the authority of the overseeing organization (Meng, 2018). This discussion offers various recommendations and aligns with the views of previous scholars.

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 leadership, and the knowledge management strategy can help vocational university managers to improve their corporate management (Liao & Wang, 2008). Organizational culture strategy can also help vocational university managers improve administrative 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).

Recommendations

Implications

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

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.

Goal resonance: Through clear organizational goals and missions, organizational culture can inspire a sense of mission and responsibility among administrative managers.

Leadership Development: By emphasizing positive leadership and motivation, organizational culture can promote leadership development among administrators, enabling them to guide their teams better.

Promoting a learning culture: Knowledge management strategies help create a culture that continually encourages executive managers to learn and improve.

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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Appendixes

Appendix A

List of Specialists and Letters of Specialists Invitation
for IOC Verification

Specialists for IOC Verification

NO	Name	Personal Introduction
1	Lin Yan	Doctor & Professor, Bohai University
2	Liu Lianli	Doctor & Professor, Liaoning Vocational University
3	Qin Shujian	Doctor & Professor, Liaoning Vocational University

The index of objective congruence (IOC)
Knowledge Management Strategies for Organizational
Management of Higher
Vocational Education Administrators in Liaoning Province, China

No	Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
Knowledge management						
1	The school promotes learning	1	1	0	0.67	valid
2	The school encourages innovation and fosters an open and trusting work environment	1	1	1	1.00	valid
3	High level of staff participation in knowledge sharing	1	1	1	1.00	valid
4	The school respects different suggestions from staff	1	1	1	1.00	valid
5	The school appreciates teamwork	1	1	0	0.67	valid
6	School departments can coordinate effectively	1	1	1	1.00	valid
7	School has flat management hierarchy (too few levels)	0	1	1	0.67	valid
8	The school has a process of acquiring or discovering knowledge	1	1	1	1.00	valid
9	The school's organizational structure is conducive to knowledge sharing and dissemination	1	1	1	1.00	valid
10	Specialized processes are designed to facilitate knowledge exchange between departments	0	1	1	0.67	valid
11	The school has in-service learning and training programs for teachers at different levels.	1	1	1	1.00	valid
12	The school has an effective job rotation	1	1	1	1.00	valid

No	Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
	system					
13	Reward system for creative contributions	1	1	1	1.00	valid
14	Incentive system for knowledge sharing	1	1	1	1.00	valid
15	The school has computers for all staff	0	1	1	0.67	valid
16	The school has an internet or intranet-based forum	1	1	1	1.00	valid
17	The school has an advanced system to assist counselors in their work	1	0	1	0.67	valid
18	Knowledge base has been established to meet the knowledge needs of the staff	1	1	1	1.00	valid
19	Knowledge maps have been created to show the linkage of knowledge resources.	1	1	0	0.67	valid
20	The school adopts knowledge mining and search and categorization techniques	1	1	1	1.00	valid
21	Whether the school conducts regular interview communication or questionnaires	1	1	1	1.00	valid
22	The school has behaviors to gradually develop a smart campus	0	1	1	0.67	valid
23	Whether the school management behavior applies knowledge base resources for reference	1	1	1	1.00	valid
24	The school is actively involved in the use of emerging technologies in management behaviors	1	1	1	1.00	valid
25	The school has a department or full-time staff responsible for building the knowledge base.	1	1	1	1.00	valid

No	Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
Organizational Culture						
1	Executives are empowered to carry out their work independently.	1	1	0	0.67	valid
2	Collaboration between different departments within the school is actively encouraged.	0	1	1	0.67	valid
3	Administrative staff cooperate extensively with each other.	1	1	1	1.00	valid
4	Getting work done relies on teamwork, not authority and orders.	1	1	1	1.00	valid
5	The capacity of administrative staff is constantly improving.	1	1	1	1.00	valid
6	Continuous investment in the skills of administrative staff.	1	1	1	1.00	valid
7	Clear, consistent values guide the way we work.	1	1	1	1.00	valid
8	Ignoring core values can get you in trouble.	1	1	1	1.00	valid
9	When disagreements arise, we do our best to find a "win-win" solution.	1	1	1	1.00	valid
10	We can always come to an agreement even when we are stuck.	0	1	1	0.67	valid
11	Executives have a clear and consistent view of right and wrong ways to behave.	1	1	1	1.00	valid
12	There is consistency and predictability in the way we work.	1	1	1	1.00	valid
13	Coordinating work between different administrations is not difficult	1	0	1	0.67	valid
14	The goals of the various administrative departments within the school are aligned.	1	1	1	1.00	valid

No	Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
15	Work style is very flexible and easy to change.	1	1	1	1.00	valid
16	We are skilled at responding to competitors and other changes in the business environment.	1	1	1	1.00	valid
17	We are constantly adopting new and advanced working methods.	1	1	1	1.00	valid
18	The opinions of students and parents directly affect our decision-making.	1	1	1	1.00	valid
19	All administrative staff have an in-depth understanding of the wishes and needs of students and parents	0	1	1	0.67	valid
20	We encourage administrators to engage directly with students and parents.	0	1	1	0.67	valid
21	We view failure as an opportunity to learn and improve.	1	1	1	1.00	valid
22	Learning is an important goal of our daily work.	1	1	1	1.00	valid
23	We have formulated a clear future development strategy.	0	1	1	0.67	valid
24	I don't understand the strategic direction of the executive branch.	1	1	1	1.00	valid
25	Leadership has "publicly articulated" what we are trying to achieve.	1	1	1	1.00	valid
26	We continuously track our progress towards our established goals.	1	1	1	1.00	valid
27	We have a consensus on the future prospects of the executive branch.	1	1	1	1.00	valid
28	We set long-term goals and development direction	1	1	1	1.00	valid
29	Our long-term goals keep executives motivated and motivated.	1	1	1	1.00	valid

No	Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
Management Effectiveness						
1	The school's educational goals are clear and definite	1	1	1	1.00	valid
2	The faculty and staff of the school agree with the school's educational goals and development direction	1	1	1	1.00	valid
3	The school can develop its own brand and characteristics	1	0	1	0.67	valid
4	The school's leadership team can fully consider the opinions of teachers before making decisions	1	1	1	1.00	valid
5	The school's leadership team has strong decision-making ability and comprehensive ability	0	1	1	0.67	valid
6	The school's leadership team has a strong sense of innovation and focuses on unity and cooperation	1	1	1	1.00	valid
7	The faculty and staff of the school get along harmoniously	1	1	0	0.67	valid
8	The relationship between teachers and students in this school is harmonious	1	1	1	1.00	valid
9	School administrators unite and help each other	1	1	1	1.00	valid
10	The school's administrative management concept is advanced and scientific	1	0	1	0.67	valid
11	The school can use advanced technology to manage	0	1	1	0.67	valid
12	The school has strong administrative management autonomy and academic freedom	1	0	1	0.67	valid
13	The school's administrative	1	1	1	1.00	valid

No	Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
	management department is set up reasonably					
14	The administrative department of the school has a clear division of labor	0	1	1	0.67	valid
15	The school's administrative management department is highly efficient	1	1	1	1.00	valid
16	The school's administrative management department communicates smoothly and works well in coordination	1	1	1	1.00	valid
17	The administrative department of the school is very supportive and cooperates with the teaching work	1	1	1	1.00	valid
18	The school's curriculum is scientific and well-arranged	1	1	1	1.00	valid
19	It is rare for teachers to borrow lessons or transfer lessons in this school	1	1	1	1.00	valid
20	Our school can properly plan teachers' further training and assist them in their professional growth	1	1	1	1.00	valid
21	The school has a good promotion channel, and the faculty and staff are highly enthusiastic and have a strong sense of responsibility.	1	1	1	1.00	valid
22	The school pays attention to improving the strength of teachers and pays attention to the personal development of teachers	1	1	1	1.00	valid
23	The school's performance appraisal mechanism is scientific and effective	0	1	1	0.67	valid
24	The school's performance salary plan is	1	1	1	1.00	valid

No	Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
	reasonable					
25	The school's assessment of faculty and staff is rigorous and scientific	0	1	1	0.67	valid
26	The school's administrative supervision is timely and in place	1	1	1	1.00	valid
27	The school has ways to be responsible for administrative supervision related work	1	1	1	1.00	valid
28	The school's administrative supervision has achieved remarkable results	1	1	0	0.67	valid

Appendix B
Official Letter



Ref. No. 0643.14/ 722

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Liaoning Vocational University of Technology

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Kanakorn Sawangcharoen Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/

723



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Bohai University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

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Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 724



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Liaoning Railway Vocational and Technical College

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

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Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/

725



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Liaoning Institute of Science and Engineering

Attachment Questionnaires

Regarding Mr. Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

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3. Assistant Professor Dr. Kanakorn Sawangcharoen Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 726



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Liaoning University of Technology

Attachment Questionnaires

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

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3. Assistant Professor Dr. Kanakorn Sawangcharoen Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 727



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Jinzhou Medical University

Attachment Questionnaires

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

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3. Assistant Professor Dr. Kanakorn Sawangcharoen Co-advisor

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Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 728



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Liaoning Petrochemical College

Attachment Questionnaires

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan Advisor
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3. Assistant Professor Dr. Kanakorn Sawangcharoen Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 729



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Jinzhou Normal College

Attachment Questionnaires

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Kanakorn Sawangcharoen Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ 700

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Haihua College of Liaoning Normal University

Attachment Questionnaires

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan Advisor
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3. Assistant Professor Dr. Kanakorn Sawangcharoen Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 731



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Shenyang University

Attachment Questionnaires

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Kanakorn Sawangcharoen Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Appendix C
Research Instrument

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

Instruction: Please provide your opinion on the following statement

1. What about the current situation of knowledge management strategies for improving organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

2. What about the current situation of knowledge management strategies for improving organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

3. What about the current situation of knowledge management strategies for improving organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

Appendix D

The Results of the Quality Analysis of Research Instruments

Questionnaire

Title: Questionnaire on the Current Situation of Organization and Management of Vocational Universities in Liaoning Province, China

Dear teacher, hello:

You are welcome to participate in this survey, which is a questionnaire about the status quo of knowledge management in Liaoning Province. The results of this questionnaire survey will be used to effectively improve the level of knowledge management in colleges and universities and provide more comprehensive suggestions for improving the design of college management efficiency. There is no right or wrong question, and the survey results are for academic research only. Please fill in the questionnaire carefully according to the actual situation without signature.

Special Note:

1. All the questions in this survey are multiple-choice questions.
2. This questionnaire is anonymous. The information collected is only used for academic research and will be kept confidential. Please rest assured.
3. If there is a question that cannot fully express your opinion, please tick the answer option that is closest to your opinion.

Your truthful answer will be the greatest guarantee for our effective research, and it will also be of great help to our research. Sincerely thank you for your support and cooperation!

There are four parts in the questionnaire, please click the blue submit button after answering the questions.

Part 1: Personal information

1. Your gender
 Male Female
2. Your age group
 Under 25 years old 25-34 years old 35-45 years old Over 45 years old
3. Your years of working in the education industry
 Less than 5 years 5-10 years 10-15 years 15-20 years More than 20 years
4. Your academic qualifications
 Bachelor Master Doctor Other
5. Your position
 Administrative staff department head school leader
6. The type of university you work for
 Bachelor of Vocational Education Bachelor of General Education
 Vocational Education Specialist General Education Specialist
7. Your job title
 Elementary Intermediate Associate Higher Advanced
8. Your understanding of knowledge management
 Not at all General understanding Comparative understanding

No	Title	Level				
		5	4	3	2	1
Knowledge Management						
1	The school promotes learning					
2	The school encourages innovation and fosters an open and trusting work environment					
3	High level of staff participation in knowledge sharing					
4	The school respects different suggestions from staff					
5	The school appreciates teamwork					
6	School departments can coordinate effectively					
7	School has flat management hierarchy (too few levels)					
8	The school has a process of acquiring or discovering knowledge					
9	The school's organizational structure is conducive to knowledge sharing and dissemination					
10	Specialized processes are designed to facilitate knowledge exchange between departments					
11	The school has in-service learning and training programs for teachers at different levels.					
12	The school has an effective job rotation system					
13	Reward system for creative contributions					
14	Incentive system for knowledge sharing					
15	The school has computers for all staff					
16	The school has an internet or intranet-based forum					
17	The school has an advanced system to assist counselors in their work					
18	Knowledge base has been established to meet the knowledge needs of the staff					
19	Knowledge maps have been created to show the linkage of knowledge resources.					

No	Title	Level				
		5	4	3	2	1
20	The school adopts knowledge mining and search and categorization techniques					
21	Whether the school conducts regular interview communication or questionnaires					
22	The school has behaviors to gradually develop a smart campus					
23	Whether the school management behavior applies knowledge base resources for reference					
24	The school is actively involved in the use of emerging technologies in management behaviors					
25	The school has a department or full-time staff responsible for building the knowledge base.					
Organizational Culture						
1	Executives are empowered to carry out their work independently.					
2	Collaboration between different departments within the school is actively encouraged.					
3	Administrative staff cooperate extensively with each other.					
4	Getting work done relies on teamwork, not authority and orders.					
5	The capacity of administrative staff is constantly improving.					
6	Continuous investment in the skills of administrative staff.					
7	Clear, consistent values guide the way we work.					
8	Ignoring core values can get you in trouble.					
9	When disagreements arise, we do our best to find a "win-win" solution.					
10	We can always come to an agreement even when we are stuck.					
11	Executives have a clear and consistent view of right and wrong ways to behave.					

No	Title	Level				
		5	4	3	2	1
12	There is consistency and predictability in the way we work.					
13	Coordinating work between different administrations is not difficult					
14	The goals of the various administrative departments within the school are aligned.					
15	Work style is very flexible and easy to change.					
16	We are skilled at responding to competitors and other changes in the business environment.					
17	We are constantly adopting new and advanced working methods.					
18	The opinions of students and parents directly affect our decision-making.					
19	All administrative staff have an in-depth understanding of the wishes and needs of students and parents					
20	We encourage administrators to engage directly with students and parents.					
21	We view failure as an opportunity to learn and improve.					
22	Learning is an important goal of our daily work.					
23	We have formulated a clear future development strategy.					
24	I don't understand the strategic direction of the executive branch.					
25	Leadership has "publicly articulated" what we are trying to achieve.					
26	We continuously track our progress towards our established goals.					
27	We have a consensus on the prospects of the executive branch.					
28	We set long-term goals and development direction					

No	Title	Level				
		5	4	3	2	1
29	Our long-term goals keep executives motivated and motivated.					
Management Effectiveness						
1	The school's educational goals are clear and definite					
2	The faculty and staff of the school agree with the school's educational goals and development direction					
3	The school can develop its own brand and characteristics					
4	The school's leadership team can fully consider the opinions of teachers before making decisions					
5	The school's leadership team has strong decision-making ability and comprehensive ability					
6	The school's leadership team has a strong sense of innovation and focuses on unity and cooperation					
7	The faculty and staff of the school get along harmoniously					
8	The relationship between teachers and students in this school is harmonious					
9	School administrators unite and help each other					
10	The school's administrative management concept is advanced and scientific					
11	The school can use advanced technology to manage					
12	The school has strong administrative management autonomy and academic freedom					
13	The school's administrative management department is set up reasonably					
14	The administrative department of the school has a clear division of labor					
15	The school's administrative management department is highly efficient					

No	Title	Level				
		5	4	3	2	1
16	The school's administrative management department communicates smoothly and works well in coordination					
17	The administrative department of the school is very supportive and cooperates with the teaching work					
18	The school's curriculum is scientific and well-arranged					
19	It is rare for teachers to borrow lessons or transfer lessons in this school					
20	Our school can properly plan teachers' further training and assist them in their professional growth					
21	The school has a good promotion channel, and the faculty and staff are highly enthusiastic and have a strong sense of responsibility.					
22	The school pays attention to improving the strength of teachers and pays attention to the personal development of teachers					
23	The school's performance appraisal mechanism is scientific and effective					
24	The school's performance salary plan is reasonable					
25	The school's assessment of faculty and staff is rigorous and scientific					
26	The school's administrative supervision is timely and in place					
27	The school has ways to be responsible for administrative supervision related work					
28	The school's administrative supervision has achieved remarkable results					

No	Knowledge management strategies for organizational management of higher vocational educational administrators	Adaptability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
10	Controlling the school's culture and building a harmonious and open working environment.										
11	Adopt the excellent opinions of employees and give them rewards.										
12	Organize regular training for teachers to encourage innovation.										
Organizational culture											
1	Ensure that each department works harmoniously and cooperates with each other, and prohibit leaders from using their power to force behavior on their employees.										
2	Increase the number of recreational activities outside the workplace to help create good friendships between employees.										
3	The school regularly trains employees and encourages ordinary employees to work independently and be full of innovation.										
4	Emphasize the school's values when organizing meetings.										
5	Administrative staff are encouraged to communicate more with students and parents to maintain a good attitude.										

Appendix E
Certificate of English

**BS
RU** BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mr. Yinglun Qin

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 13th February 2022



(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Acceptance Research



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September 8, 2023

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Bangkok, Thailand

Dear authors,

Thanks for your submission to *International Journal of Higher Education*.

We have the pleasure to inform you that your manuscript has been accepted for publication. It will be published on the Vol. 12, No. 5, in October 2023.

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

Authors: Qin Yinglun, Luxana Keyuraphan, Niran Sutheeniran, Kanakorn Sawangcharoen

If you have any questions, please do not hesitate to contact with us.

Sincerely,

A handwritten signature in black ink that reads "Susan Sun".



Susan Sun

On behalf of,
The Editorial Board of *International Journal of Higher Education*

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KNOWLEDGE MANAGEMENT STRATEGIES FOR
ORGANIZATIONAL MANAGEMENT OF HIGHER VOCATIONAL
EDUCATION ADMINISTRATORS IN LIAONING
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QIN YINGLUN

A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Educational Administration

Academic Year 2023

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ABSTRACT

The objectives of this research were: 1) to study the current situation knowledge management strategies for organizational management of higher vocational education administrators in Liaoning province, China, and 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. The sample group of this research was 205 administrators from 10 vocational universities in Liaoning. They were selected by simple random sampling. The interview group was ten high-level administrators and experts to evaluate 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 analysis was frequency, percentage, mean, standard deviation, and content analysis.

The results found that 1) the current situation of knowledge management strategies for organizational management of higher vocational educational administrators was as follows: management effectiveness was the highest level, followed by knowledge management, and organizational culture was the lowest level, 2) the knowledge management strategies for improving organizational management in three aspects: 12 measures for knowledge management, 11 for

organizational culture, and 10 for management effectiveness, and 3) the results of evaluating the adaptability and feasibility of the knowledge management strategies for improving organizational management were at the highest level.

Keywords: Liaoning Vocational University, Knowledge Management, Organizational Culture, Management Effectiveness, Vocational Education Administrators

ชื่อเรื่อง	กลยุทธ์การส่งเสริมองค์ความรู้เพื่อการบริหารจัดการองค์กร ของผู้บริหารวิทยาลัยอาชีวศึกษาในมณฑลเหลียวหนิง ประเทศจีน
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ปีการศึกษา	2566

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) ศึกษากลยุทธ์การจัดการความรู้ในสถานการณ์ปัจจุบันสำหรับการจัดการองค์กรของผู้บริหารระดับอาชีวศึกษาระดับสูงในมณฑลเหลียวหนิง ประเทศจีน 2) เพื่อจัดทำกลยุทธ์การจัดการความรู้เพื่อปรับปรุงการจัดการองค์กรของผู้บริหารระดับอาชีวศึกษาระดับสูงในมณฑลเหลียวหนิง ประเทศจีน 3) เพื่อประเมินความสามารถในการปรับตัวและความเป็นไปได้ของกลยุทธ์การจัดการความรู้เพื่อปรับปรุงการจัดการองค์กรของผู้บริหารการศึกษาระดับอุดมศึกษาในมณฑลเหลียวหนิง ประเทศจีน โดยมี 3 ประเด็น ได้แก่ 1) การจัดการความรู้ 2) วัฒนธรรมองค์กร 3) ประสิทธิภาพการจัดการ กลุ่มตัวอย่าง กลุ่มงานวิจัยนี้คือผู้บริหาร 205 คน จากมหาวิทยาลัยอาชีวศึกษา 10 แห่งในเหลียวหนิง คัดเลือกกลุ่มตัวอย่างโดยการสุ่มอย่างง่าย กลุ่มสัมภาษณ์เป็นผู้บริหารระดับสูงและผู้เชี่ยวชาญ จำนวน 10 คน เพื่อประเมินความสามารถในการปรับตัวและความเป็นไปได้ของกลยุทธ์การจัดการความรู้ การจัดการองค์กรของผู้บริหารระดับอาชีวศึกษาระดับสูง เป็นเครื่องมือวิจัย ได้แก่ 1) แบบสอบถาม 2) การสัมภาษณ์แบบมีโครงสร้าง และ 3) แบบประเมินผล การวิเคราะห์ข้อมูลใช้การวิเคราะห์ ค่าความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) สถานการณ์ปัจจุบันของกลยุทธ์การจัดการความรู้สำหรับการจัดการองค์กรของผู้บริหารอาชีวศึกษาชั้นสูงใน 3 ด้าน ในภาพรวมมีระดับสูง โดยจำแนกดังนี้ ระดับสูงสุดคือ ประสิทธิภาพของการจัดการ รองลงมาคือการจัดการความรู้ และวัฒนธรรมองค์กรอยู่ในระดับต่ำสุด 2) กลยุทธ์การจัดการความรู้เพื่อปรับปรุงการจัดการองค์กร 3 ด้าน ได้แก่ 12 มาตรการเพื่อการจัดการความรู้ 11 มาตรการเพื่อวัฒนธรรมองค์กร 10 มาตรการเพื่อประสิทธิภาพการจัดการ 3) ผลการประเมินความสามารถในการปรับตัวและความเป็นไปได้ของกลยุทธ์การจัดการความรู้เพื่อการปรับปรุงการจัดการองค์กรอยู่ในระดับสูงสุด

คำสำคัญ : มหาวิทยาลัยอาชีวศึกษาเหลียวหนิง การจัดการความรู้ วัฒนธรรมองค์กร ประสิทธิภาพการจัดการ ผู้บริหารอาชีวศึกษา

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Qin Yinglun

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Chapter 1

Introduction

Rationale

In recent years, China's economic development mode has changed from being based on quantity to quality. The financial method 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, Liu & Du, 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, how to establish a more suitable corporate management model, and how to formulate strategies for vocational education have become the current Chinese education field. Therefore, this study hopes to develop an appropriate plan 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, science, behavior, 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 critical in improving its core competitiveness and executive management level. As knowledge-intensive organizations, colleges and universities are the source of knowledge production, distribution centers, and demanders. The development of vocational education urgently needs the support of knowledge management. Therefore, implementing knowledge management in universities is an inevitable development trend (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." 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 an academic research issue and an urgent practical issue for administrative managers (Meng, & Dai, 2010).

Research Questions

1. What is the current situation knowledge management strategies for organizational management of higher vocational education administrators in Liaoning Province, China?

2. What are the knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province, China?

3. Are the knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province, China, adaptability and feasibility?

Objectives

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.

Scope of the Research

Population

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

The 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, you need to be an associate professor or above.

The Variable

According to the analysis of related theories and research, knowledge management strategies for organizational management of higher vocational education administrators in Liaoning province, China, are as follows:

1. Knowledge Management
2. Organizational Culture
3. Management Effectiveness

Advantages

1. Theoretical aspects: To use the strategies as a reference to improve the organizational management level of knowledge management in vocational University administrators in Liaoning Province, China.

2. Practical aspects: Discuss the knowledge management for organization management strategies mode suitable for vocational education to improve the overall level.

3. Innovation: According to relevant research in the literature review, the researchers found that the related topics of "knowledge management" and "organizational culture" are relatively close, but there are not many types of research on organizational and management effectiveness and continuous research Not stable enough (in a "wave") In terms of education, especially in the direction of colleges and universities, it is more inclined to general education, but for emerging vocational education at the undergraduate level, there are few, and there are relatively few studies on emerging vocational education at the undergraduate level in recent years (About ten papers per year), and showing a downward trend, see Figure 1.1 and 1.2 for details.

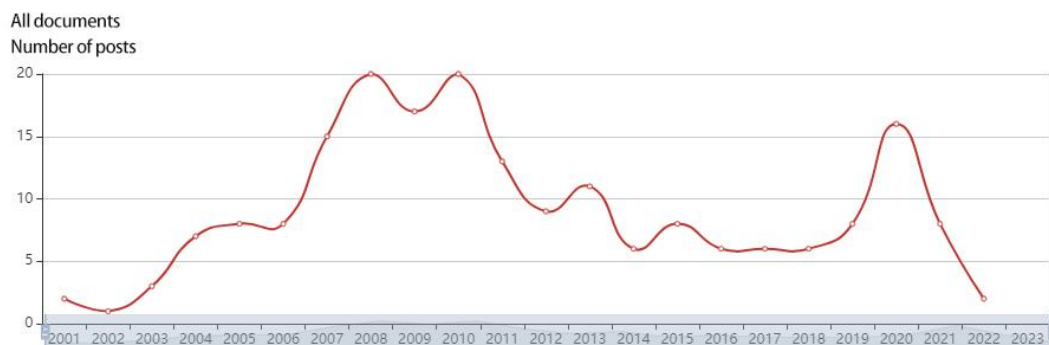


Figure 1.1 Visual analysis of the annual trend of China National Knowledge Network "knowledge management" and "vocational education" research literature (2000-2022)

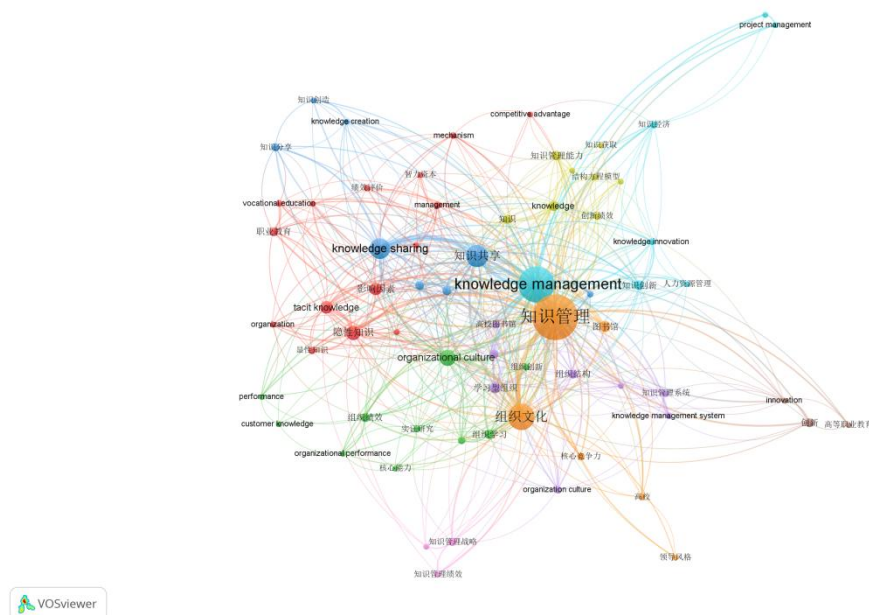


Figure 1.2 Cluster visualization analysis of CNKI's "knowledge management," "organizational culture," and "vocational education" (2000-2022)

Definition of Terms

1. **Knowledge management strategies** refer to effectively achieving organizational goals by establishing a corporate structure, specifying duties or positions, and clarifying the relationship between responsibilities and powers. There are three aspects: knowledge management, organizational culture, and management effectiveness.

2. Knowledge management refers to new management thought and methods emerging in the era of knowledge economy, which integrates modern information technology, knowledge economy theory, enterprise management thought, and current management concepts.

3. Organizational culture refers to an organization's unique cultural image composed of its values, beliefs, rituals, symbols, and ways of doing things. Simply, it is all aspects of the company's daily operations.

4. Management effectiveness refers to the comprehensive reflection of the ability of the management department to achieve the management objectives and the management efficiency, effect, and benefits obtained.

5. Higher Vocational Education refers to a type of higher education institution in China that implements higher vocational and technical education to cultivate application-oriented talents.

6. University administrators refer to university administrators as staff members responsible for tasks outside of teaching and learning, and their work consists primarily of organizing, coordinating, and supervising the University's professional staff and providing leadership.

Research Framework

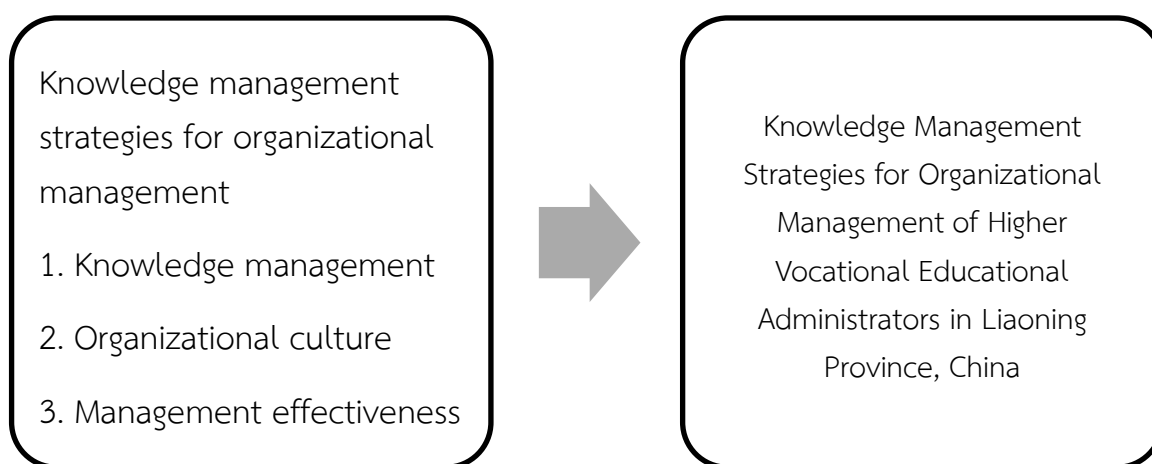


Figure 1.3 Research Framework

Chapter 2

Literature Review

In the research on knowledge management strategies for organizational management of higher vocational education in Liaoning province, the researcher analyzed documents, concepts, theories, and research related to knowledge management strategies for administrative management of vocational university administrators. The details are as follows.

1. Concept of educational administration
2. Concept and theory of knowledge management
3. Concept and theory of management effectiveness
4. Concept and theory of organizational culture
5. Concept of vocational university
6. Related research

The details are as follows.

Concept of Educational Administration

Definition of educational administration

Although different scholars have different views on the concept of educational administration, they are the same in their understanding of the core of educational administration.

Zhang and Jin (2020) pointed out that from the conceptual point of view, the educational administration refers to rationality and scientific theory as a guide by the purpose of higher education and the development of the law to regulate all kinds of relationships in the higher education system, and to do an excellent job in the allocation of resources, to achieve the purpose of running the school.

Quan (2010) proposed that education management refers to implementing national or school education policies through administrative management, organization, guidance, and supervision. It is necessary to build a sound organizational structure and organize administrative personnel to participate in it.

Sun (2015) pointed out two understandings of educational administration: broad and narrow. The narrow sense of educational administration only refers to the school's internal management and the school's operation process management. In addition, it also includes the school's external coordination process, which is manifested as the school's external functions.

Hoy and Miskel (2008) defined educational administration as "the process of bringing together and utilizing all the necessary human, material, and financial resources needed to achieve the purposes of the educational enterprise."

Lunenburg and Ornstein (2021) proposed educational administration as "the process of bringing about effective, efficient educational programs in schools through planning, organizing, coordinating, directing, and evaluating the efforts of the organization's members."

Coleman and Anderson (2000) proposed that educational management is "the process of planning, organizing, directing and controlling the activities of an institution."

In summary, educational administration is a particular field of professional management that enables the human, material, and financial resources available to the school to be used to maximum effect through actions such as organizing, planning, and implementing to achieve the school's training objectives and to guarantee the completion of the tasks undertaken by the school, which are centered on teaching and research.

Knowledge Management in Educational Administration

Yan (2013) found in research that the knowledge economy is the leading resource of vocational universities. The core competitiveness of higher education also lies in the strength and expressiveness of economic knowledge. It is significant to the development of higher education administration to seek a knowledge application technology that collects, collates, shares, and innovates. Introduce the guiding ideology of knowledge management to maximize the role of economic knowledge and make higher education more competitive.

Cheng (2019) found that applying knowledge management thinking in college education management can improve the management level of college education

and promote the new development of college education. Knowledge management thinking in college education should be based on the school's educational policy under cross-vision thinking to improve students' comprehensive quality and innovation ability, cultivate composite talents as the goal, and continue exploring specific strategies in teaching and practical activities.

Yang (2011) pointed out that in the era of economic knowledge, the effective implementation of knowledge management has become a primary method to reshape the core competence of the organization, and it is also an effective way to improve the management level of postgraduate education in colleges and universities.

Liu (2013) believed that from the relationship between knowledge management and administrative management, the promotion of knowledge management is conducive to the optimization of the university administrative management model, weakening the administrative mindset, highlighting the people-centered, and during this period, enhancing the effectiveness of the administrative organization and management of the knowledge management and organizational culture to play a positive role in the construction and development of the school teachers and students.

Ji (2008) pointed out that knowledge management and its effectiveness in university education administration are gradually becoming critical factors in improving organizational management.

In summary, in the development of education management so far, knowledge management has become one of the critical factors in the direction of university organizations, and knowledge management can help rapid growth and improve organizational innovation ability and management level. This also includes corporate culture and management effectiveness, which can impact the administrative control of universities together with knowledge management.

Concept and Theory of Knowledge Management

Firm Knowledge Theory

Knowledge management is a management theory and approach that aims to manage an organization's resources effectively, facilitate knowledge sharing and innovation, add value, and enhance the organization's adaptability and capacity for innovation. This approach is a response to the demands of a knowledge-based economic society. It is widely applied across diverse social sectors, including enterprises, educational institutions, government agencies, and other non-profit organizations and individuals. Although the current practice of knowledge management is still nascent, and its theories continuously develop, a new management theory system has emerged. This system centers on knowledge capital theory, enterprise knowledge theory, and organizational behavior theory, drawing upon scientific and sociological research (Zhou & Sun, 2005). Theories from both management and sociology should primarily inform universities and other non-profit organizations' knowledge management strategies.

As science advances and society develops, modern enterprise management theories constantly evolve. In the early 20th century, Taylor, often considered the 'father of management,' proposed a material-oriented business management model. Subsequently, Australian management scientist Mayo introduced behavioral management theory. In the 1950s, humanistic management theories emerged, primarily based on Maslow's hierarchy of needs. With the advent of the third scientific and technological revolution in the 1970s, traditional enterprise management theories faced unprecedented challenges, leading to an increasing demand for new management ideas and models. Cultural management theories focusing on constructing corporate and organizational cultures have gradually gained prominence in this context. Models of people-oriented corporate and organizational cultural management have also received widespread attention and exploration (Wang & Li, 2018).

The rise and development of the knowledge economy have established knowledge as a crucial resource for the survival and growth of enterprises and organizations. In 1988, Demsetz introduced the concept of the 'enterprise knowledge

base theory,' emphasizing that organizations accumulate new knowledge over time. He argued that an organization's overall strategy depends on specialized assets, which are inextricably linked to learning. These assets are often called the organization's 'resources' or 'capabilities' (Chao, 2000). Therefore, knowledge is vital for enterprises and organizations to gain competitive advantages in a knowledge-based economy.

Enterprise theory is the natural evolution of traditional enterprise management theories and offers a new paradigm for organizational management in a knowledge-based economy. This theory shifts the focus of management philosophy from materialism to humanism, from hierarchical to comprehensive management, and from merely achieving high efficiency and maximizing profits to the nuanced tasks of perceiving, extracting, identifying, retrieving, and managing knowledge and capabilities. It encompasses planning, delivery, development, control, processing, integration, storage, sharing, and utilization of resources. Within this framework, knowledge is considered the most critical asset for enterprises, and knowledge innovation is seen as the key to gaining a competitive advantage. Therefore, enterprise knowledge theory represents a new approach to enterprise management (Lu, & Wang, 2021).

As an emerging concept, enterprise knowledge management theory needs a representative model. Nevertheless, the theory addresses the characteristics of social organizations in the knowledge economy era, focusing on the essence of enterprise organization, diversity, and coordination. According to this theory, the success of an enterprise organization is closely tied to its level of knowledge. While the production process requires various resources, knowledge is the most critical. Enterprise organizations necessitate the collaboration of experts from various knowledge domains in a 'team production' approach because knowledge is individually owned and specialized. To ensure seamless production, enterprises must establish and maintain an environment that fosters knowledge exchange, transfer, and sharing. This enables employees from diverse knowledge backgrounds to utilize their respective expertise to generate product value (Sun & Gong, 2016).

Differences: According to firm knowledge theory, firm organizations differ mainly in their capabilities in knowledge management. This includes engaging and managing members of different backgrounds and personalities and promoting effective knowledge exchange and transfer within the organization. In addition, there are also differences in knowledge accumulation and use among different business organizations, which will lead to differences in production costs and organizational performance. Therefore, enterprises need to pay attention to knowledge management and create a culture of knowledge sharing and exchange to promote knowledge transformation.

Differences: According to firm knowledge theory, athletic organizations differ mainly in their capabilities in knowledge management. This includes engaging and managing members of different backgrounds and personalities and promoting effective knowledge exchange and transfer within the organization. In addition, there are also differences in knowledge accumulation and use among other business organizations, which will lead to differences in production costs and organizational performance. Therefore, enterprises need to pay attention to knowledge management and create a culture of knowledge sharing and exchange to promote knowledge transformation and innovation, improve production efficiency, and improve organizational performance.

Coordination: Coordination within an enterprise organization is an indispensable factor in the development of an enterprise. Traditional business management theory focuses on solving the problem of cooperation among members of dispersed organizations by coordinating their goals and reducing competition. Enterprise knowledge theory holds that collaboration is more needed in knowledge integration. To maintain average production and services, professionals in different fields must share, exchange, and circulate their knowledge. However, the nature of knowledge makes effective knowledge integration quite tricky, so it is necessary to coordinate and provide an excellent mechanism to create a good environment so that every knowledge employee can consciously contribute to the organization (Li & Liu, 2017).

Based on the features of enterprise knowledge theory and its definition of enterprise organization, the researchers think it is essential to do research based on the purpose of the essence of enterprise knowledge management to investigate the status quo of university knowledge management. The differences and coordination of different organizations are closely related to the theory of knowledge management in management and sociology.

Organizational Behavior Theory

Organizational behavior theory is an interdisciplinary management theory that studies the behavior, attitude, and psychological processes of individuals and groups in an organization and pays attention to the influence of the organization's internal and external environment on individuals and groups. Its research scope includes roles in organizations, power relations, organizational culture, organizational change, communication, decision-making, leadership, and many other aspects.

Organizational behavior theory holds that people in an organization are the most valuable resource, and effective organizational behavior can promote the success and development of the organization. Organizational behavior theory proposes many valuable concepts and tools, such as effective team building, career development, effective communication, leadership skills, etc. These tools can help organizations better manage and utilize their human resources to improve organizational performance and innovation ability (Zou, & Liu, 2012).

Knowledge management is an essential field of modern organizational management, emphasizing the effective acquisition, organization, utilization, and sharing of knowledge to improve organizational performance and competitiveness. The organizational behavior theory research results can provide a valuable reference for knowledge management. For example, organizational behavior theory offers practical experience in individual learning and knowledge sharing, which can help organizations better implement knowledge management. In addition, organizational behavior theory can also provide theoretical support for knowledge management, help organizations understand the knowledge behavior of individuals and organizations, and provide practical strategies and methods to improve knowledge management (Zhang & Ma, 2008). At the same time, organizational dynamics,

organizational culture, and organizational innovation in organizational behavior theory are closely related to the essence, difference, and coordination in enterprise knowledge management theory.

Organizational Dynamics

Organizational motivation is the cohesion and internal driving force stimulated by internal and external factors of the enterprise organization. Environment, goals, size, membership, roles, rules, cohesion, and leadership influence it. Organizational behavior theory regards enterprise organization as a sizeable closed-loop system, in which organizational dynamics is the core subsystem, the driving force for continuous innovation of enterprise organization.

Organizational dynamics mainly come from the behavioral role orientation of internal members of the enterprise organization, and these roles may have positive or negative impacts on the goals and operations of the organization. The key for managers is to build a good internal environment of the organization so that organizational goals can be implemented into employees' personal performance goals. The influence of organizational leaders on organizational dynamics is also significant, and they influence organizational dynamics by creating prospects for others and translating them into reality (Li & Yuan, 2002). Interactions within organizations and relationships with other organizations also impact organizational dynamics, creating conflict and adverse effects when group goals are inconsistent.

Organization Culture

Klein believed that organizational culture represents the ideas, expectations, thoughts, values, and behavior patterns shared by members of the organization, and an excellent corporate culture is an essential feature of a successful company (Klein, 2008). Organizational culture is a subsystem in the theoretical system of organizational behavior, an auxiliary method of enterprise organization, and plays a role through psychological contracts. The formation of corporate culture is a response to the challenges of external adaptability and internal integration. It is an automated function for enterprises to deal with various problems in global competition. Organizational culture plays a positive role in promoting communication, sharing knowledge, and coordinating the interests of all parties.

Organizational Innovation

Organizational innovation is a part of the theoretical system of organizational behavior, which aims to make the organization as a whole and individual members change their behavior to adapt to the new environment. The elements of corporate innovation include change and adaptation, and its law is the dialectical unity of change and transformation. In the process of organizational innovation, change is the requirement of the environment. Still, the environment may also become resistant to innovation, so it is essential to diagnose the function and setting of the organization. Successful innovation programs require a behavioral research process that includes information gathering, feedback, and action planning. The methods to stimulate organizational innovation ability include lateral, vertical, and critical verification methods. Adaptation is based on the primary point of constant change, and there is an interdependent and complementary relationship among the variables in the organizational innovation system. The organizational innovation process is integral to the organization's ability to adapt to environmental changes. In the circular process from change to adaptation to non-adaptation and change, the organization will undergo qualitative changes and realize organizational innovation.

To sum up, there is a delicate relationship between enterprise knowledge management theory and organizational behavior. The researchers believe that to have a clear understanding of the current state of university knowledge management, it is inseparable from the different cultural atmospheres organized by each university. Moreover, it put forward constructive suggestions for effectively improving the management level of vocational universities. Organizational culture and innovation are separated from the above two theories. Therefore, while understanding the relationship between knowledge management and management effectiveness.

Definition of Knowledge Management

In today's era of the knowledge economy, only by doing an excellent job in knowledge management can we become the winner of the competition. Therefore, we can only grasp the essence of its methods by clarifying the connotation of knowledge management. In the 1980s, the management master Peter Drucker

(Starbuck, 2012), known as the "father of modern management," first proposed the knowledge management theory. Drucker pointed out that knowledge workers are the individuals that make up the new economy. In this way, the researchers consulted relevant knowledge management theories. They found that many scholars at home and abroad have defined knowledge management from multiple perspectives but have not reached a consensus.

Western scholar Wiig (1995) proposed that knowledge management is a series of activities that assist the organization in acquiring knowledge of itself or others through careful judgment to achieve organizational tasks, the result of knowing.

From the perspective of research tools, Wang (2010) proposed that the affairs described by knowledge management cover behaviors ranging from the application of new technologies to the broader use of organizational command capital.

Starbuck (2012) proposed that in an organizational society, its central and essential mechanism is management, and the essence of management is the role of knowledge generation, that is, the systematic and organized use of knowledge to innovate knowledge.

Song (1996) proposed knowledge as a digital symbol of experience, information, logic, and creativity. Knowledge is a symbol system, a symbol system of symbols.

Beckman (1997) proposed knowledge as a logic of human beings to data and new systems from the process perspective.

Sarvary (1999) proposed that knowledge management is a business process, which is a process for enterprises to create and use knowledge management or collective knowledge.

Xie and Liu (2013) proposed that knowledge management is to manage knowledge as an asset, including the inventory, evaluation, supervision, rules, acquisition, learning, circulation, protection, and innovation of relevant knowledge, which can effectively increase the value of knowledge assets. From the perspective of knowledge classification, it is also constantly detailed.

Michael divided knowledge into explicit and tacit knowledge, thus laying the foundation for knowledge classification (Wang, 2012).

In conclusion, from various perspectives, the concept of knowledge management. However, there are some differences in the definition of the result. The researchers believe this phenomenon can be understood by referring to the contingency theory thinking in organizational management. First, although the concept of knowledge management was put forward in the 1980s, its application development still needs to be improved. However, many differences exist in the attributes of organizations that adopt knowledge management methods. Different organizations may have knowledge management methods, each with its characteristics. Therefore, for colleges and universities, understanding the classification of knowledge management models is more conducive to researchers looking for knowledge management models suitable for vocational undergraduate colleges.

Importance of Knowledge Management

Malhotra (1997) believed knowledge management is a catering measure aimed at essential aspects such as organizational adaptability, survival, competitiveness, etc. when enterprises face increasingly discontinuous environmental changes. It included the development process of the cultural organization. It seeks to organically combine the ability to process data and information provided by information technology and the ability of people to invent and create.

Chinese scholar Lin (2009) further analyzed the definition of knowledge management. Knowledge management can be understood from two aspects: narrow sense and prescriptive. Knowledge resource management is the systematic management of knowledge and related processes such as creation, collection, organization, dissemination, and utilization. Knowledge management in a broad sense includes not only the management of knowledge but also the management of various resources and intangible assets related to knowledge, knowledge of the organizational culture, management effectiveness services, investments, property rights, the design of personnel, and all-around, holistic management.

Zhou (2022) pointed out that knowledge management is a process of generating and utilizing knowledge in an organization, whether an individual or a team, and its core performer is a human being. At the same time, organizational

management was found from the perspective of knowledge source categories, individual and team management effectiveness, knowledge functional needs, and other perspectives to dissect the practical path of knowledge management to empower organizational management.

Sun, Tu and Zhai (2022) analyzed existing literature and concluded that a learning organization rooted in knowledge management aims to adapt to internal and external environmental changes. This enhances the organization's core competencies in knowledge learning and collaborative innovation. These competencies serve as strategic approaches to dynamic interactions between the organization and various internal and external knowledge sources. The focus is on the fusion of the knowledge helix, effective management, and organizational learning. The ultimate goal is to create a core process cycle involving the collection, processing, storage, sharing, application, and re-acquisition of knowledge. This supports a normative and systematic transformation of knowledge, reinforcing the organization's learning mechanisms.

Chen (2018) has pointed out that knowledge management at a narrow level is the management of knowledge related to technology, precisely, the continuous acquisition of technology, further good application, reasonable storage, broad dissemination, and the realization of innovation. Knowledge management applied to organizational construction contains the following elements: knowledge management elements, organizational culture learning, external resources elements, and internal resources elements.

Wu and Xu (2018) believe that enterprise creative knowledge management is a process of activities centered on creative knowledge, people-oriented, and using information base as a management tool to explore, accumulate, convert, and apply creative and innovative expertise in enterprise management, and then achieve a gradual increase in the effectiveness of enterprise organizational management. The study of KERP's new knowledge management organizational model, the need for effective knowledge management capabilities, corporate organizational culture, organizational structure effectiveness, and so on was mentioned.

Regarding the research on knowledge management in Chinese vocational universities, scholar Liu (2013) believed that Knowledge management in colleges and universities is an essential branch of knowledge management theory. Its connotation is that by the objective law of knowledge management, the explicit knowledge of colleges and universities (knowledge management), tacit knowledge (organizational culture), and external knowledge (management effectiveness) to find, organize, store, share, innovate, and apply innovation and application. The organizational culture, leadership style, and management effectiveness of universities are essential and critical factors affecting university knowledge management. Knowledge management in colleges and universities is significant in enhancing their competitiveness, optimizing their management mode, improving management efficiency, and promoting cultural heritage and innovation. From the perspective of organizational culture and leadership style, it should strengthen knowledge management in colleges and universities and provide the essential factors of school competitiveness from the aspects of promoting the innovation of organizational structure, constructing the information technology system of knowledge management, cultivating excellent organizational culture, shaping perfect leadership style, establishing incentive motivation mechanism from the perspective of management effectiveness, and designing the scientific evaluation scheme of knowledge management. Refer to Table 2.1.

Table 2.1 Division of Knowledge Management Dimensions in Chinese Universities

Dimension	Define Content
Explicit Knowledge	Knowledge Management: University books, literature, information collection data, course sharing, experience forums, web resources, etc.
Tacit Knowledge	Organizational Culture: The image of the school, the school's cultural atmosphere, the school's honor, the values of the school's teachers and students, etc.
External Knowledge	Management Effectiveness: Effectiveness of external experience and skills such as managerial learning and training, introduced management concepts, and learned leadership styles

Jiang (2003) Knowledge management refers to the systematic and effective management of knowledge resources owned by the organization to achieve knowledge sharing, innovation, and value-added to improve organizational resilience and innovation and knowledge activities. Based on organizational behavior, it has also been found that organizational staff structure design, organizational culture, and organizational innovation in knowledge management help members exchange, communicate, and experience.

Zhang (2014) pointed out that the knowledge atmosphere exogenous explicit knowledge and endogenous tacit knowledge, knowledge management through language and text and other symbols or digital audio-visual media to express, can be shared by others, or the formation of implicit experience, skills to achieve effective knowledge management, and its model for the construction of the enterprise contains, the organizational structure, organizational culture, and organizational learning and knowledge transformation.

Chen and Zhang (2014) found that knowledge management is an ongoing process of managing all knowledge to anticipate current and future needs, identifying, and utilizing existing and acquired knowledge to develop new opportunities, encompassing the creation, acquisition, and application of knowledge. The study results showed that only organizational culture, organizational innovation, and managerial effectiveness can impact knowledge management.

Feng (2011) suggested that knowledge management refers to creating, acquiring, and using knowledge to enhance organizational performance creating, developing, and using knowledge to. In the study of the knowledge management process of China Baosteel Group, explicit knowledge and tacit knowledge are classified. The organization (Corporate structure design and division of responsibilities), process (Transparent management processes to improve management effectiveness), technology (Knowledge management system requirements and implementation of the system outside of the management tools), and security (Corporate organizational culture, management support, evaluation, and incentives) can effectively improve the level of management of the organization.

The researchers believe there is an obvious point in the dimension of knowledge transformation. Even though knowledge is divided into explicit and implicit, with the rise of vocational colleges and universities, the type of college knowledge should not be limited to theory, and there should be many factors, such as technology and experience. As mentioned above, there are various research perspectives on Knowledge management, ranging from those focusing on Knowledge functionality, knowledge management, organizational structure, organizational learning, organizational innovation, organizational culture, managerial effectiveness, and internal and external resources to a mixture of both. Therefore, the schools of knowledge management research can be divided into technical, behavioral, and integrative schools, Refer to Table 2.2.

Table 2.2 The Results of the Synthesis of Knowledge Management Characteristics

Author Characteristics of knowledge management	Yogesh (1997)	Lin (2009)	Zhou (2022)	Sun and Tu (2022)	Chen (2018)	Wu and Xu (2018)	Liu (2011)	Jiang (2003)	Zhang (2014)	Chen and Zhang	Feng (2011)	Total
Knowledge functionality			√	√								2
Knowledge management	√	√	√	√	√	√	√			√	√	9
Organizational structure						√		√	√		√	4
Organizational learning				√					√			2
Organizational innovation							√	√		√		3
Organizational culture	√	√		√	√	√	√	√	√	√	√	10
Managerial effectiveness		√	√	√			√			√	√	6
Internal & external resources				√	√		√					3

According to Table 2.2, the researchers analyzed and synthesized documents, concepts, theories, and research related to Knowledge Management strategies for organizational management of vocational university administrators, which consisted

of Malhotra (1997), Lin (2009), Zhou (2022); Sun et al. (2022); Chen (2018); Wu and Xu (2018); Liu (2011); Jiang (2003); Zhang (2014); Chen and Zhang (2014); Feng (2011). The researcher used the criteria to consider the corresponding characteristics. To use as a framework for research in this study. By selecting attributes with a frequency of 6 or more. Which can be synthesized into 8 characteristics as follows: 1) Knowledge functionality, 2) Knowledge management, 3) Organizational structure, 4) Organizational learning, 5) Organizational innovation, 6) Organizational culture, 7) Managerial effectiveness, 8) Internal & external resource

Measurement of Knowledge Management

As mentioned earlier, there are different research schools from different angles. Knowledge management is a huge management system. Chinese scholars construct according to China's national conditions. Wang summed up the three elements in addition to the knowledge activity mechanism: information technology, corporate culture, and organizational structure (Wang, 2007). Huang and Yu (2014) also explored the motivation of the internal influence of knowledge management in Chinese universities. The school's knowledge management and motivation can be divided into institutional, cultural, technology application, and hardware input factors. Xu and Chen (2007) analyzed and summarized the knowledge management aspects that affect the effect of knowledge management mainly including: leadership support, human resources, organizational structure, infrastructure, and organizational culture.

Researchers believe that with the advent of the knowledge economy era, Internet application technology is more mature. In today's colleges and universities, whether general education or vocational undergraduate colleges, different departments have the phenomenon of building office systems on the Internet. This phenomenon can be used as a knowledge management application platform, such as the research school summarized by previous scholars. Researchers believe that this situation can be viewed based on contingency theory, and the comprehensive school is more recognized. Because there will be a phenomenon in vocational, undergraduate colleges, computer and information-related majors are the necessary majors today. Other technical professional courses also add information

management to the study, so technical ability is already part of the knowledge. However, the technology school advocates leveraging the network and system platform to leverage enterprise knowledge management, which is more convenient to operate. It has a platform structure and can be directly applied to the crowd for data knowledge collection; data collection is information and can refer to the econometric school style of organization and management. Data analysis and evaluation of the organization: the result of data analysis is a collection of knowledge, which is summarized into knowledge through the collected information results like the behavioral school when organizational managers can use their own management knowledge experience to innovate and adjust the organization and change, which coincides with the research content of strategic behavior. It can be divided into four behavioral steps, which can also be considered four facets. The researchers believe that this division is efficient and comprehensive, the computer is rational and has robust data processing capabilities, and organizers are more perceptual than computers and better understand the needs of organizational members and the direction of organizational goals. This knowledge management approach is closer to the steps of data collection, data analysis, and research conclusions in scientific research. In contemporary hot Internet applications, it is more like a computer algorithm, through information collection, analysis results, and recommendations to customers like videos and products they want to buy.

To sum up, the researchers believe that the knowledge management model of vocational, undergraduate colleges can be divided into four dimensions: data, information, knowledge, and innovation, which are the basis for the next dimension, as shown in Figure 2.1.

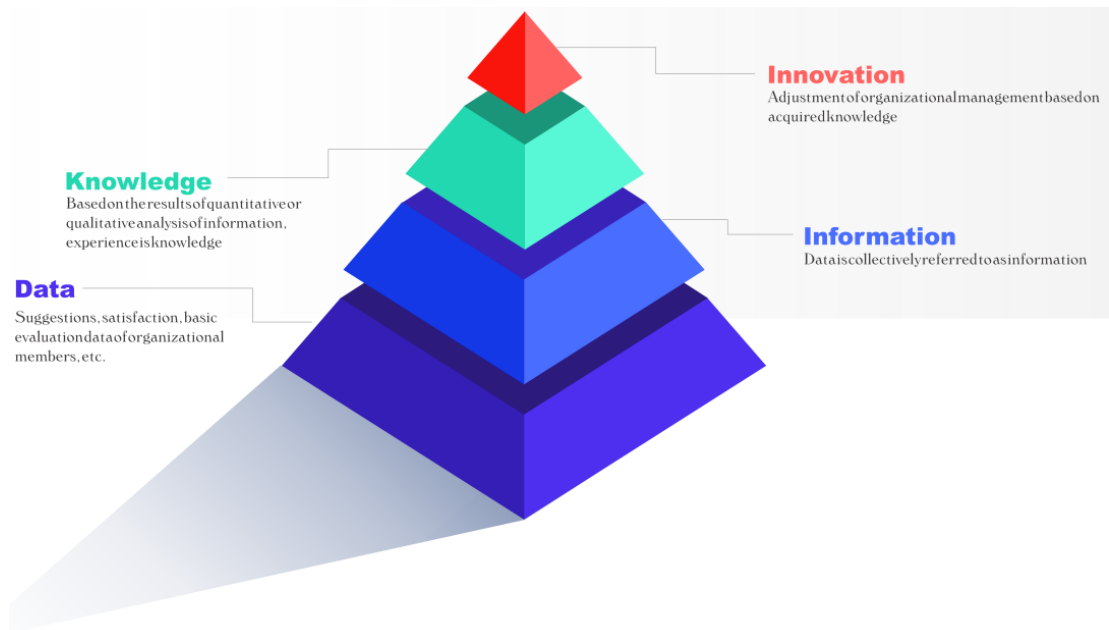


Figure 2.1 The Knowledge Management Model Diagram of Vocational Colleges

Concept and Theory of Management Effectiveness

Definition of Management Effectiveness

Qi (2013) suggests that the overall level of synergy and integration of an organization's system is ultimately reflected in the organization's management efficiency, results, and benefits, collectively referred to as management effectiveness. Management effectiveness refers to "performance" as the expression of management performance, goals, etc., which reflects the results of performance management; "effectiveness" refers to benefits, effects, effects, efficiency, etc., which reflects people's behaviors and reactions.

Xu (2013) suggested that the performance management effectiveness of colleges and universities refers to the ability to achieve the goals or influence the goals, which is the work performance, work behavior, workability, or work attitude that can be evaluated (Wang & Fang, 2005) which can focus on the spirit of the individual and the organization, the style of work, the quality of service, the level of management, the work performance, and the potential for development.

Luthans and Youssef (2007) In personal development, a positive mindset affects people's awareness and behavior, impacting individual work behavior, work performance, and the organization's competitive ability. From the perspective of

personal management effectiveness, the influencing factors include the individual's behavior, the individual's work performance, and the influence of the influence on the individual's behavior to the effect of work performance.

In conclusion, management effectiveness means in the organizational system synergistic ability and overall work efficiency, management in realizing the management objectives of the ability to show and obtain management efficiency, effectiveness, and efficiency of the integrated reflection. It measures the results of engaging in management work and is an overall reflection of the management system.

Theory of Management Effectiveness

Organ (1988) first proposed the concept of "Organizational Citizenship Behavior (OCB)." He pointed out that OCB is a kind of Behavior and external expression of an organization, which is conducive to the development of an organization. The organization does not formally emphasize organizational citizenship behavior, nor is it related to labor remuneration, but it is constructed in the process of cooperation related to the organization. It can effectively improve the work efficiency of the organization. Organizational citizenship is defined as "not clearly proposed in the formal salary system of the organization, but its behavior has obvious benefits for the improvement of organizational effectiveness" (Organ, 1988). In short, it refers to the spontaneous behavior of the members of the teachers' organization that is not caused by the job function requirements. See Table 2.3 for research and scales related to organizational citizenship behavior structure.

Table 2.3 Organizational Citizenship Behavior Measurement Scale

Representative Scholars	Structure and Dimension	Number of Items	Reliability	Validity
Podsakoff et al. (1990)	<ol style="list-style-type: none"> 1. Altruism 2. Personal initiative 3. Athletic spirit 4. Civic morality 5. Humility 	24	0.66-0.94	Each item is positively related to the five dimensions; Positive correlation between dimensions; It is negatively related to role confusion, emotional burnout, and depersonalization, and positively related to distributive justice, procedural justice, newcomer, and organizational commitment.
Williams & Anderson (1991)	<ol style="list-style-type: none"> 1. Focus on individual citizenship 2. Focus on organizational citizenship 3. In role behavior 	21	0.61-0.94	It is positively related to employee self-esteem, internal control source, emotional commitment, etc., and negatively related to turnover intention.

Table 2.3 (Continued)

Representative Scholars	Structure and Dimension	Number of Items	Reliability	Validity
Moorman & Blakely (1995)	1. Interpersonal help 2. Personal initiative 3. Personal efforts 4. Loyal support	19	0.61-0.86	Individual dimension is related to four dimensions; All dimensions are independent of each other; The four dimensions are related to procedural justice, organizational commitment, and job satisfaction.
Fan (1997)	1. Identification organization 2. Altruistic behavior 3. Dedication 4. Interpersonal harmony 5. Protect organizational resources	20	0.81-0.87	Each dimension is independent of the item, and the dimensions are related in pairs; It is positively related to sense of fairness and organizational commitment.

Because of the influence of organizational culture, organizational citizenship behavior has gradually become the concern of the academic community of organization management and relevant enterprise researchers. Relevant literature points out that when Organ constructed the theory of organizational citizenship behavior, it believed that there was a very close relationship between organizational culture and organizational citizenship behavior. When organizational members accepted the organizational culture of the organization (Organ, 1988), when individual values are close to organizational values, individual organizational

citizenship behavior will be more and better ". In addition, research conducted by Turnipseed and others on employees in the United States and Romania did find that social culture, organizational culture, and economic conditions do have a significant impact on employees' OCB (Turnipseed & Mukison, 2000).

An organization's total work efficiency comes from its internal members' individual work performance. It is the work goal and purpose of its members. Because of its substantial use value, it has aroused the focus of the academic community. In organizational behavior, how to effectively promote the efficiency of organizational members and develop their potential for organizational managers has become the focus of organizational management academia.

Borman and Motowidlo (1997) pointed out that there should be two dimensions of work performance, namely, Task Performance (TP) and Contextual Performance (CP). Stokes, Schneider and Lyons (2010) proposed that adaptive performance (AP) should be added to the dimensions based on contingency theory to adapt to environmental changes and verified its feasibility according to empirical research. Therefore, Job Performance (JP) is the sum of the above three performances. In general, task performance refers to the results of the quantity and quality of work performed by members of an organization; Relationship performance is the performance level of the whole organization promoted by the work achievements of the organization members (Zheng, X, Zhao, Ma & Chen, 2019); Adaptive performance reflects the ability of organizational members to adopt different work skills according to different environments in the face of changes in organizational management scenarios and adaptive behavior to cope with a wide range of tasks of different types (Wu & Yuan, 2010). At the same time, some scholars pointed out that there should be other dimensions of job performance. For example, the work performance of middle managers in enterprises includes task performance, interpersonal performance, adaptive performance, and effort performance. At the same time, some scholars pointed out that there should be other dimensions of job performance. For example, the work performance of middle managers in enterprises includes task performance, interpersonal performance, adaptive performance, and effort performance (Wen, 2005). The work performance of professional sports

coaches includes task performance, relationship performance, development performance, and anti-production performance (Li, 2011). Among them, the dimensionality division of work performance of different research objects should have their professional characteristics. The researchers have sorted out relevant scales and dimensionality division according to previous literature, as shown in Table 2.4.

Table 2.4 Work Performance Measurement Scale

Scale and Representative Scholars	Dimension	Number of Questions	Reliability
Job Performance Scale (Van and Motowidlo, 1996)	Task performance Relationship Performance	6	0.61-0.69
Adaptive Performance Scale (Tao, 2016)	Innovative solutions Pressure and emergency treatment Continuous post learning Interpersonal and cultural adaptation	25	0.85-0.94
Work Performance Scale for Managers of State owned Enterprises (Li and Sun, 2012)	Task performance Relationship Performance Adaptive performance	15	0.849 Cronbach's alpha>0.7

In summary, a better organizational management model and positive organizational culture will have a certain impact on the members' performance within the organization. As mentioned above, knowledge management nowadays is an innovation with the continuous improvement of scientific and technological means, and the form of management can rely on scientific and technological means as an aid. The ability of organizational members to innovate in their work and adapt to the management model also corresponds to technological assistance.

Concept and Theory of Organizational Culture

Definition of Organizational Culture

With the advent of the knowledge economy, the management models of various organizations have begun to incline towards knowledge management. Thus, research on knowledge management has become a hot topic. However, while introducing the goal of knowledge management, many organizations do not reach the goal of the organization because they focus too much on the management mode itself and neglect other influencing factors. Therefore, the question of how to efficiently improve the usefulness of knowledge in the organization has become the focus of organizational managers. The results of many empirical studies show that the most significant influence factor on the failure of organizations to achieve organizational goals when implementing knowledge management strategies lies in the process of creating and applying knowledge, ignoring the influence of corporate culture on the efficiency of corporate management. Because the practical application of knowledge management requires a specific corporate environment, organizational culture is an important factor in constructing organizational culture. The knowledge management model wants to talk about the organization into an efficient group to achieve organizational goals. The cultivation or existence of an organizational culture environment is a prerequisite and condition (Chen & Liang, 2009).

Due to the different research purposes and perspectives, the previous research on the connotation of organizational culture has varied, and there is no uniform conclusion. Denison and Mishra. (1995), a representative of quantitative research in organizational studies, pointed out that the connotation of organizational culture is so broad that it is difficult to describe its connotation with a more objective concept of extension. Schein, a pioneer in the field of organizational psychology, is more representative of the concept of organizational culture. Chinese scholars have delineated organizational culture based on the concepts of Schein and Western scholars, believing that organizational culture is composed of behavioral styles, organizational values, and spiritual phenomena. At the same time, it pointed out that organizational culture is generally accepted and recognized by the members of the organization of a value, behavior, way of thinking, and other group consciousness of

the general term (Zhou, Chen, Li, & Gan, 2010), which coincides with Schein's (1992) most of the walk in the artificial to become outside the content of the organization. Organizational culture is the consensus of organizational members on the understanding of things, which includes knowledge, ideology, values, goals, expectations, perceptions, rules, language, behaviors, traditions, etc. (Lau & Ngo, 1996). Denison points out that the basic beliefs, value perceptions, and presented organizational behaviors that the members of the organization share are the organizational culture. Some of these aspects of organizational culture, including individual behaviors and group perceptions, are more obvious. In contrast, the internal characteristics of organizational culture are not as obvious because they are an underlying core value (Hu, 2010). Ouchi and William (1985), in their book "Theory Z," have pointed out that organizational culture acts as the mutual communication between the members of the organization, and it may be rumors, perceptions, and beliefs that influence the members' subconscious.

To sum up, organizational culture is not a rule that is obviously presented in the organization; it is a culture within the organization that the members of the organization form according to the rules of the organization, different styles of leadership, and more obvious rules. This culture exists more in the consciousness of the organization members, subconsciously influencing the code of conduct of the organization members. The management mode adopted by the organizer will indirectly affect the organizational culture, while the organizational culture will also affect whether the organizational goals will be efficiently achieved.

Theory of Organizational Culture

Edgar H. Schein believes that human beings themselves are "cultural constructs". From the socialization perspective, human social attributes are based on the construction of culture. In 1973, a Japanese American professor from California, America, studied the advanced management experience of Japanese local enterprises and wrote the book *Z Theory: How American Enterprises Meet the Challenges of Japan* (Ouchi & Wilkins, 1985), in which the concept of organizational culture was formally put forward, thus causing the upsurge of western scholars in the study of organizational culture.

Among the definitions of organizational culture, the most representative is Schein's (1992) definition: a shared basic hypothesis model learned by a group when solving its external adaptability and internal integration problems, which has been proved to be effective in solving such problems. This definition divides organizational culture into three levels: extroverts, values, and basic assumptions, which well explains the structure and connotation of organizational culture, as shown in Figure 2.2.

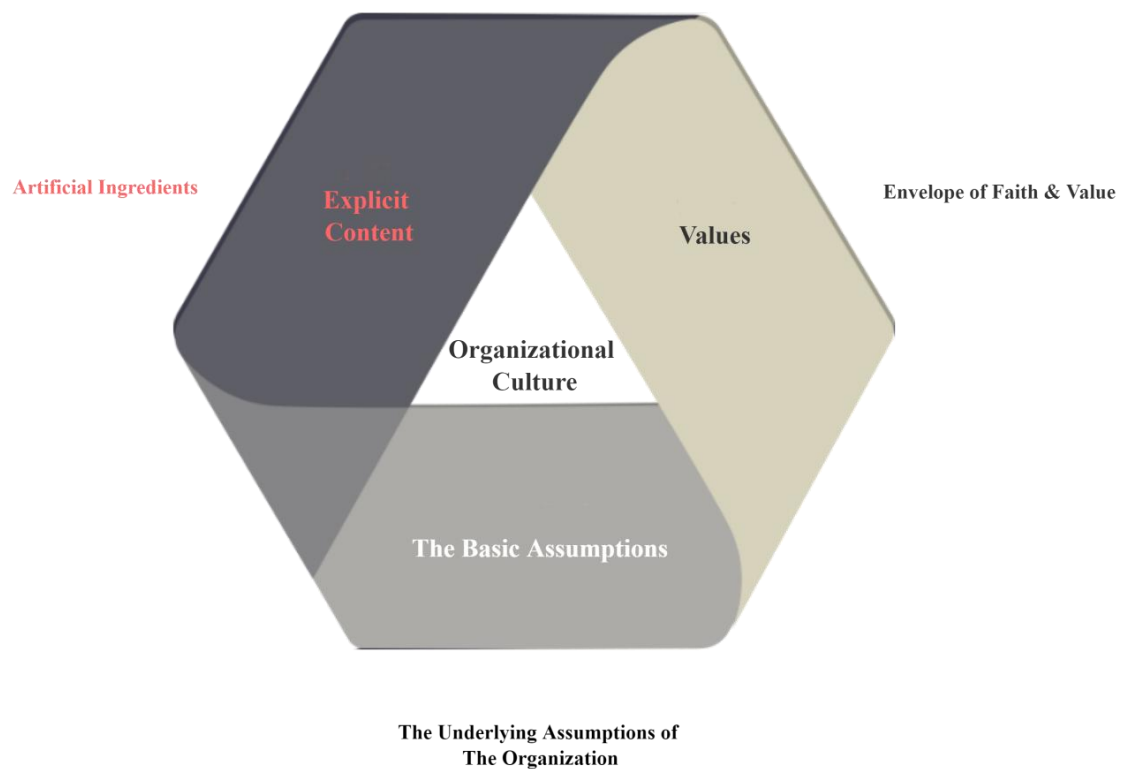


Figure 2.2 Schein Organizational Culture Concept Map (1992)

At the same time, there are different forms of the definition of organizational culture. The researchers selected some representative definitions, as shown in Table 2.5

Table 2.5 Summary of Organizational Culture

Researcher	Definition of Organizational Culture
Hofstede (1980)	Mental model of organization
Deal and Kennedy (1982)	Consists of values, leaders, cultural ties, traditional customs, etc., used to cultivate the consistency of organizational members' behaviors
Denison(1984)	It is a kind of value, belief, and behavior mode, which is the core identification of an organization
Chan and Clegg (2002)	Common understanding
O'Reilly (1991)	Strong and widely accepted core values
Schein (1992)	It is the basic assumption that all members of the organization follow and share. It has been formed and proved effective in the organization's response to the external environment and internal integration problems
Wang (2005)	A set of meaning sharing system shared by members of the organization different from other organizations

In the late 1980s, China began to introduce the concept of organizational culture, which is still a hot research topic now. Chinese scholars have studied China's national conditions and enterprise characteristics and tried to explore the definition of organizational culture. Throughout the research of Chinese scholars, there are mainly two different views: the first view is that organizational culture is a kind of values and consciousness hidden in the organization to change the behavior orientation of employees; The second is that the organizational culture exists in the organizational material culture, which is an explicit treaty gradually formed with the growth of enterprises. Representative definitions are as follows: in the late 1980s, China began to introduce the concept of organizational culture, which is still a hot research topic until now. Chinese scholars have studied China's national conditions and enterprise characteristics and tried to explore the definition of organizational culture. Throughout the research of Chinese scholars, there are mainly two different views: the first view is that organizational culture is a kind of values and

consciousness hidden in the organization to change the behavior orientation of employees; The second is that the organizational culture exists in the corporate material culture, which is an explicit treaty gradually formed with the growth of enterprises. Chen (2004) pointed out that the organization's growth process accompanies the emergence of organizational culture, and its existence is due to the cultural synthesis generated by the organization in dealing with external adaptation and internal communication. This point is mainly familiar with organizational culture's systematic, consensus, functional, and rooted characteristics (Zhang, 2020). It is believed that the corporate culture is the unique environment formed within an organization for a long time, accompanied by specific values, institutional norms, and codes of conduct. The book *Enterprise Culture* points out that organizational culture is a behavior plan and value standard formed by organizational members in corporate growth for a long time and recognized by executive members.

To sum up, Chinese and Western scholars have different definitions of organizational culture, but they can be divided into three directions. First, organizational culture is a cultural complex gradually generated in the internal operation of an organization (Hofstede, Neuijen, Ohayv & Sanders, 1990). Therefore, corporate culture will show different types in different organizational structures, which are unique. Secondly, the root of organizational culture lies in dominant values, basic assumptions, and behavior norms. Thirdly, corporate culture is a thing that spreads internally through the objective existence of material and spirit. This study defines organizational culture as a unique value, a subconscious code of conduct, and a common goal that gradually emerges from the beginning of an organization to its maturity. This study's definition of organizational culture follows Schein's (1992) report.

Measurement of Organizational Culture

The quantitative research on organizational culture differs due to previous scholars' different research backgrounds, interests, and methods. The influential scales in the West include the Organizational Culture Profile (OCP). Denison built the Organizational Culture Questionnaire (OCQ), Hofstede built the measurement scale, and Quinn and Cameron created the Organizational Culture Assessment Instrument

(OCAI). The most representative and widely used scale among Chinese scholars is the Values in Org Organizational Culture Scale (VOCS), constructed by Zheng from Taiwan, China.

This study summarizes several influential scales below to find a scale suitable for universities and knowledge management.

OCP: Explore the relationship between the degree of person-organization fit and individual outcome variables according to appropriate multiple perspectives and design and summarize the Organizational Culture Profile (OCP) based on previous literature (O'Reilly III, Chatman & Caldwell, 1991). The measurement perspective of OCP is mainly divided into the following seven dimensions: team orientation, attention to detail, enterprise, result orientation, respect for employees, stability, and innovation. Its measurement of organizational members' values can be divided into standard and self-model. In the process of using the standard form, each respondent's values are independent, and they are filled in according to the degree of conformity of each item and then used for data analysis with the Likert scale measurement method. In the process of self-modeling, the testers are classified or replaced according to their own values preferences and the subjective values according to the subject. This study summarizes several influential scales below to find a scale suitable for universities and knowledge management.

OCP: Explore the relationship between the degree of person-organization fit and individual outcome variables according to appropriate multiple perspectives and design and summarize the Organizational Culture Profile (OCP) based on previous literature (O'Reilly et al., 1991). The measurement perspective of OCP is mainly divided into the following seven dimensions: team orientation, attention to detail, enterprise, result orientation, respect for employees, stability, and innovation. Its measurement of organizational members' values can be divided into standard and self-model. In the process of using the ordinary form, each respondent's values are independent, and they are filled in according to the degree of conformity of each item and then used for data analysis with the Likert scale measurement method. In the process of self-modeling, the testers are classified or replaced according to their own values preferences and the subjective values according to the subject.

OCAI: Cameron and Sine (1999) built an organizational culture evaluation scale based on the Contradictory Value Framework (CVF). Literature and empirical research found that the dominant culture, leadership style, management role, human resource management, quality management, and success criteria significantly impact organizational performance. There are also four options under the six dimensions, corresponding to different types of organizations: religious, dynamic, hierarchical, and market. The test will score according to the degree of conformity between himself and the question, and at the same time, he will cut the question of his expected cultural status. We can determine where the enterprise needs to improve by comparing the current situation with the predicted state.

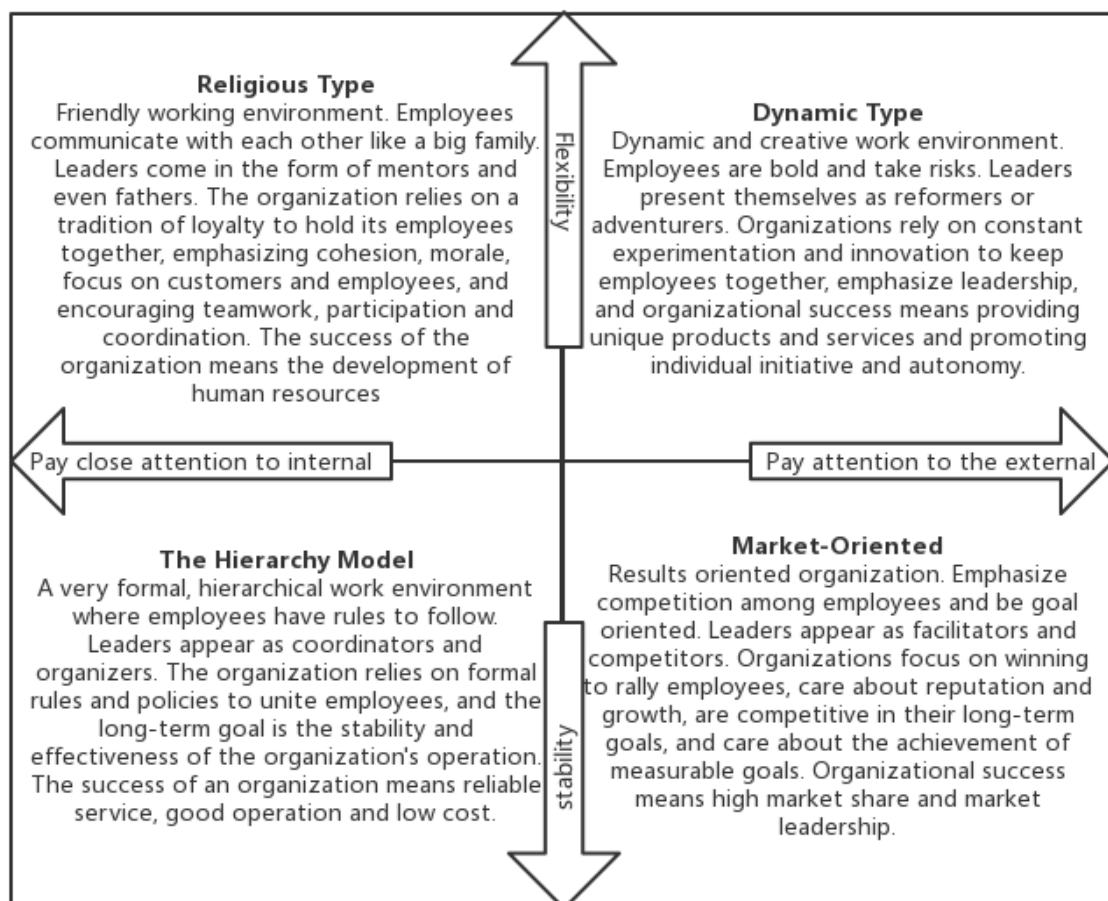


Figure 2.3 Quinn & Cameron (2011) Organizational Culture Type Model

VOCS: The concept of organizational culture was introduced in China around 1984 and was unanimously recognized by enterprises and academic research circles. Then, the term "organizational culture" has become one of the hot spots in China's academic circles. The empirical research on organizational culture has had a certain impact in Western academic circles, but its theoretical basis and experimental tools have always come from the West. Reviewing the previous literature, it can be observed that the research on the concept of organizational culture in China focuses on qualitative research, whereas quantitative research is relatively rare. Therefore, relative to the measurement of organizational culture, the literature foundation of China is relatively weak compared to the West. Zheng (2020), a scholar from Taiwan, China, believed that organizational culture is a habit that exists in consciousness and can lead organizational members to achieve corresponding behavior activities. He pointed out that the theory of measuring organizational members and individual culture is relatively lacking. Therefore, he built the VOCS scale based on the organizational culture research framework of Schein, a Western scholar. The scale itself has nine dimensions: scientific truth-seeking, customer orientation, excellence and innovation, sharing weal and woe, team spirit, integrity, performance, social responsibility, and good neighborliness. As a measurement tool applicable to China, VOCS has greatly contributed to measuring individual and organizational culture in China and has greatly influenced the academic community.

OCQ: Denison and Mishra (1995), a Western scholar, built a theoretical model of culture traits (TMCT) based on the framework of oppositional competition. There are many differences between its model and Cameron and Quinn's research on the type of organizational culture. Denison developed its model from the perspective of organizational culture characteristics, focusing on the characteristics of organizational culture. The horizontal axis of the model is divided into "flexibility stability" and the vertical axis is "focus on the inside - focus on the outside." The four quadrant models formed correspond to adaptability, mission Involvement, and Consistency. Each organizational cultural characteristic corresponds to three indicators, which are measured by five clearer terms. The model focuses on four cultural characteristics, 12 indicators corresponding to the overall situation, and 60 terms to measure

organizational culture. Based on grounded theory, he conducted qualitative research on five organizations to explore the relationship between their four cultural traits and their organizational effectiveness. Then, he conducted quantitative analysis on the empirical research of 764 organizations' managers and finally constructed the Organizational Culture Questionnaire (OCQ), which consists of 60 topics.

Cho and Lee (2000) tested the reliability and validity of the OCQ scale (using the database of the Denison series of studies, N=36542). The results showed that the α -coefficients of the 12 subdimensions were greater than 0.7, the scores of the four cultural traits were greater than 0.8, and the measurement items of each cultural trait could roughly correspond to the sub-dimensions, indicating that the reliability and validity of OCQ were good (Zhang and Zhang, 2004). Compared with the OCAI scale, the OCQ scale is more detailed and comprehensive. Denison has also created a corresponding measurement website (www.Deniculture.com), which promotes the influence of the OCQ scale and contributes to the quantitative research on organizational culture. Compared with the OCAI scale, the OCQ scale is more detailed and comprehensive. Denison (1984) has also created a corresponding measurement which not only promotes the influence of the OCQ scale but also contributes to the quantitative research on organizational culture. However, Chinese scholars (Zhang & Zhang, 2004) pointed out a high correlation (0.86-0.95) between the four dimensions, and the scale's validity needs to be further tested. However, the researchers believe that the subjects measured due to the cultural differences between the East and the West may be different, leading to the "acclimatization" of the scale.

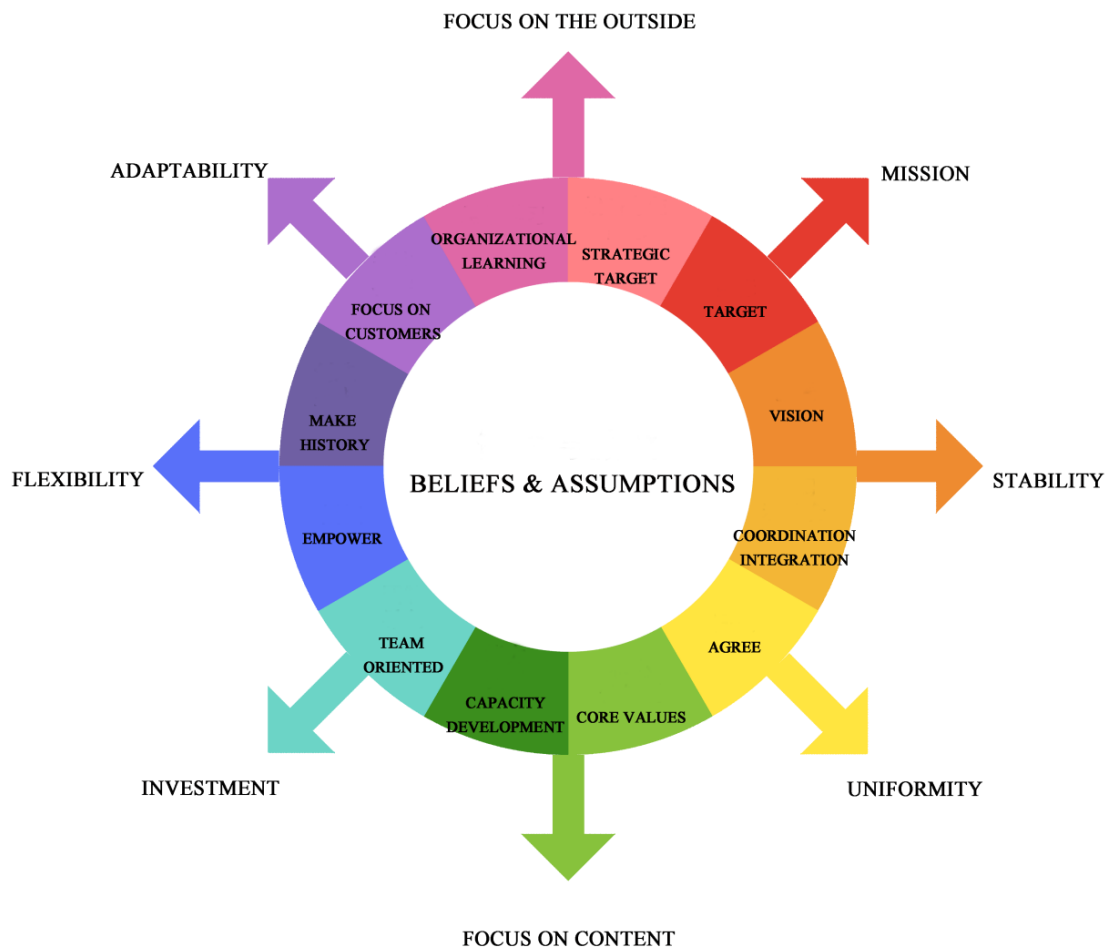


Figure 2.4 Denison Organizational Culture Traits Model

Concept of Vocational University

Yin (2021) suggested that undergraduate education is the intermediate level of higher education, which is built into its structure with the specialized and postgraduate levels. However, in China currently, vocational education belongs to the advanced level, and the essential attributes of vocational education are the fundamental qualities that distinguish it from other types, mainly including educational, vocational, social, productive, adaptive, intermediary, cross-boundary, industrial, and practical.

Meng (2022) suggested that vocational university undergraduate is a different category of higher education compared to ordinary undergraduate, which is aimed at disciplinary talent cultivation, while vocational university focuses more on practice,

technology, and skills to cultivate high-level technical and skillful talents with strong working ability and high professional qualities oriented to the front line of the workplace.

Zheng (2020) suggested that vocational university is a very special type of education, which has a very close relationship with basic education, higher education, and continuing education. Vocational education and general education in China correspond to the dual-track education in Germany, which is mainly differentiated by the type of talents cultivated and the way of cultivation.

Sha (2019) suggested that undergraduate vocational education belongs to the same educational level of two training systems compared to traditional undergraduate education. The implication is that the quality of training in all undergraduate education should meet the basic requirements of undergraduate education.

There are differences in the quality connotation of different types of undergraduate education; there is no difference between high and low, but there is "the weak and the strong." For example, vocational education at the undergraduate level should improve the application ability requirements while lowering the academic ability requirements to reflect the vocational and application-oriented nature of talent cultivation.

In conclusion, also known as "vocational and technical university," is China's implementation of the undergraduate level of higher vocational education to train application-oriented talents of a class of institutions of higher learning. There are differences in training, the goal of training talents, and the characteristics of running a school with general education.

Related Research

Knowledge Management and Management Effectiveness

Lin (2022) proposed that they had found through empirical research that school knowledge management significantly correlates with school effectiveness. Its research subjects are at a medium level and give some recommendations.

Chinese scholars (Zhang & Wang, 2010) proposed that the knowledge management capability of creative enterprises has an essential impact on their performance level and that the knowledge management strategy and the creation process among knowledge management have been studied. They believe that adapting knowledge management processes and strategies is the key to improving organizational performance.

From the perspective of organizational citizenship, there are not many related studies. Researchers analyze the reasons, and a certain relationship exists between organizational culture and organizational citizenship. When Organ constructs the theory of organizational citizenship behavior, he believes there is a very close relationship between organizational culture and organizational citizenship behavior when organizational members accept the organizational culture. When personal values are close to organizational values, individual and organizational citizenship behaviors will improve (Organ, 1988), which means that previous research perspectives mainly focus on corporate culture. However, in recent years, foreign scholars have begun to extend organizational citizenship behavior research to knowledge management. When studying the influence of emotional function on knowledge sharing within service organizations, organizational citizenship behavior is used as an intermediary variable between the two, and it is believed that dynamic function affects knowledge sharing by affecting organizational citizenship behavior (Joseph and Wawire, 2015). Hsu and Lin (2008) believed that organizational citizenship behavior helps to form a strong relationship among corporate members, leading to cooperation and mutual assistance among members, so employees who exhibit organizational citizenship behavior are more willing to contribute knowledge. Joshi., Sarker., & Sarker, (2012) pointed out that knowledge transfer should be regarded as an extra-role behavior that employees voluntarily complete. From previous studies, it can be found that there is a specific relationship between knowledge management and organizational citizenship behavior in management effectiveness. At the same time, the relationship between the two is relatively blank and worth exploring.

Work performance is one of the most intuitive reference tools for testing whether the organizational management model can play a role, so there is plenty of research between the two. Among them, Western scholars Choi and Lee (2002) pointed out that the strategy of knowledge management and the creative process in knowledge management were studied. They believe that adapting knowledge management processes and systems is the key to improving organizational performance. Nonaka (1994) believed that any organization needs to interact with the environment, and the dynamic interactive environment needs to process information and create knowledge effectively. Heifetz and Laurie (1997) pointed out that it is enough to improve the work efficiency of individual organizations in acquiring and creating and using knowledge. Zhang has pointed out that creative enterprises' knowledge management capabilities have an essential impact on their performance (Zhang, Zhang & Wang, 2010). To sum up, there is an inseparable relationship between knowledge management and work performance. However, the researchers consider that vocational colleges adopt information-based work platforms, which is a new working state. In this new environment, the relationship between knowledge management and work performance is also worth exploring, and further exploring the relationship between knowledge management and management effectiveness.

Knowledge Management and Organizational Culture:

At this stage, there is relatively no shortage of research on the relationship between knowledge management and organizational culture. In recent years, Vietnam scholars (Lam, Nguyen, Le & Tran, 2021) proved in their study that the positively significant relationship between organizational culture and knowledge management was also confirmed. On the other hand, Spanish scholars (Prado-Gascó, Pardo & Pérez-Campos, 2017) found in business studies that the link between organizational culture and knowledge management seems to be proven; thus, the researcher believes there is also an interaction between the two at the university level. However, there are not many of them whose research objects are colleges and universities. However, the organizational culture of colleges and universities differs from that of enterprises. It is gradually formed along with the historical process of

school development and is the result of the game between various factors inside and outside the school. It is conducive to regulating the daily behavior of teachers and students in schools, optimizing the distribution of various production factors, and maintaining the balance of the university system. However, some studies have found that from the general perspective of organizational culture and knowledge management, organizational culture is gradually considered a major obstacle affecting knowledge assets (DeLong & Fahey, 2004). At the same time, many studies have shown a close relationship between knowledge management and organizational culture. If an organization wants to achieve organizational goals based on the knowledge management model successfully, it needs an adaptive corporate culture in the process of knowledge sharing (Chang & Lee, 2007). Organizational culture greatly restricts knowledge management development, and it is an inaccessible key human resource strategic element in the organizational knowledge management model (Allameh, Zamani & Davoodi, 2011).

To sum up, there is an apparent correlation between knowledge management and organizational culture in colleges and universities, so what kind of mechanism is followed between the two to play a role, such as giving constructive advice to the organization and management of colleges and universities, it is inseparable from a successful management model. Since organizational culture can impact knowledge management, its exploration can be effectively analyzed. Changing the management model or using organizational culture as an entry point to construct and modify the knowledge management model according to different organizational structures is beneficial. The relationship between the two is a problem worth exploring to improve the executive management level of vocational colleges.

Organizational Culture and Management Effectiveness

The research on the relationship between organizational culture and management effectiveness also focuses on the enterprise perspective. Where Indian scholars found that organizations with a solid and deep-rooted culture perform more effectively than organizations with a weak culture (Gochhayat, Giri, & Suar, 2017), some Malaysian scholars noted that the outcomes indicated that organizational culture positively influences organizational effectiveness (Naveed, Alhaidan,

Al Halbusi & Al-Swidi, 2022). This study is still based on the above to summarize the research on the relationship between corporate culture, organizational citizenship behavior, and job performance. In terms of organizational citizenship, Bell and Menguc (2002) pointed out organizational culture impacts employees' organizational citizenship behavior. It may be more through employees' perceived corporate culture that affects their performance. Muse & Stamper have confirmed through research that a higher corporate culture improves employees' work attitudes and produces effective organizational citizenship behaviors. Many empirical studies have proved the relationship between administrative support and organizational citizenship behavior. The relevant research in China also pointed out that corporate culture positively correlates with organizational citizenship behavior. Ling, Yang and Fang (2006) and other studies found that organizational culture can better predict altruism. Wei (2010) research shows that the sense of organizational support of knowledge workers in high-tech enterprises is positively correlated with organizational citizenship behavior. In Xu (2015), in the study of organizational culture and relationship performance, it was found that organizational culture is divided into four types, and the correlation analysis between different types of organizational culture and the dimensions of employee organizational citizenship behavior is carried out. The research shows that different types of organizational culture There will also be differences in employee organizational citizenship behavior.

The research on the relationship between organizational culture and performance has always been one of the three principal directions of organizational culture research. Among which there are more studies on organizational performance, but most of them focus on relational performance in job performance. The degree of fit between the corresponding personal and organizational values can predict employees' job performance (Zhang, 2013). Kristof (1994) believes that employees with a high degree of fit between individual and organizational values have higher job performance. Zhao (2019) believes that the sense of fairness in corporate culture has a restrictive effect on teachers' relational performance. In the research, Liu (2010) pointed out that organizational culture significantly impacts the overall relationship performance, among which the four dimensions of corporate

culture, fairness, coordination, morality, and social responsibility significantly affect the overall relationship performance.

Although, according to previous studies, there is a particular influence between organizational culture and organizational citizenship behavior, Wang and Li (2019) pointed out that not all corporate cultures can effectively improve employee job performance to clarify which organizational culture has the most significant impact on organizational citizenship behavior. Influential Which ones are not, which are positive, and which are negative help shape one's culture according to the organization? Therefore, exploring the relationship between organizational citizenship behavior and job performance in corporate culture and management effectiveness will provide one of the vital reference factors for improving organizational management. Therefore, this study proposes the following hypotheses

Chapter 3

Research Methodology

The researchers have the following procedures for knowledge management strategies for organizational management of higher vocational education administrators in Liaoning Province, China.

1. The population / the sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

Scope of the Research

Population

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

The 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. By using systematic random sampling and sample random sampling were 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 10 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, you need to be an associate professor or above.

The experts evaluating the adaptability and feasibility of knowledge management strategies for organizational management of higher vocational education administrators were 5 high-level administrators in Liaoning. The experts' qualifications are as follows: 1) at least 10 years of work experience as a high-level

administrator in vocational universities, 2) have extensive experience in educational management or knowledge management, 3) graduated with a doctor's degree, 4) academic title is associate professor or above.

Table 3.1 Survey Sample Data Details

No	University of Liaoning	Population	Sample group
1	Liaoning Vocational University of Technology	84	39
2	Bohai University (Vocational Education Section)	44	21
3	Liaoning Institute of Science and Engineering	42	20
4	Liaoning University of Technology	40	19
5	Jinzhou Medical University (Vocational Education Section)	35	18
6	Liaoning Railway Vocational and Technical College	59	29
7	Liaoning Petrochemical College	36	17
8	Jinzhou Normal College	30	15
9	Haihua College of Liaoning Normal University	33	16
10	Shenyang University (Vocational Education Section)	20	11
Total		423	205

Research Instruments

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 for knowledge management, 29 for organizational culture, and 28 questions for

management effectiveness. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 express the level of knowledge management of higher vocational education administrators is at a strongly high level

4 express the level of knowledge management of higher vocational education administrators is at a high level

3 express the level of knowledge management of higher vocational education administrators is at a medium level

2 express the level of knowledge management of higher vocational education administrators is at a low level

1 express the level of knowledge management of higher vocational education administrators is at a strongly low level

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 idea of knowledge management.

Step 2: Construct the questionnaire about the knowledge management situation of higher vocational education administrators in Liaoning Province. Then, the researcher sent 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. Cronbach's Alpha Coefficient examined the reliability and validity of the questionnaires on Knowledge Management. Knowledge Management Questionnaire Cronbach's Alpha: 0.927.

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

Structured Interview

The structured interview was the instrument to collect the data for objective 2.

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: Collate the interview data.

Step 4: Collate the current situation of knowledge management of higher vocational education administrators in Liaoning Province through the interview data.

Evaluation Form

The instrument for collecting the data for the Objective 3 process 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

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, 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 a 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 provides the 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, for requiring collecting the data from 10 respondents at Liaoning Vocational University

Step 2: 10 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 5 experts' evaluation forms, summarize them, and develop relevant knowledge management strategies.

Data Analysis

The data analysis in this research, the researcher analyzed 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 in 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.

Chapter 4

Results of Analysis

The research is on the knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province, China. The objectives of this research were 1) to study the current situation knowledge management strategies for organizational management of higher vocational education administrators in Liaoning Province, China. 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 the knowledge management strategies for improving the organizational management of higher vocational education administrators in Liaoning Province, China. The data analysis result could be presented as follows:

1. Symbol and Abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows.

Symbol and Abbreviations

- | | |
|-----------|------------------------------|
| n | refers to sample group |
| \bar{X} | refers to average value |
| S.D. | refers to standard deviation |

Presentation of Data Analysis

Part 1: The analysis results in the personal information of respondents classified. I presented the data in the form of frequency and percentage.

Part 2: The analysis results about the current situation of knowledge management of higher vocational education administrators in Liaoning Province Presented the data in the form of average value and standard deviation.

Part 3: The analysis results of the interview contents about the knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province, China.

Part 4: The analysis results of evaluating the adaptability and feasibility of knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province Presented the data in the form of average value and standard deviation.

Results of Data Analysis

The researcher analyzed the data in 3 parts as follows:

Part 1: The Analysis Results about the Personal Information of Respondents, Classified. Presented the Data in the Form of Frequency and Percentage.

Table 4.1 Formal Sample Distribution

(N=20)

Background Variable	Personal Information	Frequency	Percentage
Gender	Male	97	47.32
	Female	108	52.68
	Total	205	100
Age	Under 25 years old	22	10.73
	25-34 years old	67	32.68
	35-45 years old	98	47.81
	Over 45 years	18	8.78
	Total	205	100
Working life	Less than 5 years	25	12.20
	5-10 years	66	32.20
	10-15 years	57	27.80
	15-20 years	49	23.90
	More than 20 years	8	3.90
	Total	205	100

Table 4.1 (Continued)

(N=20)

Background Variable	Personal Information	Frequency	Percentage
Education background	Bachelor's degree	109	53.17
	Master's degree	89	43.41
	Doctor's degree	4	1.95
	Others	3	1.47
	Total	205	100
Position	Administrative Officer	159	77.56
	Department Heads	37	18.05
	School Leaders	9	4.39
	Total	205	100
Job level	Elementary	63	30.73
	Intermediate	117	57.07
	Associate Higher	19	9.27
	Advanced	6	2.93
	Total	205	100

According to Table 4.1, showed that most respondents were 108 females (52.68%) and 97 males (47.32%). The respondents were mainly 35-45 years old 98 (47.81%), followed by 25-34 years old and under 25 years old, and over 45 years was the lowest level for 18 (8.78%). The working life of respondents was mainly 5-10 years 66 (32.20%), followed by 10-15 years 57 (27.80%), 15-20 years, and less than five years 25 (12.20%), more than 20 years was the lowest level for 8 (3.90%). The education background of respondents was mainly bachelor's degree 109, accounting for 53.17%, followed by Master's degrees 89 (43.41%), and Doctor's degree; others were the lowest level for 3 (1.47%). The respondent's position was mainly administrative officers, 159 (77.56%), followed by department heads, 37 (18.05%). School leaders were the lowest level for 9 (4.39%). The job level of respondents was mainly elementary 63 (30.73%), followed by intermediate 117 (57.07%), and associates higher, advanced was the lowest level for 6 (2.93%).

Part 2: The Analysis of the Current Knowledge Management Situation of Higher Vocational Education Administrators in Liaoning Province.

Table 4.2 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		\bar{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 4.2 found that the knowledge management of higher vocational education administrators in three aspects was at high level ($\bar{X} = 4.15$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was management effectiveness ($\bar{X} = 4.16$), followed by knowledge management ($\bar{X} = 4.15$), and organizational culture was the lowest level ($\bar{X} = 4.13$).

Table 4.3 The average value and standard deviation of the current situation of knowledge management strategies of higher vocational education administrators in knowledge management.

(n=205)

Knowledge Management		\bar{X}	S.D.	Level	Rank
1	The school promotes learning	4.18	0.71	high	9
2	The school encourages innovation and fosters an open and trusting work environment	4.13	0.66	high	11
3	High level of staff participation in knowledge sharing	4.52	0.69	high	3
4	The school respects different suggestions from staff	4.32	0.66	high	5

Table 4.3 (Continued)

(n=205)

	Knowledge Management	\bar{X}	S.D.	Level	Rank
5	The school appreciates teamwork	4.00	0.84	high	18
6	School departments can coordinate effectively	4.13	0.78	high	12
7	School has flat management hierarchy (too few levels)	4.15	0.83	high	10
8	The school has a process of acquiring or discovering knowledge	4.64	0.61	highest	1
9	The school's organizational structure is conducive to knowledge sharing and dissemination	3.87	0.93	high	23
10	Specialized processes are designed to facilitate knowledge exchange between departments	4.00	0.84	high	17
11	The school has in-service learning and training programs for teachers at different levels.	3.97	0.94	high	20
12	The school has an effective job rotation system	4.31	0.81	high	6
13	Reward system for creative contributions	3.99	0.80	high	19
14	Incentive system for knowledge sharing	4.28	0.67	high	7
15	The school has computers for all staff	4.63	0.59	highest	2
16	The school has an internet or intranet-based forum	3.92	1.12	high	22
17	The school has an advanced system to assist counselors in their work	4.06	0.82	high	15
18	The knowledge base has been established to meet the knowledge needs of the staff.	4.11	1.14	high	13
19	Knowledge maps have been created to show the linkage of knowledge resources.	3.92	0.98	high	21
20	The school adopts knowledge mining and search and categorization techniques	3.84	1.36	high	24
21	Whether the school conducts regular interview communication or questionnaires	4.26	0.69	high	8
22	The school has behaviors to gradually develop a smart campus	3.83	1.00	high	25

Table 4.3 (Continued)

(n=205)

	Knowledge Management	\bar{X}	S.D.	Level	Rank
23	Whether the school management behavior applies knowledge base resources for reference	4.01	0.81	high	16
24	The school is actively involved in the use of emerging technologies in management behaviors	4.10	0.96	high	14
25	The school has a department or full-time staff responsible for building the knowledge base.	4.45	0.65	high	4
Total		4.15	0.18	high	

"According to Table 4.3, the current situation of knowledge management strategies in higher vocational education administration is at a high level, with an average score of ($\bar{X} = 4.15$). When considering the results of this research, various aspects were ranked from highest to lowest. At the top of the list, the school excels in the process of acquiring or discovering knowledge, scoring ($\bar{X} = 4.64$). This is closely followed by providing computers for all staff, with a score of ($\bar{X} = 4.63$). Lastly, the school is gradually developing an intelligent campus, which scored ($\bar{X} = 3.83$).

Table 4.4 The Average Value and Standard Deviation of The Current Situation of Knowledge Management Strategies of Higher Vocational Education Administrators in Organizational Culture.

(n=205)

	Organizational Culture	\bar{X}	S.D.	Level	Rank
1	Executives are empowered to carry out their work independently.	4.37	0.76	high	3
2	Collaboration between different departments within the school is actively encouraged.	3.93	0.85	high	23
3	Administrative staff cooperate extensively with each other.	3.85	0.82	high	27
4	Getting work done relies on teamwork, not authority and orders.	4.02	0.87	high	17

Table 4.4 (Continued)

	Organizational Culture	\bar{X}	S.D.	Level	Rank
5	The capacity of administrative staff is constantly improving.	4.37	0.66	high	5
6	Continuous investment in the skills of administrative staff.	4.30	0.74	high	12
7	Clear, consistent values guide the way we work.	4.36	0.64	high	7
8	Ignoring core values can get you in trouble.	4.40	0.66	high	2
9	When disagreements arise, we do our best to find a "win-win" solution.	4.32	0.65	high	9
10	We can always come to an agreement even when we are stuck.	4.37	0.68	high	4
11	Executives have a clear and consistent view of right and wrong ways to behave.	4.36	0.66	high	6
12	There is consistency and predictability in the way we work.	4.31	0.68	high	10
13	Coordinating work between different administrations is not difficult	4.30	0.66	high	14
14	The goals of the various administrative departments within the school are aligned.	4.60	0.66	highest	1
15	Work style is very flexible and easy to change.	3.63	1.01	high	29
16	We are skilled at responding to competitors and other changes in the business environment.	3.87	0.98	high	25
17	We are constantly adopting new and advanced working methods.	3.97	0.96	high	21
18	The opinions of students and parents directly affect our decision-making.	3.74	1.01	high	28
19	All administrative staff have an in-depth understanding of the wishes and needs of students and parents	3.86	0.98	high	26
20	We encourage administrators to engage directly with students and parents.	4.30	0.75	high	11

Table 4.4 (Continued)

	Organizational Culture	\bar{X}	S.D.	Level	Rank
21	We view failure as an opportunity to learn and improve.	4.30	0.69	high	13
22	Learning is an important goal of our daily work.	4.32	0.72	high	8
23	We have formulated a clear future development strategy.	4.14	0.77	high	15
24	I don't understand the strategic direction of the executive branch.	3.91	0.80	high	24
25	Leadership has "publicly articulated" what we are trying to achieve.	3.99	0.78	high	18
26	We continuously track our progress towards our established goals.	3.95	0.78	high	22
27	We have a consensus on the prospects of the executive branch.	4.06	0.76	high	16
28	We set long-term goals and development direction	3.99	0.78	high	19
29	Our long-term goals keep executives motivated and motivated.	3.98	0.82	high	20
Total		4.13	0.11	high	

According to Table 4.4, the current situation of knowledge management strategies for organizational management of higher vocational education administrators in organizational culture was at a high level (\bar{X} =4.13). Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was the goals of the various administrative departments within the school are aligned (\bar{X} =4.60), followed by ignoring core values can get you in trouble (\bar{X} =4.40). Work style is very flexible and easy to change, which was the lowest level (\bar{X} =3.63).

Table 4.5 The average value and standard deviation of the current situation of knowledge management strategies of higher vocational education administrators in management effectiveness

(n=205)

	Management Effectiveness	\bar{X}	S.D.	Level	Rank
1	The school's educational goals are clear and definite	4.52	0.85	highest	4
2	The faculty and staff of the school agree with the school's educational goals and development direction	4.38	0.83	high	9
3	The school can develop its own brand and characteristics	4.18	0.97	high	10
4	The school's leadership team can fully consider the opinions of teachers before making decisions	4.02	0.92	high	20
5	The school's leadership team has strong decision-making ability and comprehensive ability	4.04	0.73	high	19
6	The school's leadership team has a strong sense of innovation and focuses on unity and cooperation	3.60	0.74	high	27
7	The faculty and staff of the school get along harmoniously	4.04	0.93	high	18
8	The relationship between teachers and students in this school is harmonious	4.13	0.68	high	14
9	School administrators unite and help each other	4.14	0.69	high	11
10	The school's administrative management concept is advanced and scientific	4.09	0.91	high	15
11	The school can use advanced technology to manage	4.13	0.75	high	13
12	The school has strong administrative management autonomy and academic freedom	3.45	0.77	medium	28
13	The school's administrative management department is set up reasonably	3.99	0.82	high	22

Table 4.5 (Continued)

	Management Effectiveness	\bar{X}	S.D.	Level	Rank
14	The administrative department of the school has a clear division of labor	3.97	0.84	high	24
15	The school's administrative management department is highly efficient	3.97	0.87	high	23
16	The school's administrative management department communicates smoothly and works well in coordination	3.95	0.87	high	25
17	The administrative department of the school is very supportive and cooperates with the teaching work	4.40	0.69	high	8
18	The school's curriculum is scientific and well-arranged	4.64	0.74	highest	2
19	It is rare for teachers to borrow lessons or transfer lessons in this school	4.45	0.68	high	7
20	Our school can properly plan teachers' further training and assist them in their professional growth	4.02	0.83	high	21
21	The school has a good promotion channel, and the faculty and staff are highly enthusiastic and have a strong sense of responsibility.	4.07	0.80	high	16
22	The school pays attention to improving the strength of teachers and pays attention to the personal development of teachers	4.07	0.78	high	17
23	The school's performance appraisal mechanism is scientific and effective	4.46	0.86	high	6
24	The school's performance salary plan is reasonable	3.86	0.68	high	26
25	The school's assessment of faculty and staff is rigorous and scientific	4.13	0.84	high	12
26	The school's administrative supervision is timely and in place	4.51	0.78	highest	5

Table 4.5 (Continued)

Management Effectiveness		\bar{X}	S.D.	Level	Rank
27	The school has ways to be responsible for administrative supervision related work	4.56	0.63	highest	3
28	The school's administrative supervision has achieved remarkable results	4.72	0.48	highest	1
Total		4.16	0.10	high	

According to Table 4.5, the current situation of knowledge management strategies for organizational management of higher vocational education administrators in management effectiveness was at a high level ($\bar{X} = 4.16$). Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was the school's administrative supervision has achieved remarkable results ($\bar{X} = 4.72$), followed by the school's curriculum is scientific and well-arranged ($\bar{X} = 4.64$), and the school has strong administrative management autonomy and academic freedom the lowest level ($\bar{X} = 3.45$).

Summary Table 4.1-4.5, the current situation knowledge management strategies for organizational management of higher vocational education administrators in Liaoning Province, China. The personal background is relatively balanced, and only the administrative staff lacks a doctor. The status quo of the three aspects is balanced, and there are no obvious deficiencies.

Part 3: The Analysis Results of The Interview Contents about the Knowledge Management Strategies for Improving Organizational Management of Higher Vocational Educational Administrators in Liaoning Province

Table 4.6 Personal Information of the Interviewee

Interviewee	Educational Background	Date	Interview Time
Interviewee1	Education: Doctor's degree	June	10:00 am GMT
	Expertise: Education management	15th ,2023	+8
	Work experience: 42 years		20 minutes
Interviewee2	Education: Doctor's degree	June	11:00 am GMT
	Expertise: Education management	15th ,2023	+8
	Work experience: 30 years		27 minutes
Interviewee3	Education: Doctor's degree	June	13:00 pm GMT
	Expertise: Administrative assessment	15th ,2023	+8
	Work experience: 32 years		24 minutes
Interviewee4	Education: Doctor's degree	June	14:00 pm GMT
	Expertise: Administrative research	15th ,2023	+8
	Work experience: 40 years		22 minutes
Interviewee5	Education: Master's degree	June	15:00 pm GMT
	Expertise: Teacher management	15th ,2023	+8
	Work experience: 14 years		30 minutes
Interviewee6	Education: Master's degree	June	16:00 pm GMT
	Expertise: Education	15th ,2023	+8
	Work experience: 30 years		25 minutes
Interviewee7	Education: Master's degree	June	10:00 am GMT
	Expertise: Management	16th ,2023	+8
	Work experience: 26 years		23 minutes
Interviewee8	Education: Master's degree	June	11:00 am GMT
	Expertise: Personnel Division	16th ,2023	+8
	Work experience: 17 years		29 minutes
Interviewee9	Education: Master's degree	June	13:00 pm GMT
	Expertise: Management	16th ,2023	+8
	Work experience: 30 years		20 minutes
Interviewee10	Education: Master's degree	June	14:00 pm GMT
	Expertise: Education	16th ,2023	+8
	Work experience: 25 years		25 minutes

Interviewee 1

1. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

According to the current situation and level of knowledge management in vocational universities in Liaoning Province, the overall level is in the middle to upper level. However, careful observation found that individual aspects of it are a certain gap with the average level. To effectively improve the level of knowledge management, you can start from the following points: for the organizational structure, as far as possible to achieve management refinement, information technology to ensure smooth communication between departments is very important. Because from the knowledge point of view, it is necessary to exchange, communication will be formed to share and gradually become the overall experience of the school organization. On the other hand, the school can be high some experienced teachers to lead the young teachers to participate in the teaching system, the establishment of a perfect system, and the knowledge management of the school's rules and regulations is the degree can effectively enhance the level of knowledge management means.

2. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

Considering the current state of organizational culture, vocational university organizational culture needs to be improved. Organizational culture has long been one of the strengths of vocational education, and it can change the atmosphere, execution, and overall management level of the school very directly and obviously. To improve the level of organizational management, I think we should start from the following points. The first is the output of the school culture in the face of teachers, the school should organize regular training to promote the school's values, culture, attitudes, as far as possible to ensure that teachers for the school's spiritual core of the identity. In this way, the school and teachers form the same values, the same ideals and goals, and the overall management level is subsequently improved. From the school's point

of view, the school's ideal goals should be combined with the actual work objectives, according to the actual work content efforts. Several years to set the corresponding goals as well as development plans. Schools build big plans, departments develop small plans, the key to improving organizational culture lies in this.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

The construction of vocational universities has not been long and is in its infancy. Its current level of management effectiveness is something to be pleased about. However, these management experiences are directly or indirectly influenced by the managers of general education universities. To continue to develop vocational universities well, I think we should master the characteristics of vocational university management and develop our management system according to the characteristics to help vocational universities further improve their management efficiency effectively. First, in terms of schools, vocational universities should cooperate more with enterprises to ensure the transfer of graduates and form a virtuous circle. At the same time, teachers can also go to enterprises for work practice. The talents we mainly cultivate in vocational universities are applied technical talents. Teachers' sufficient practical skills are the key to cultivating talents, and the level of training also represents the university's management ability in teaching.

On the other hand, promoting teachers in vocational universities should not focus on academic aspects. Genuine know-how and experience are the hallmarks of vocational universities. We should build a management evaluation system suitable for vocational universities as soon as possible to ensure fairness and science. Let vocational university teachers work in a working environment that suits them, which will directly affect the mentality of teachers and then affect school management.

Interviewee 2

1. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

Knowledge management is applied more in enterprises than in schools; if we want to understand knowledge management thoroughly, our workers should go to enterprises for practical reference, and after gaining knowledge and experience related to knowledge management, we should organize some meetings related to knowledge management regularly, and share successful teaching cases, innovative practices, and problem-solving methods in the discussions. Knowledge management is inseparable from sharing knowledge when many people have excellent skills and experience in an organization. Still, the knowledge can only be shared to achieve the effect, so between departments and departments, people promote their mutual communication ability to ensure the dissemination of knowledge to improve the level of knowledge management.

2. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

Practical strategies to enhance organizational culture: I plan to regularly organize recreational activities, competitions, reunion activities, and so on through the school's union. In this way, it can help the staff communicate and improve the emotional relationship between teachers. At the same time, in the face of the school's festivals, anniversaries, and so on, we should organize the corresponding activities, through the exchange of activities, emphasize the mission and goals of the school so that employees and students realize the impact of their work on the whole society. Enhance the cohesion and pride of the staff. In this way, the overall organizational culture level of the school will become better and better.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

Within the school context, all belong to the typical learning organization. Learning organizations can help management effectiveness to reach improvement. Therefore, schools should promote the development of learning organizations in schools as much as possible theory, combined with the previously mentioned

policies related to knowledge management. We should try to help the school staff learn from each other and share knowledge and experience continuously. At the same time, we can also learn outside the school and then transfer to gradually help school managers and teachers to improve the overall level of the school so they can quickly adapt to changes in the environment, which is one of the critical factors to improve organizational management and management efficiency.

Interviewee 3

1. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

With the current state of knowledge management development level, the school can try to organize some teachers who know more about knowledge management and information technology to form a relevant department. This will enable the school to build a knowledge management team responsible for formulating and implementing knowledge management strategies and coordinating the sharing and transferring knowledge among various departments. In most schools I know of, specialized management in this area needs to be improved. Some schools have a KM team, but most members are part-time. This does not provide a comprehensive and holistic view of the school, and there is also a need for more information technology. In the idea of the school leadership, the leadership should take a supportive attitude because the support and input of the school leadership is crucial. They should actively promote the implementation and realization of knowledge management. If the school is in this atmosphere, the level of knowledge management will be affected and then continue to improve.

2. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province, and how to promote the organizational culture of vocational education?

Organizational culture cannot be built without people; people are part of organizational culture. School leadership should be aware of this. My views on improving organizational culture in schools are suggestions for school management; first, the administration should be partially decentralized. Especially the head of the

department, many of our department heads, to ensure the performance of his department. To ensure their department's performance, many heads of our department make the whole department execute according to their will, which makes the young teachers lose the ability to think independently and lose the skills to work independently. So, decentralizing the work of young people and providing as much positive feedback as possible from leaders can increase the motivation and confidence of young people. Motivation and confidence are the basis for developing the organizational culture of the school. In this way, they bring vitality to the school and develop its organizational culture.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

Based on the current situation in vocational universities, suggestions for enhancing management effectiveness have not been established for a long time. It is more important that the school go for clear goals, and visions must be clearly formulated for long-term and short-term goals and a clear vision of development for all members to work towards a common goal. This is an important factor that a school should consider right from the start. At the same time, since most of the current leadership of the school comes from ordinary universities, and there is a lack of understanding of vocational universities, my suggestion is that vocational universities should, at the very beginning stage, look for suitable targets among young people and train some successors as much as possible. Let them grow with the vocational education system, develop a good leadership team, provide leadership training, and motivate leaders to exert a positive influence to promote overall development. This is one of the ways that can effectively improve school management.

Interviewee 4

1. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

The KM model is more suitable for the current stage of development, and one of the more important things is that KM can bring innovative decision-making ability to schools. Therefore, schools should organize relevant training to stimulate the innovation ability of educational administrators, as well as provide training on KM for teachers and students to educate them on how to effectively use KM tools and methods. If all administrators, teachers, and students on a campus are knowledgeable about KM, the overall level of KM in the school will be improved.

2. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

Organizational culture is an essential management factor in a school, and I believe that what is lacking in the current organizational culture is a kind of transmission of the school's culture. When an older teacher retires, the temperament, experience, and potential factors he has developed over the years in the school will leave with him. Therefore, my idea is to build a school's "Blue and Blue" program, which is a kind of master-led apprentice teaching activity. Each young administrator or teacher seeks out his or her favorite leader to become his or her mentor. This kind of inheritance is like blood flowing through the school, which also represents the inheritance of organizational culture. It can greatly help the school to build the heritage organizational culture.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

My view on management effectiveness is that, first, from the perspective of the staff, training is indispensable to provide continuous professional training and career development opportunities to improve the quality and capability of the staff, which is the key to promote the overall quality of the school. The aspect of training mainly focuses on the ability to deal with problems, we need to train and encourage staff to take the initiative to come up with solutions. When the overall level of the

school staff is improved, then the efficiency and effectiveness of the school's management will be increased.

Interviewee 5

1. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

We can improve knowledge management in two aspects: communication and data collection of knowledge skills. The first is communication, which should be always maintained by the leaders of the school and the administrators down the hierarchical level. Administrative staff in the skills of progress depends on their own in the work of the problem and solve the experience gained, on the other hand, is the leadership of his words and example, in the scope of colleges and universities there are many leaders is a lack of communication with their subordinates to maintain communication, most of the work is to carry out the arrangement and layout. It is very important to think about your subordinates and provide them with your own experience in the workplace. This is also a very important countermeasure for knowledge sharing. In addition to knowledge data collection and knowledge management with the progress of the times, we need to adapt to the information society. Schools should build many data-based platforms for administrative management, teaching management, student management, and other aspects. The role of senior administrators is to understand the state of the school and make policy adjustments based on the data. Therefore, the strategies I mentioned are basically suggestions for senior administrators.

2. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

Organizational culture above management, my idea is in the work atmosphere. A good working environment and harmonious relationship with colleagues. It is an indispensable factor in building organizational culture. If there is no harmony, the effect of culture promotion is unsatisfactory. So, we should avoid senior administrators forcing colleges and teachers to accomplish a certain goal

through their school authority. In that case, the teachers will suffer a lot in the process of realizing the goal. Our leaders should pay attention to humane management, lead by example, and influence people around them through their good behavior and attitude. Demonstrate positive behaviors and attitudes and become role models for the organizational culture.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

Regarding management effectiveness, my idea is to improve the salaries of school staff. Set up a reasonable incentive and reward system to motivate employees and improve performance. The incentive system should be kept open and current to avoid wasting resources. Because the school environment is not static, we must adapt to the times to make a difference in the face of different things to change. On the other hand, it is also for the leadership of the proposal, the school senior management should be as much as possible to the staff to maintain humanistic care, and not just stay in the work of the surface of the concern for the staff's family, friends of the social range or other aspects can be formed care. The above two suggestions are based on the material fulfillment of employees in the spirit of satisfaction. The level of management effectiveness will increase after both points are improved.

Interviewee 6

1. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

Firstly, we should support the attitude of academic research and encourage school administrators and teachers to conduct relevant educational research. In the research process, administrators can not only make themselves more aware of the theories and methods of knowledge management. At the same time, everyone has different ideas, so that the staff have their knowledge and experience. At the same time, based on this new knowledge and experience, we can also organize

knowledge-sharing meetings, seminars, workshops, and other activities to encourage teachers and students to share their experiences and results. This will improve knowledge management and influence the organization's overall management.

2. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

The suggestion in terms of organizational culture is that we should encourage our staff to come up with their ideas to participate in the scope of culture building. This will help the school to create an atmosphere of innovation and exploration. On the other hand, I think that schools should try flexible management for their staff, advocating work-life balance, providing flexible work systems and support, and safeguarding staff's physical and mental health. In this way, the school can maintain a healthy organizational culture, which will ultimately improve the level of organizational culture and influence the organization's overall management.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

In terms of management effectiveness, regular teachers and administrators should maintain a good communication channel with their leaders. Therefore, building an open communication channel is a very good way as building a principal's mailbox, or anonymous letters and other links can make senior managers more aware of the real situation, to ensure that information flows between different levels, reduce misunderstanding and information asymmetry. In this way, the school's strategy can be more deeply rooted in people's hearts and minds, and the blind spots of school management can be addressed. This will ultimately improve school management.

Interviewee 7

1. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

As I see it in my institution, the current situation is that some digitalization measures and systems are in place. However, for the teachers in my college, I have many friends who are experts in various fields, and many of them are in many cities in China, so it is not very convenient to invite them to come to the school to transfer and share their knowledge. Therefore, the school should build an online platform which is specially used for knowledge sharing and exchange. We can not only upload our own experience, teaching cases, management measures, etc., on the platform but also draw on external experience and knowledge to provide some help for their staff, in addition to our face-to-face with the school facing the students, the students at the end of the class will also suffer from the problem did not get a timely solution. A school's online platform can help students solve related problems and be more suitable for their own learning knowledge. Therefore, I think an online platform is very important in knowledge management.

2. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

Regarding suggestions for organizational management, my thoughts are first, the young staff, as well as the students inside the school, are now more individualistic. It may be different from the school's own culture if the cultures don't contradict each other. I suggest that a school try to be inclusive of different cultures. For example, school administrators can maintain communication with teachers, students, and even their parents to create an exchange between them and a spread of culture. At the same time, they can also get more cultural resources outside the school to enhance their cultural attributes. In addition, managers should pay more attention to teachers and students for the desire of culture, organize some activities to invite some students like stars, and build the school's organizational culture dissemination to help them learn and grow in a happy environment.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

One of the most important aspects of improving management effectiveness is the management level's experience, and the other aspect is the manager. When a managed person maintains a good state of mind, he or she can comply with the school's policies and management measures. For school leaders and administrators, the people being managed are teachers and students. So, from both perspectives, my suggestion is that teachers are eager to be promoted, which is very important in their careers. Therefore, the promotion policy of the university, especially the title evaluation, should be as open and transparent as possible. At the same time, it should be adapted to the attributes of vocational universities to examine more the skills of vocational university teachers and the quality of lectures. They should not rely on the number of papers to win. As for the students, I suggest ensuring that the student management process is as humane as possible. We will consider the overall management of the school. Still, in the face of emergencies or personal solid will, we need to consider the humanization of the students to make some more considerations.

Interviewee 8

1. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province, and how to promote the knowledge management of vocational education?

Regarding vocational universities, the current state of knowledge management is still relatively good. According to the environment I am in, I think that if knowledge management is divided into four aspects, data, information, knowledge, and innovation, the level of data and information is quite good for vocational universities, computers, information technology, and other modern means is one of the strong points of vocational universities. Still, vocational universities should be upgraded in terms of knowledge and innovation. Improving the weak points is also the key to improving the level of knowledge management. In this regard, I believe that vocational universities facing the administrators' work equipment should be aligned with information technology as soon as possible because most of the work in the current environment can be operated through computers and network information platforms, so there is an urgent need to establish a digital platform so that teachers

and staff can easily share. Access to knowledge, experience, and resources, and the level of the hardware facilities have a direct impact on the circulation and sharing of knowledge and work efficiency.

On the other hand, the level of teaching management is also directly related to knowledge management. Many intelligent systems are applied to teaching nowadays, which we should adopt as soon as possible. Not only can it quickly improve the level of knowledge management in the organization, but it can also be one of the practical tools for our vocational universities. The last strategy I give in terms of innovation is that managers in leadership positions in the school's organizational structure are generally older. Therefore, it will affect their sensitivity to the application of information technology, eventually leading to some decisions of school leaders detached from the results of knowledge management data collection. So, the leaders of vocational universities should have a higher level of understanding in the field of information technology, and the school should organize relevant training or go to companies to train the leaders and other actions.

2. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

Regarding the current state of organizational management, most schools lack consistency. Especially in the promotion of organizational culture, most of the schools are eager to build the characteristics of vocational universities and try to make efforts in the professional skills of the schools. Still, the composition of organizational culture is a whole, and the formation and construction of school culture are also very important. As far as my organization is concerned, I suggest that the school should invite professionals to design some posters and slogans to be hung in the corridors and campuses in the school environment, and at the same time, we should design some unique colors, words, and patterns to promote the school's values and characteristics in the tools we often use for classroom learning, such as pens, paper, record books and so on. This may seem like a simple act to add to the overall aesthetics and consistency of the campus, but at a deeper level of understanding, it is a subtle influence. We often support a team at a sports game,

and the colors of some of the team's distinctive peripherals can subtly affect you. It's this principle that, in the long run, you identify with the values and culture of the school and work with the school to become a better version of yourself.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

There is a very important relationship between the level of management effectiveness in schools and the knowledge management mentioned earlier. If knowledge management is done well, management effectiveness will be significantly improved. Therefore, my idea of the strategy to improve the level of management effectiveness will be based on the knowledge management point of view. The first aspect of data-driven collection, analysis, and utilization of data, fact-based decision-making, improves the accuracy and effectiveness of decision-making. This is the inevitable result of the development of the information age, although not very mature. However, the state of teachers, students, and the school that the system grasps is very accurate, and school leaders should propose new development for the school based on it. This development strategy is also an innovative behavior in knowledge management. In addition, data collection can be used for continuous evaluation and improvement of the school. Schools should establish a constant evaluation mechanism to regularly check all aspects of school operation and management, identify problems, and take timely improvement measures. After all, vocational universities have just been established for a few years, and most of them are in the process of trial and error in seeking their management system and developing their characteristics. Therefore, constant evaluation and checking of the school's situation and timely correction of erroneous decisions are the keys to improving the overall management effectiveness.

Interviewee 9

1. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

I believe the first step to enhancing knowledge management is to use information technology tools and systems, such as knowledge bases, collaboration platforms, and online learning management systems, to collect, organize, store, and share knowledge. At the same time, we can consider contacting enterprises to develop novel solutions through information technology to monitor knowledge resources such as teachers' teaching experience, students' learning outcomes, and research results to ensure that they are easy to find and utilize. In this way, knowledge sharing can be promoted among school teachers, which in turn affects the overall level of work and professional skills of the whole school, and the overall level of the school is improved.

2. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

Schools should actively participate in provincial and even national-level competitions. Schools organize their teachers to lead students to participate. After all, we are a vocational university, and the application of technology and research and development is our strong point; participating in the process of the competition, we can not only exercise their practical skills but also enable teachers and students to get a strong eye to meet. Moreover, winning an award in the competition is also publicity for the school culture. At a deeper level, the participation of teachers and students in the competition will also form a positive cultural attribute of communication exploration and innovation within the school. In turn, it affects the school's organizational culture and influences teachers' level of competence throughout the school.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

The management level of the school must be connected to the team's recognition of the spirit of collaboration, and our school leaders should actively transmit this spirit of cooperation between department members. When

encountering any problem, we should dare to consult with our colleague leaders to solve the problem together. When the team spirit is formed, this will become a team culture. This can also promote cross-departmental and cross-functional cooperation to solve problems together. From can enhance the management efficiency of leaders. On the other hand, schools should collaborate with the community, parents, and other stakeholders in top-level decision-making to promote the development and management of the school.

Interviewee 10

1. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

For the rapid improvement of knowledge management, consider constructing a relevant incentive mechanism. A perfect incentive mechanism can help an organization to achieve its goals quickly. So, the school's leadership should encourage teachers and students to participate in knowledge management activities by providing certain incentives and recognition. In addition, young faculty members can also be encouraged through the reward mechanism to present their approach to problem-solving. Because young people are the future hope of the school, we need to teach them the learning experience through knowledge management and encourage young people to make appropriate comments to encourage them to build confidence.

2. What about the current knowledge management situation for organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

The focus of improving the organizational culture of the school should be on the promotion and communication of the culture. The decisions and discussions that take place at school meetings, which are held in front of all teachers and students, should be in line with the school's values and mission. Therefore, it is very important to promote the school's culture in the meetings. On the other hand, the school can often organize visits with other schools or enterprises to observe the cultural

attributes of other units. We can find their shortcomings to improve in the cultural aspects of continuous improvement and progress.

3. What about the current situation of knowledge management for organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

The improvement of the effectiveness of school management should focus on the management of school resources. Schools should have a sound policy to manage and allocate resources. Resource allocation can be managed from the following aspects: human, material, and financial resources. If the management can be transparent, the rationality of the allocation will allow the school to focus on resources to avoid the waste of resources. At the same time, transparent management can make the school cleaner so that the school teachers and students understand the school in which to make those decisions. Let them have more sense of belonging and the feeling of being recognized, and thus, more willing to cooperate with the school to carry out management. These are all strategies to improve the effectiveness of school management.

Table 4.7 Knowledge Management Strategies for Improving Organizational Management of Higher Vocational Educational Administrators in Liaoning Province

Strategies	How To
<p>Knowledge Management</p>	<ol style="list-style-type: none"> 1. Develop a system to listen more to the opinions of ordinary staff members and incentives for general staff opinions. 2. The school adopts cutting-edge technology as much as possible in education management. 3. Leaders organize regular interviews and communication with staff. 4. The school strengthens the exchange of experiences between departments.

Table 4.7 Continue

Strategies	How to
<p>Knowledge Management</p>	<p>5. Management refinement, for different things have a special department</p> <p>6. Schools can adopt the value of rotation to ensure that the knowledge and skills of the staff are comprehensive.</p> <p>7. Schools should summarize the work experience for the record, for employees to refer to each other.</p> <p>8. School leaders should find management problems through questionnaires of educational staff.</p> <p>9. Teaching and learning should be managed and evaluated in a smart classroom way.</p> <p>10. Controlling the school's culture and building a harmonious and open working environment.</p> <p>11. Adopt the excellent opinions of employees and give them rewards.</p> <p>12. Organize regular training for teachers to encourage innovation.</p>
<p>Organizational culture</p>	<p>1. Ensure that each department works harmoniously and cooperates with each other and prohibit leaders from using their power to force behavior on their employees.</p> <p>2. Increase the number of recreational activities outside the workplace to help create good friendships between employees.</p> <p>3. The school regularly trains employees and encourages ordinary employees to work independently and be full of innovation.</p> <p>4. Emphasize the school's values when organizing meetings.</p> <p>5. Administrative staff are encouraged to communicate more with students and parents to maintain a good attitude.</p> <p>6. School leaders regularly visit other schools to learn technology.</p>

Table 4.7 Continue

Strategies	How to
<p>Organizational culture</p>	<p>7. Schools should show their own characteristics in uniforms, school uniforms, stationery, and school decorations, reflecting the school's values.</p> <p>8. School leadership continually tracks the progress of the school plan.</p> <p>9. Build a mentor-apprentice system to encourage young people to learn from experienced teachers.</p> <p>10. Provide flexible working system and support to safeguard the physical and mental health of employees.</p> <p>11. Ongoing celebration of the school's achievements and key milestones enhances staff cohesion and pride.</p>
<p>Management effectiveness</p>	<p>1. Encourage teachers to lead students to participate in national competitions and promote the brand characteristics of vocational universities at the undergraduate level.</p> <p>2. Build partnerships between schools and enterprises to export graduates.</p> <p>3. Schools should set up departments responsible for advanced technology.</p> <p>4. Leaders should pay attention to the life and psychology of the staff.</p> <p>5. The division of school departments should be more refined, and corporate talents can be invited to work on campus to build a smart campus.</p> <p>6. Minimize overtime work as much as possible, excessive overtime work will reduce work efficiency and affect the motivation of the staff to work</p> <p>7. The school classroom should have relevant departments to organize listening and grading to promote teachers' progress.</p> <p>8. Ensure the absolute fairness and transparency of employee promotion and professional title promotion.</p>

Table 4.7 Continue

Strategies	How to
Management effectiveness	<p>9. Paying attention to the benefits of school employees other than salary can stimulate employees' sense of identity with the school culture.</p> <p>10. Construct a scientific and rational supervision mechanism, improve the transparency of the supervision mechanism, and then improve the authority of the supervision organization.</p>

According to Table 4.7, 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 measures for management effectiveness.

Part 4: 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 Average Value and Standard Deviation Form.

Table 4.8 The Average Value And Standard Deviation of the Evaluation of 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		
	\bar{X}	S.D.	level	\bar{X}	S.D.	Level
	1. Develop a system to listen more to the opinions of ordinary staff members and incentives for general staff opinions.	4.20	0.75	high	4.20	0.40
2. The school adopts cutting-edge technology as much as possible in education management.	4.80	0.40	highest	5.00	0.00	highest
3. Leaders organize regular interviews and communication with staff.	4.80	0.40	highest	4.80	0.40	highest
4. The school strengthens the exchange of experiences between departments.	4.40	0.49	high	4.20	0.75	high
5. Management refinement, for different things have a special department	4.80	0.40	highest	4.80	0.40	highest
6. Schools can adopt the value of rotation to ensure that the knowledge and skills of the staff are comprehensive.	4.40	0.49	high	4.60	0.49	highest

Table 4.8 (Continued)

Knowledge management strategies for organizational management of higher vocational educational administrators	Adaptability			Feasibility		
	\bar{X}	S.D.	level	\bar{X}	S.D.	Level
7. Schools should summarize the work experience for the record, for employees to refer to each other.	4.20	0.40	high	4.00	0.63	high
8. School leaders should find management problems through questionnaires of educational staff.	4.40	0.80	high	4.60	0.49	highest
9. Teaching and learning should be managed and evaluated in a smart classroom way.	4.20	0.40	high	4.60	0.49	highest
10. Controlling the school's culture and building a harmonious and open working environment.	4.60	0.49	highest	4.80	0.40	highest
11. Adopt the excellent opinions of employees and give them rewards.	4.20	0.75	high	4.40	0.49	high
12. Organize regular training for teachers to encourage innovation.	4.20	0.40	high	4.00	0.63	high
Total	4.43	0.15	high	4.00	0.18	high

Table 4.8 (Continued)

Knowledge management strategies for organizational management of higher vocational educational administrators	Adaptability			Feasibility		
	\bar{X}	S.D.	level	\bar{X}	S.D.	Level
1. Ensure that each department works harmoniously and cooperates with each other and prohibit leaders from using their power to force behavior on their employees.	4.60	0.49	highest	4.80	0.40	highest
2. Increase the number of recreational activities outside the workplace to help create good friendships between employees.	4.60	0.49	highest	4.40	0.49	high
3. The school regularly trains employees and encourages ordinary employees to work independently and be full of innovation.	4.40	0.49	high	4.20	0.40	high
4. Emphasize the school's values when organizing meetings.	4.80	0.40	highest	4.60	0.49	highest
5. Administrative staff are encouraged to communicate more with students and parents to maintain a good attitude.	4.40	0.49	high	4.20	0.40	high

Table 4.8 (Continued)

Knowledge management strategies for organizational management of higher vocational educational administrators	Adaptability			Feasibility		
	\bar{X}	S.D.	level	\bar{X}	S.D.	Level
6. School leaders regularly visit other schools to learn technology.	4.80	0.40	highest	5.00	0.00	highest
7. Schools should show their own characteristics in uniforms, school uniforms, stationery and school decorations, reflecting the school's values.	4.80	0.40	highest	4.80	0.40	highest
8. School leadership continually tracks the progress of the school plan.	4.80	0.40	highest	4.80	0.40	highest
9. Build a mentor-apprentice system to encourage young people to learn from experienced teachers.	5.00	0.00	highest	4.80	0.40	highest
10. Provide flexible working system and support to safeguard the physical and mental health of employees.	4.40	0.49	high	4.20	0.40	high
11. Ongoing celebration of the school's achievements and key milestones enhances staff cohesion and pride.	4.80	0.40	highest	5.00	0.00	highest
Total	4.67	0.13	highest	4.62	0.17	highest

Table 4.8 (Continued)

Knowledge management strategies for organizational management of higher vocational educational administrators	Adaptability			Feasibility		
	\bar{X}	S.D.	level	\bar{X}	S.D.	Level
1. Encourage teachers to lead students to participate in national competitions and promote the brand characteristics of vocational universities at the undergraduate level.	4.80	0.40	highest	4.60	0.49	highest
2. Build partnerships between schools and enterprises to export graduates.	4.20	0.40	high	4.20	0.40	high
3. Schools should set up departments responsible for advanced technology.	4.20	0.40	high	4.60	0.49	highest
4. Leaders should pay attention to the life and psychology of the staff.	4.40	0.49	high	4.60	0.49	highest
5. The division of school departments should be more refined, and corporate talents can be invited to work on campus to build a smart campus.	4.20	0.40	high	4.00	0.63	high
6. Minimize overtime work as much as possible, excessive overtime work will reduce work efficiency and affect the motivation of the staff to work	4.00	0.89	high	4.40	0.80	high

Table 4.8 (Continued)

Knowledge management strategies for organizational management of higher vocational educational administrators	Adaptability			Feasibility		
	\bar{X}	S.D.	level	\bar{X}	S.D.	Level
7. The school classroom should have relevant departments to organize listening and grading to promote teachers' progress.	4.60	0.49	highest	4.80	0.40	highest
8. Ensure the absolute fairness and transparency of employee promotion and professional title promotion.	4.80	0.40	highest	4.60	0.49	highest
9. Paying attention to the benefits of school employees other than salary can stimulate employees' sense of identity with the school culture.	4.80	0.40	highest	4.60	0.49	highest
10. Construct a scientific and rational supervision mechanism, improve the transparency of the supervision mechanism, and then improve the authority of the supervision organization.	4.80	0.40	highest	5.00	0.00	highest
Total	4.48	0.15	high	4.54	0.19	highest

According to Table 4.8, the adaptability and feasibility of knowledge management strategies for organizational management of higher vocational educational administrators in three aspects were at the highest level with 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.

Summary Table 4.8 evaluates the adaptability and feasibility of knowledge management strategies for improving the organizational management of higher vocational education administrators in Liaoning Province, China. The adaptability of knowledge management strategies for organizational management of higher vocational educational administrators presented into three aspects: the highest level was organizational culture ($\bar{x}=4.67$), followed by management effectiveness ($\bar{x}=4.48$), and knowledge management was the lowest level ($\bar{x}=4.13$). The feasibility of knowledge management strategies for organizational management of higher vocational educational administrators presented into three aspects. The highest level was organizational culture ($\bar{x}=4.62$), followed by management effectiveness ($\bar{x}=4.54$), and knowledge management was the lowest level ($\bar{x}=4.00$).

Chapter 5

Discussion Conclusion and Recommendations

The research is on the knowledge management strategies for organizational management of higher vocational educational administrators in Liaoning province. The objectives of this research were 1) to study the current situation knowledge management strategies for organizational management of higher vocational education administrators in Liaoning province, 2) to provide the knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning province, and 3) to evaluate the adaptability and feasibility of knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning province were including 3 following aspects: 1) knowledge management, 2) organizational culture, 3) management effectiveness. The sample group in this research were administrators in vocational education in Liaoning. The Interview group was 10 high-level administrators. The research instruments were document analysis, questionnaires, and structured interviews. The data analysis statistics were percentage, average value, and standard deviation. The conclusion, discussion, and recommendations of this research are as follows:

Conclusion

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

Part 1: the current situation knowledge management strategies for organizational management of higher vocational education administrators in Liaoning Province, China.

Part 2: the knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province, China

Part 3: the adaptability and feasibility of the knowledge management strategies for improving the organizational management of higher vocational education administrators in Liaoning Province, China

Part 1: the current situation knowledge management strategies for organizational management of higher vocational education administrators in Liaoning Province, China

The current situation of knowledge management strategies for organizational management of higher vocational educational administrators in three aspects is high. Considering the results of this research, characteristics 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 was at a high level. Considering the results of this research, aspects ranging from the highest to lowest level were as follows: the highest level was the school has a process of acquiring or discovering knowledge ($\bar{X}=4.64$), followed by the school has computers for all staff ($\bar{X}=4.63$). The school has behaviors to develop an intelligent campus ($\bar{X}=3.83$) gradually was the lowest level.

Organizational culture was at a high level. Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was the goals of the various administrative departments within the school are aligned ($\bar{X}=4.60$), followed by Ignoring core values can get you in trouble ($\bar{X}=4.40$). Work style is very flexible and easy to change ($\bar{X}=3.63$) was the lowest level.

Management effectiveness was at a high level. Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was the school's administrative supervision had achieved remarkable results ($\bar{X}=4.72$), followed by the school's curriculum is scientific and well-arranged ($\bar{X}=4.64$). The school has administrative solid management autonomy, and academic freedom ($\bar{X}=3.45$) was the lowest level.

Part 2: the knowledge management strategies for improving organizational management of higher vocational education administrators in Liaoning Province, China

Knowledge management consists of 12 measures:

1. Develop a system to listen more to the opinions of ordinary staff members and incentives for general staff opinions.
2. The school adopts cutting-edge technology as much as possible in education management.
3. Leaders organize regular interviews and communication with staff.
4. The school strengthens the exchange of experiences between departments.
5. Management refinement, for different things, has a special department
6. Schools can adopt the value of rotation to ensure that the knowledge and skills of the staff are comprehensive.
7. Schools should summarize the work experience for the record for employees to refer to each other.
8. School leaders should find management problems through questionnaires of educational staff.
9. Teaching and learning should be managed and evaluated in an intelligent classroom way.
10. They control the school's culture and build a harmonious and open working environment.
11. Adopt the excellent opinions of employees and give them rewards.
12. Organize regular training for teachers to encourage innovation.

Organizational culture consists of 11 measures:

1. Ensure that each department works harmoniously and cooperates, and prohibit leaders from using their power to force behavior on their employees.
2. Increase the number of recreational activities outside the workplace to help create good friendships between employees.

3. The school regularly trains employees and encourages ordinary employees to work independently and be full of innovation.
4. Emphasize the school's values when organizing meetings.
5. Administrative staff are encouraged to communicate more with students and parents to maintain a good attitude.
6. School leaders regularly visit other schools to learn about technology.
7. Schools should show their characteristics in uniforms, stationery, and decorations, reflecting the school's values.
8. School leadership continually tracks the progress of the school plan.
9. Build a mentor-apprentice system to encourage young people to learn from experienced teachers.
10. Provide a flexible working system and support to safeguard employees' physical and mental health.
11. Celebrating the school's achievements and critical milestones enhances staff cohesion and pride.

Management effectiveness consisted of 10 measures:

1. Encourage teachers to lead students to participate in national competitions and promote the brand characteristics of vocational universities at the undergraduate level.
2. Build partnerships between schools and enterprises to export graduates.
3. Schools should set up departments responsible for advanced technology.
4. Leaders should pay attention to the life and psychology of the staff.
5. The division of school departments should be more refined, and corporate talents can be invited to work on campus to build an innovative campus.
6. Minimize overtime work as much as possible; excessive overtime work will reduce work efficiency and affect the motivation of the staff to work.
7. The school classroom should have relevant departments to organize listening and grading to promote teachers' progress.
8. Ensure the absolute fairness and transparency of employee promotion and professional title promotion.

9. Paying attention to the benefits of school employees other than salary can stimulate employees' sense of identity with the school culture.

10. Construct a scientific and rational supervision mechanism, improve the transparency of the supervision mechanism, and then improve the authority of the supervision education organization.

Figure 5.1 Framework Diagram.

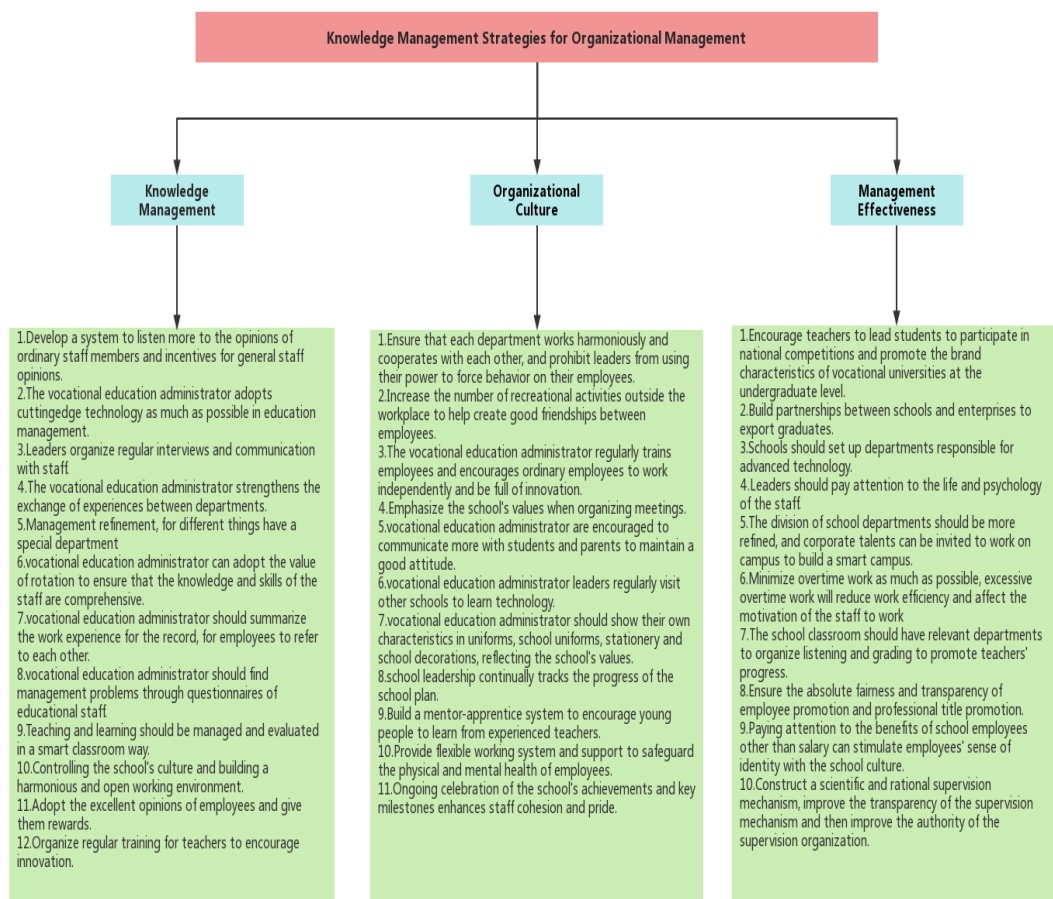


Figure 5.1 The Knowledge Management Strategies for Improving Organizational Management Flowchart

Part 3: The Adaptability and Feasibility of the Knowledge Management Strategies for Improving the Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China

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 knowledge management strategies for organizational management of higher vocational educational administrators are adaptability and feasibility.

The adaptability of knowledge management was high level, with a value of 4.43, which means the strategies for knowledge management are adaptability. The feasibility of knowledge management was high level, with an importance of 4.00, which means the strategy for knowledge management is feasibility.

The adaptability of organizational culture was at the highest level with a value of 4.67, which means the strategies for organizational culture are adaptability. The feasibility of organizational culture was at the highest level, with a value of 4.62, which means the strategy for organizational culture is feasibility.

The adaptability of management effectiveness was high level with a value of 4.48, which means the strategies for management effectiveness are adaptability. The feasibility of management effectiveness was at the highest level with a weight of 4.54, which means the strategy for management effectiveness is feasibility.

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 3 parts, details 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, Li & Li, 2013); this is because most vocational universities nowadays are not perfect in the reward system (Luo, Zhang, Tang & Yang, 2018), as in the organizational structure, vocational universities do not immensely 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. And the contemporary 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 at a high level (Zhang, 2017) because the current vocational university is ideal for establishing core values and culture building (Ma, Gao & Li, 2017). However, there are obvious deficiencies in exchanging and communicating with parents (Qiu & Liang, 2021) and some weaknesses in the flexibility of the work of faculty members (Shao, Wu & Wang, 2016).

Management effectiveness was at a high level (Liu, 2017); 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 (Liu, 2022). The shortcomings are that the senior managers of the school lack creativity in deciding on the top (Zhou, 2016), and the flexibility at the top of administrative management is very poor (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 researcher provided the methods for improving knowledge 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 views 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 (Gao & Yang, 2020), schools can take the way of rotating posts to ensure that the knowledge and skills of staff are comprehensive (Wu & Li, 2022), 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, Li & Jin, 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 & Zhang, 2014), 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 (Xing & Liu, 2000). Schools should provide regular employee training, encourage ordinary employees to work independently and innovatively and organize meetings that emphasize 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 essential milestones can enhance the cohesion and sense of pride of the team, the above is a discussion for this study, with multiple suggestions and previous scholars have the same point of view.

In the context of management effectiveness, several strategies have been discussed for schools. These strategies include encouraging teachers to guide students' participation in national competitions, which can enhance the branding of undergraduate-level vocational universities (Wu, 2020). Additionally, schools can establish partnerships with enterprises to facilitate graduate placements (Yang, Sun, Yang & Li, 2017). Furthermore, schools were suggested to create a dedicated department for advanced technology management (Zeng & Ma, 2020). School leaders should also prioritize the well-being and psychology of their employees (Ling., Yang., & Fang, 2006). Schools can invite industry professionals to work on campus to enhance organizational efficiency and motivation, implement smart campus initiatives, and reduce excessive overtime work (Zhou et al., 2019).

Moreover, schools can benefit from establishing relevant departments responsible for organizing hearings and grading to support teachers' professional development (Li, 2019). Ensuring absolute fairness and transparency in employee

promotions and title advancements is essential (Wang, 2020). Beyond salaries, paying attention to the welfare of school employees can foster a stronger sense of identification with the school's culture (He & Liao, 2011). Constructing a scientific and transparent supervision mechanism is crucial for improving the authority of the overseeing organization (Meng, 2018). This discussion offers various recommendations and aligns with the views of previous scholars.

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 leadership, and the knowledge management strategy can help vocational university managers to improve their corporate management (Liao & Wang, 2008). Organizational culture strategy can also help vocational university managers improve administrative 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).

Recommendations

Implications

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

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.

Goal resonance: Through clear organizational goals and missions, organizational culture can inspire a sense of mission and responsibility among administrative managers.

Leadership Development: By emphasizing positive leadership and motivation, organizational culture can promote leadership development among administrators, enabling them to guide their teams better.

Promoting a learning culture: Knowledge management strategies help create a culture that continually encourages executive managers to learn and improve.

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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Appendixes

Appendix A

List of Specialists and Letters of Specialists Invitation for IOC
Verification

Specialists for IOC Verification

NO	Name	Personal Introduction
1	Lin Yan	Doctor & Professor, Bohai University
2	Liu Lianli	Doctor & Professor, Liaoning Vocational University
3	Qin Shujian	Doctor & Professor, Liaoning Vocational University

The index of objective congruence (IOC)
Knowledge Management Strategies for Organizational
Management of Higher
Vocational Education Administrators in Liaoning Province, China

No	Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
Knowledge management						
1	The school promotes learning	1	1	0	0.67	valid
2	The school encourages innovation and fosters an open and trusting work environment	1	1	1	1.00	valid
3	High level of staff participation in knowledge sharing	1	1	1	1.00	valid
4	The school respects different suggestions from staff	1	1	1	1.00	valid
5	The school appreciates teamwork	1	1	0	0.67	valid
6	School departments can coordinate effectively	1	1	1	1.00	valid
7	School has flat management hierarchy (too few levels)	0	1	1	0.67	valid
8	The school has a process of acquiring or discovering knowledge	1	1	1	1.00	valid
9	The school's organizational structure is conducive to knowledge sharing and dissemination	1	1	1	1.00	valid
10	Specialized processes are designed to facilitate knowledge exchange between departments	0	1	1	0.67	valid
11	The school has in-service learning and training programs for teachers at different levels.	1	1	1	1.00	valid
12	The school has an effective job rotation	1	1	1	1.00	valid

No	Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
	system					
13	Reward system for creative contributions	1	1	1	1.00	valid
14	Incentive system for knowledge sharing	1	1	1	1.00	valid
15	The school has computers for all staff	0	1	1	0.67	valid
16	The school has an internet or intranet-based forum	1	1	1	1.00	valid
17	The school has an advanced system to assist counselors in their work	1	0	1	0.67	valid
18	Knowledge base has been established to meet the knowledge needs of the staff	1	1	1	1.00	valid
19	Knowledge maps have been created to show the linkage of knowledge resources.	1	1	0	0.67	valid
20	The school adopts knowledge mining and search and categorization techniques	1	1	1	1.00	valid
21	Whether the school conducts regular interview communication or questionnaires	1	1	1	1.00	valid
22	The school has behaviors to gradually develop a smart campus	0	1	1	0.67	valid
23	Whether the school management behavior applies knowledge base resources for reference	1	1	1	1.00	valid
24	The school is actively involved in the use of emerging technologies in management behaviors	1	1	1	1.00	valid
25	The school has a department or full-time staff responsible for building the knowledge base.	1	1	1	1.00	valid

No	Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
Organizational Culture						
1	Executives are empowered to carry out their work independently.	1	1	0	0.67	valid
2	Collaboration between different departments within the school is actively encouraged.	0	1	1	0.67	valid
3	Administrative staff cooperate extensively with each other.	1	1	1	1.00	valid
4	Getting work done relies on teamwork, not authority and orders.	1	1	1	1.00	valid
5	The capacity of administrative staff is constantly improving.	1	1	1	1.00	valid
6	Continuous investment in the skills of administrative staff.	1	1	1	1.00	valid
7	Clear, consistent values guide the way we work.	1	1	1	1.00	valid
8	Ignoring core values can get you in trouble.	1	1	1	1.00	valid
9	When disagreements arise, we do our best to find a "win-win" solution.	1	1	1	1.00	valid
10	We can always come to an agreement even when we are stuck.	0	1	1	0.67	valid
11	Executives have a clear and consistent view of right and wrong ways to behave.	1	1	1	1.00	valid
12	There is consistency and predictability in the way we work.	1	1	1	1.00	valid
13	Coordinating work between different administrations is not difficult	1	0	1	0.67	valid
14	The goals of the various administrative departments within the school are aligned.	1	1	1	1.00	valid

No	Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
15	Work style is very flexible and easy to change.	1	1	1	1.00	valid
16	We are skilled at responding to competitors and other changes in the business environment.	1	1	1	1.00	valid
17	We are constantly adopting new and advanced working methods.	1	1	1	1.00	valid
18	The opinions of students and parents directly affect our decision-making.	1	1	1	1.00	valid
19	All administrative staff have an in-depth understanding of the wishes and needs of students and parents	0	1	1	0.67	valid
20	We encourage administrators to engage directly with students and parents.	0	1	1	0.67	valid
21	We view failure as an opportunity to learn and improve.	1	1	1	1.00	valid
22	Learning is an important goal of our daily work.	1	1	1	1.00	valid
23	We have formulated a clear future development strategy.	0	1	1	0.67	valid
24	I don't understand the strategic direction of the executive branch.	1	1	1	1.00	valid
25	Leadership has "publicly articulated" what we are trying to achieve.	1	1	1	1.00	valid
26	We continuously track our progress towards our established goals.	1	1	1	1.00	valid
27	We have a consensus on the future prospects of the executive branch.	1	1	1	1.00	valid
28	We set long-term goals and development direction	1	1	1	1.00	valid
29	Our long-term goals keep executives motivated and motivated.	1	1	1	1.00	valid

No	Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
Management Effectiveness						
1	The school's educational goals are clear and definite	1	1	1	1.00	valid
2	The faculty and staff of the school agree with the school's educational goals and development direction	1	1	1	1.00	valid
3	The school can develop its own brand and characteristics	1	0	1	0.67	valid
4	The school's leadership team can fully consider the opinions of teachers before making decisions	1	1	1	1.00	valid
5	The school's leadership team has strong decision-making ability and comprehensive ability	0	1	1	0.67	valid
6	The school's leadership team has a strong sense of innovation and focuses on unity and cooperation	1	1	1	1.00	valid
7	The faculty and staff of the school get along harmoniously	1	1	0	0.67	valid
8	The relationship between teachers and students in this school is harmonious	1	1	1	1.00	valid
9	School administrators unite and help each other	1	1	1	1.00	valid
10	The school's administrative management concept is advanced and scientific	1	0	1	0.67	valid
11	The school can use advanced technology to manage	0	1	1	0.67	valid
12	The school has strong administrative management autonomy and academic freedom	1	0	1	0.67	valid
13	The school's administrative	1	1	1	1.00	valid

No	Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
	management department is set up reasonably					
14	The administrative department of the school has a clear division of labor	0	1	1	0.67	valid
15	The school's administrative management department is highly efficient	1	1	1	1.00	valid
16	The school's administrative management department communicates smoothly and works well in coordination	1	1	1	1.00	valid
17	The administrative department of the school is very supportive and cooperates with the teaching work	1	1	1	1.00	valid
18	The school's curriculum is scientific and well-arranged	1	1	1	1.00	valid
19	It is rare for teachers to borrow lessons or transfer lessons in this school	1	1	1	1.00	valid
20	Our school can properly plan teachers' further training and assist them in their professional growth	1	1	1	1.00	valid
21	The school has a good promotion channel, and the faculty and staff are highly enthusiastic and have a strong sense of responsibility.	1	1	1	1.00	valid
22	The school pays attention to improving the strength of teachers and pays attention to the personal development of teachers	1	1	1	1.00	valid
23	The school's performance appraisal mechanism is scientific and effective	0	1	1	0.67	valid
24	The school's performance salary plan is	1	1	1	1.00	valid

No	Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
	reasonable					
25	The school's assessment of faculty and staff is rigorous and scientific	0	1	1	0.67	valid
26	The school's administrative supervision is timely and in place	1	1	1	1.00	valid
27	The school has ways to be responsible for administrative supervision related work	1	1	1	1.00	valid
28	The school's administrative supervision has achieved remarkable results	1	1	0	0.67	valid

Appendix B
Official Letter



Ref. No. 0643.14/ 722

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Liaoning Vocational University of Technology

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Kanakorn Sawangcharoen Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/

723



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Bohai University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

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Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 724



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Liaoning Railway Vocational and Technical College

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

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(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/

725



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Liaoning Institute of Science and Engineering

Attachment Questionnaires

Regarding Mr. Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

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(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 726



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Liaoning University of Technology

Attachment Questionnaires

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

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(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 727



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Jinzhou Medical University

Attachment Questionnaires

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

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3. Assistant Professor Dr. Kanakorn Sawangcharoen Co-advisor

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Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 728



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Liaoning Petrochemical College

Attachment Questionnaires

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

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(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 729



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Jinzhou Normal College

Attachment Questionnaires

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

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Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school
Bansomdejchaopraya Rajabhat University

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Ref. No. 0643.14/ 700

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Haihua College of Liaoning Normal University

Attachment Questionnaires

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

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Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 731



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear President of Shenyang University

Attachment Questionnaires

Regarding Mr.Qin Yinglun student code 6373104131, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Knowledge Management Strategies for Organizational Management of Higher Vocational Education Administrators in Liaoning Province, China". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan Advisor
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Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

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Appendix C
Research Instrument

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

Instruction: Please provide your opinion on the following statement

1. What about the current situation of knowledge management strategies for improving organizational management of vocational education administrators in Liaoning Province and how to promote the knowledge management of vocational education?

2. What about the current situation of knowledge management strategies for improving organizational management of vocational education administrators in Liaoning Province and how to promote the organizational culture of vocational education?

3. What about the current situation of knowledge management strategies for improving organizational management of vocational education administrators in Liaoning Province and how to promote the management effectiveness of vocational education?

Appendix D

The Results of the Quality Analysis of Research Instruments

Questionnaire

Title: Questionnaire on the Current Situation of Organization and Management of Vocational Universities in Liaoning Province, China

Dear teacher, hello:

You are welcome to participate in this survey, which is a questionnaire about the status quo of knowledge management in Liaoning Province. The results of this questionnaire survey will be used to effectively improve the level of knowledge management in colleges and universities and provide more comprehensive suggestions for improving the design of college management efficiency. There is no right or wrong question, and the survey results are for academic research only. Please fill in the questionnaire carefully according to the actual situation without signature.

Special Note:

1. All the questions in this survey are multiple-choice questions.
2. This questionnaire is anonymous. The information collected is only used for academic research and will be kept confidential. Please rest assured.
3. If there is a question that cannot fully express your opinion, please tick the answer option that is closest to your opinion.

Your truthful answer will be the greatest guarantee for our effective research, and it will also be of great help to our research. Sincerely thank you for your support and cooperation!

There are four parts in the questionnaire, please click the blue submit button after answering the questions.

Part 1: Personal information

1. Your gender
 Male Female
2. Your age group
 Under 25 years old 25-34 years old 35-45 years old Over 45 years old
3. Your years of working in the education industry
 Less than 5 years 5-10 years 10-15 years 15-20 years More than 20 years
4. Your academic qualifications
 Bachelor Master Doctor Other
5. Your position
 Administrative staff department head school leader
6. The type of university you work for
 Bachelor of Vocational Education Bachelor of General Education
 Vocational Education Specialist General Education Specialist
7. Your job title
 Elementary Intermediate Associate Higher Advanced
8. Your understanding of knowledge management
 Not at all General understanding Comparative understanding

No	Title	Level				
		5	4	3	2	1
Knowledge Management						
1	The school promotes learning					
2	The school encourages innovation and fosters an open and trusting work environment					
3	High level of staff participation in knowledge sharing					
4	The school respects different suggestions from staff					
5	The school appreciates teamwork					
6	School departments can coordinate effectively					
7	School has flat management hierarchy (too few levels)					
8	The school has a process of acquiring or discovering knowledge					
9	The school's organizational structure is conducive to knowledge sharing and dissemination					
10	Specialized processes are designed to facilitate knowledge exchange between departments					
11	The school has in-service learning and training programs for teachers at different levels.					
12	The school has an effective job rotation system					
13	Reward system for creative contributions					
14	Incentive system for knowledge sharing					
15	The school has computers for all staff					
16	The school has an internet or intranet-based forum					
17	The school has an advanced system to assist counselors in their work					
18	Knowledge base has been established to meet the knowledge needs of the staff					
19	Knowledge maps have been created to show the linkage of knowledge resources.					

No	Title	Level				
		5	4	3	2	1
20	The school adopts knowledge mining and search and categorization techniques					
21	Whether the school conducts regular interview communication or questionnaires					
22	The school has behaviors to gradually develop a smart campus					
23	Whether the school management behavior applies knowledge base resources for reference					
24	The school is actively involved in the use of emerging technologies in management behaviors					
25	The school has a department or full-time staff responsible for building the knowledge base.					
Organizational Culture						
1	Executives are empowered to carry out their work independently.					
2	Collaboration between different departments within the school is actively encouraged.					
3	Administrative staff cooperate extensively with each other.					
4	Getting work done relies on teamwork, not authority and orders.					
5	The capacity of administrative staff is constantly improving.					
6	Continuous investment in the skills of administrative staff.					
7	Clear, consistent values guide the way we work.					
8	Ignoring core values can get you in trouble.					
9	When disagreements arise, we do our best to find a "win-win" solution.					
10	We can always come to an agreement even when we are stuck.					
11	Executives have a clear and consistent view of right and wrong ways to behave.					

No	Title	Level				
		5	4	3	2	1
12	There is consistency and predictability in the way we work.					
13	Coordinating work between different administrations is not difficult					
14	The goals of the various administrative departments within the school are aligned.					
15	Work style is very flexible and easy to change.					
16	We are skilled at responding to competitors and other changes in the business environment.					
17	We are constantly adopting new and advanced working methods.					
18	The opinions of students and parents directly affect our decision-making.					
19	All administrative staff have an in-depth understanding of the wishes and needs of students and parents					
20	We encourage administrators to engage directly with students and parents.					
21	We view failure as an opportunity to learn and improve.					
22	Learning is an important goal of our daily work.					
23	We have formulated a clear future development strategy.					
24	I don't understand the strategic direction of the executive branch.					
25	Leadership has "publicly articulated" what we are trying to achieve.					
26	We continuously track our progress towards our established goals.					
27	We have a consensus on the prospects of the executive branch.					
28	We set long-term goals and development direction					

No	Title	Level				
		5	4	3	2	1
29	Our long-term goals keep executives motivated and motivated.					
Management Effectiveness						
1	The school's educational goals are clear and definite					
2	The faculty and staff of the school agree with the school's educational goals and development direction					
3	The school can develop its own brand and characteristics					
4	The school's leadership team can fully consider the opinions of teachers before making decisions					
5	The school's leadership team has strong decision-making ability and comprehensive ability					
6	The school's leadership team has a strong sense of innovation and focuses on unity and cooperation					
7	The faculty and staff of the school get along harmoniously					
8	The relationship between teachers and students in this school is harmonious					
9	School administrators unite and help each other					
10	The school's administrative management concept is advanced and scientific					
11	The school can use advanced technology to manage					
12	The school has strong administrative management autonomy and academic freedom					
13	The school's administrative management department is set up reasonably					
14	The administrative department of the school has a clear division of labor					
15	The school's administrative management department is highly efficient					

No	Title	Level				
		5	4	3	2	1
16	The school's administrative management department communicates smoothly and works well in coordination					
17	The administrative department of the school is very supportive and cooperates with the teaching work					
18	The school's curriculum is scientific and well-arranged					
19	It is rare for teachers to borrow lessons or transfer lessons in this school					
20	Our school can properly plan teachers' further training and assist them in their professional growth					
21	The school has a good promotion channel, and the faculty and staff are highly enthusiastic and have a strong sense of responsibility.					
22	The school pays attention to improving the strength of teachers and pays attention to the personal development of teachers					
23	The school's performance appraisal mechanism is scientific and effective					
24	The school's performance salary plan is reasonable					
25	The school's assessment of faculty and staff is rigorous and scientific					
26	The school's administrative supervision is timely and in place					
27	The school has ways to be responsible for administrative supervision related work					
28	The school's administrative supervision has achieved remarkable results					

Appendix E
Certificate of English

This is to certify that

Mr. Yinglun Qin

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 13th February 2022



(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Acceptance Research



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September 8, 2023

Bansomdej Chaopraya Rajabhat University
Bangkok, Thailand

Dear authors,

Thanks for your submission to *International Journal of Higher Education*.

We have the pleasure to inform you that your manuscript has been accepted for publication. It will be published on the Vol. 12, No. 5, in October 2023.

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

Authors: Qin Yinglun, Luxana Keyuraphan, Niran Sutheeniran, Kanakorn Sawangcharoen

If you have any questions, please do not hesitate to contact with us.

Sincerely,

A handwritten signature in black ink that reads "Susan Sun".



Susan Sun

On behalf of,
The Editorial Board of *International Journal of Higher Education*

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