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ASSESSMENT ON KNOWLEDGE MANAGEMENT PRACITCE IN ST. MARY'S UNIVERSITY

BY

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DECLARATION

I declare that the thesis entitled "Assessment on Knowledge Management Practice in St. Mary's University" is my original work and has not been presented in Addis Ababa University or any other University, and all source of material used for the project have been duly acknowledged.

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LETTER OF CERTIFICATION

This is to certify that Wubetie Wondimu carried out her project on the topic entitled (Assessment on Knowledge management Practice at St. Mary's University) under my supervision. The work is original in natural and is suitable for submission for award for Master of Art science.

_____

DrYekunoamlakAlemu (PhD)

(The Research Advisor)

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ACCRONYMS AND ABRIVATIONS

CSU:	Civil Service University
EMI:	Ethiopian Management Institution
HEI's:	Higher Educational Institution
IT:	Information Technology
KM:	Knowledge Management
KS:	Knowledge Sharing
RAKMO:	Research and Knowledge Management Office
SMU:	St. Mary's University
KMS:	Knowledge Management system

ABSTRACT

The purpose of the study is to assess how knowledge management practice are held in one of higher Educational institution; St. Mary University. In this regard, the study reviewed related literature on the concept of Knowledge Management, dimensions of Knowledge Management, its benefits and the emergence of KM, the need and practice of KM in higher institutions. In order to meet the objective of the study, descriptive survey research method was employed. The total sample was 976 and for the 125 sample has taken; the researcher incorporated 95.2% (119) of the sample population as respondents. Thirty seven 37(100%) of the administrative staffs, thirty 30(100%) of the academic staff and fifty two 52(89.7%).Both Qualitative and Quantitative data gathering method has used using the questionnaire and the interview as a tool. Four participants were involved the academic staff, the administrative staff and student for these respondents the questionnaire is used to gather the data. For the RAKMO team the researcher used an interview in order to gather relevant data. For primary sources of data questionnaires, and interviews were used in collecting relevant data. The data obtained through the questionnaire were analyzed using SPSS version 20.0. Descriptive statistics, percent, mean standard deviation and One Way ANOVA were used. The interview results were presented in a narrative form accordingly. The finding of the research had revealed that St. Mary's University has established the Research and Knowledge management office. However, there has not been found any policy or a guideline that leads the department. Further, it has been observed that there is lack of scope (reaching the school community, by bringing Knowledge management practice to the classroom level i.e. in the teaching learning process). Moreover, there is lack of awareness by the students about the department and its work. Therefore, it is concluded that the institution has a limitation on scope in addressing their objective on a better way. Based on the finding the researcher recommend that the institution has to work on the problems stated, i.e. established policies and determine the scope of how the department can diversify its work in order to go forward.

Key words: Knowledge Management, knowledge Sharing, knowledge culture

CHAPTER ONE

Introduction

This chapter has content seven subtitles that give a bird's eye overview of this research paper. The first part will clarify the general background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, research design and methodology, work plan and cost and budget of the project will follow consecutively and it will thoroughly be elaborate.

1.1 Background of the Study

Knowledge management is not a new terminology anymore. It is old and has been studied by academicians, philosophers and practitioners for decades. However, knowledge management concepts have started to slowly emerge as an evolutionary idea as a part of our way of life in the corporate, academic and economic sectors starting as far as in the early nineteen century. In the 21st century knowledge had aspired to be an influence as an important influence of numerous institutions in the industrial and corporate sectors. What aspired such a radical concept? It was discovered that knowledge is like a light, weightless and intangible; revealing that it contained the ability to travels very easily in any part of the world, secondly at the time of traveling it enlightened the lives of humanity it touched generating a sense of empowerment, confidence altering the way we communicate and disseminate and disseminate information on the working environment. (Rollett, 2012).

Today the world has become very intellectual in all fields of business especially in the higher educational institution where it has become competitive. We will discovered in the study that the radicalization of the way in which knowledge is disseminated in the corporate or group setting is set a new standard to meet global competition and setting a higher bar in which education is processed to obtained the best quality education. When we examined our country Ethiopia, we will discovered that the Knowledge management concept has been widely isolated and marginalized in the higher institutions where it

should have been the core to strengthen the activities of the performing working environment. Universities and colleges in Ethiopia for example should be like center point of science, arts, technology and research where continuous lifelong learning is taking place.

It is believed there is tremendous value among higher institution of learning that develop initiatives to share knowledge to achieve business objective. Therefore, this research outline basic Knowledge management practices in higher educational institution as it applied in the corporate sectors. It considered trends and assess on the value on how institutions can engage the principle of knowledge management dissemination in applying new competitive strategies to higher education and to examine whether higher education is ready to embrace it.

Knowledge is a broad abstract notion that has defined epistemological debate in Western philosophy since the classical Greek era. However, in the few years there has been a raging interest in treating knowledge as a significant organizational resource. The heightened interest in organizational knowledge and knowledge management systems from the transition in to the knowledge economy, where knowledge is viewed a principle source of *value creation* and *sustainable competitive advantage*. Consistent with the growing interest in organizational knowledge and knowledge e KM) recent researchers have been promoting a class of information systems. Referred to as Knowledge Management Systems (KMS). According to (Omotayo, 2015) KM has become the focal point for debates on mechanisms to facilitate institution acquiring greater competitive edge in the emerging global information economy (Clarke & Turner 2004).

The overall purpose of the study is to share the application of knowledge creating and sharing process and the integral function of knowledge sharing practice in higher education institution particularly at St. Mary University. The emphasis is on the creation process among knowledge management acquiring, communicating, sharing and securing. The research will be more elaborates under the review and interpretation of knowledge management literature by different perspective with a focus on the potential role of higher institution specific to an eye towards indentifying the important area of future research. Then we have presented a detailed process-view of organizational knowledge

management with a focus on the significance of knowledge management sharing practice particularly in the higher institution.

The objective of KM is to support construction, sharing and application of knowledge in organizations. Knowledge management in this study is defined as the process of identifying, managing and leveraging individual to collective knowledge to support institution to becoming more competitive. When it comes to our context, knowledge management is a newly emerging concept in recent years that could be dealt in a wider framework in adapting, acquiring, communicating, sharing and securing knowledge both internally and externally. This study will contribute empirical guideline that shares valuable inputs on how knowledge is to be stored, shared and documented and secured. Managing knowledge wisely can develop new opportunity, creating value for customers, obtaining competitive advantage and improving performance. (Lloria, 2008)

It has been investigated that knowledge management is a highly advocated tool in some institutions like the Ethiopian Management Institution (EMI) and the Civil Service University (SCU). These two institutions are engaged in the implementation by designing and delivering a number of management development programs that aim at enhancing the managerial capacity of public, private and NGO'S sectors, i.e. capacity building programs.

However, the study focused on the higher educational institutions that play a dominant role in knowledge generation and dissemination. St. Mary's University (SMU) will be the targeted institution to exemplify this study. The researcher have discovered while conducting the study that SMU is one of the leading private learning institutions for establishing a General Education development program in the felid. SMU knowledge based structure is widely generated and disseminated throughout the institution and as a result the researcher's aimed to investigate and assess Knowledge management practice of this popular institution. This study will be confined to the related department with the main focal points on how this institution is devoted by taking an important role in knowledge adoption, recognition and in sharing of a better experience. Throughout this research I have discovered that St. Mary's University (SMU) is one of the principal institutions in the implementation and encouraging community in creating and sharing of

knowledge. The institution has structured separate department under the name Research and Knowledge management Office (RAKMO). RAKMO has committed itself in generating and the dissemination of knowledge and information. Since its establishment in 2003, the department takes the responsibility of coordination of its University's research and publication activities.

The vision of the department take itself as center for excellence in the generation of knowledge and information in the area of private Higher Education Research; it promotes multi-disciplinary research activities that have significance to a broader national development endeavors, in achieving SMU's vision through encouraging and the engagements of students and faculty members in various research activities. In addition to its overall goal of RAKMO facilitate smooth and efficient strategy by creating conducive research environment for students and faculty members. It also encourages collaborative research activities at its institution on a national and international level. (SMU 2012)

1.2 Statement of the Problem

This section study is to clarify and prove the importance and the necessity of knowledge management practice in the circumstance of SMU and to contextualize and suggest a different perspective for a better implementation and facilitation of Knowledge management practice.

In observing the knowledge sharing practice in and among faculties in higher education institution it has observed limited progress. Perhaps in the recent World Bank report by (Mitra & Shankar, 2009) has stated that the representation of higher educational institutions from developing economies in the knowledge generation and sharing process is highly limited. This report shows that in the year 2005 only 3563(2.7%) of scientific publication from around the world. and from sub-Saharan Africa (2009:56). However, this study will be focusing on the knowledge sharing practice of one developing economy; 'Ethiopia' is on the knowledge that exists with and among individuals in higher educational institutions specific to St Mary University. During the process of undertaking

and disseminating the individual and collaborative research and see how this knowledge shared and if it is influenced by the internal and external factors.

In Ethiopian context little attention has be paid to knowledge management by higher education institution and non profit, private and community organization (Coukos-Semmel, 2003). Higher education comes with a high price tag and its operation is costly in a competitive society. It is an expensive enterprise when it comes to maintaining good quality teaching and research; it deals with a large volume of human resource andrequires a great deal of the mobilization in knowledge developments. (Damtew, 2016).

The literature on KM shows that factors affecting the practice of knowledge sharing have been quite heavily investigated (Wasko and Faraj, 2000); however, in our context most studies have focused either on social or the technological dimensions of Knowledge sharing emphasizing the human aspect of Knowledge management (KM) and Knowledge Sharing (KS) (Lerner, Ayalew, Peine, & Sundaram, 2010) Besides, the Knowledge management literatures it dominated by research on competitive business organizations, especially amongst profit making organizations that creates and applies new knowledge, supported through heavy investment in technology, and possibly related training. There are little studies on KM and KS research in Higher Educational Institution's (HEI's). For instance (Kassahun, 2016) has underlined that higher Educational institution are dominated with important responsibilities of managing knowledge production and distribution and while efficiently responding to constantly changing environment. Thus, KS is inevitably challenging and an important task originated model for its members of HIEs engaged in knowledge work.

As it has been underlined by different researchers, highlighting the Knowledge management practice among faculty in many of HEIs in Africa, however there are no comprehensive studies that reveals the degrees and patterns of sharing and the individual factors that determine KS. In addition, there are few studies on KS in Ethiopia (Asgedom, 2007; Asegedom, 2000; Duferra, 2004, Kasa, 2006). On how knowledge management practices in private educational institutions particularly at SMU's. According to (MoE 2010) the main objective of increasing access to tertiary education and producing high level educated personnel, the number of HEIs in Ethiopia has increased significantly

since the mid 90s and it is still in the process of expansion. Increasing enrollment, however, has placed huge teaching demands on academics; in terms of person-hours they spent on teaching moreover, the lack of understanding of how best to share knowledge is not dominantly advocated. In general it has revealed the poor incentive system for research, the inadequate orientation for problem-based research collaboration, the preferred engagement of the academics for teaching rather than research and the general weak knowledge infrastructure (Teferra, 2001, 2004).

The researcher believe that this study is unique and vital because we hardly find studies that magnify the contribution of private educational institution on knowledge creating, adoption, and sharing also the securing or documentation practice. The other important factor for making this study is as studies to be worthy is the fact that from the total higher education institutions the contribution private universalities takes 17%, and this study will serve as a resource and easily address the responsible party to give more room to exercise and develop knowledge sharing practice and the culture in order to mobilize potential resource easily.

When considering knowledge sharing practices very few studies and has highlighting the studies in conducting a knowledge based process to their infrastructure. It has been evident that if institutions lacks in capacity in their Information Technology is vital. If practical knowledge experience between faculty and student or management and staff that operations at time has been filled with sluggish and repetitive performances. Such intuitions are often filled with redundancies lacking motivation, excitement and new challenge contributed through poor communication. Understanding the practice few of such institutions the research choose to study the specific output and the practical experience of knowledge management on how private institution can create, disseminate store the knowledge. Also the challenges they face in private educational institution while faced with ongoing challenges and delicate important matters.

Without prejudice in my pre-assessment of SMU, I have observed that they have promoted and encouraged many practical and critical elements in accomplishing the integral mission of knowledge-based institution. SMU foster community and individual based communications and like a well function engine each member play and integral part in the collective sharing their knowledge which are disseminated throughout their institution. They are individuals; they are groups of staffs, faculties, students that inter-connect their experience and information without fear of insecurity, intermediation, and reservations because they understand the powers of shared knowledge in a heavily competitive driven society. They see themselves as a unified collective knowing full well perfect knowledge need each member no matter how insignificant in achieving the highest academic standard on making their intuition number one in a competitive high cost arena. One person withholding information could cause stagnation and would be deemed critical for growth and a smooth operation. They view every member as important and every bit of information received as vital core component of knowledge for the institution. As (Weaver, 1996). Knowledge management is a field that arose with rapid practical intellectual strength for management.

This research should therefore, asses the practice of knowledge management and it assumed contributed reliable evidence in addressing gaps on how knowledge created, shared, documented, communicated and secured at the St. Mary's University.

The research at this stage has observed that there is no defined and clear guide of knowledge management practice handling from acquiring or securing documentation process; this research then thoroughly asses the practice in the research process. In order to answer the core points in Knowledge management practice the following ***basic questions*** are set:

1. What are the KM practices in St Mary University?
2. What are the practices during the process of Knowledge management of creation, adoption, sharing, communication, storing and securing?
3. What are the main factors that hinder the while performing Knowledge management practice?

1.3 Objective of the Study

General Objective

The main objective of this study is to synthesize the relevant practice knowledge centered work from multiple disciplines in a view that contribute in shaping our understanding of knowledge management in an academic cultural institution.

Specific Objectives

The study was aimed at assessing the institutions knowledge management practice in order to achieve its mission as SMU is one of the higher learning institution. SMU had recognized as one of the highest share in research, knowledge generation and dissemination and provide insight how to enhance their internal facilities for better in meeting global standard.

To assess the practice of the institution KM contribution, the study had served as source of reference or as a guideline for further research.

To identify the main factors that hinder and that could affect knowledge management facilitation in the institution.

Indicate strategies of creating knowledge management practice in educational institution specific to private institution. This in turn leads to realization to increase the competitive advantage in the existing market.

1.4. Significances of the Study

As knowledge management is highly encouraged in this modern era the practice promotes companies in developing KM as a tool to continuously build the human resource capacity. Some other importance observation of knowledge management practices in this study may include the contribution of other higher educational institution apart from St. Mary's University. However particularly St. Mary's University use a prime model due to their practiced based knowledge management. This enables the researcher to share valuable recommendations on how it is performed in a better way. It is observed

that the concept of knowledge management practices is not highly advocated in the Ethiopian culture of business and academic institution's context and I discovered this has still in its infancy phase. In saying so the research will have the following significance:

The research would also add to the valuable input for the policy makers concerning institutional practice on knowledge management in private institution in Ethiopian in order to give the necessary emphasis on knowledge management practice along with the need to maximizing their competitive nature in the market.

The study also serves as a source of information on the practical experience of the field. It therefore, capture the interest of other researchers to carry out further study in the area.

It may enable the researcher to identify the challenges in creating a knowledge based education also relating these problems and indicating practical experience on sharing and knowledge management in the institution.

Therefore the researcher observed in the study that it indicates strategies of creating knowledge based work in the educational institution and maximizing the resourcefulness of the research for others to use and to serve as a means to solve their problems

1.5. Delimitation of the Study

The study was conducted at St. Mary's University was delimited tc assessing the practice of knowledge management, the practice on creation, adoption, sharing communication storing and securing practice. It further acknowledged the hindering factors in performing the knowledge management culture of the institutional practice not covered. Due to the time constraints only the Addis Ababa branches was selected in the study. The other branch of the institution located outside Addis was not included in the research.

1.6. Limitation of the Study

In order to make the research more practical and resourceful the researcher had devoted much of the necessary time, resource to the completion of the study. The major of the first challenge was finding reference materials to build the study. Knowledge management in Ethiopian context is still in its infancy or pioneering stage. To many on

the topic, the concept of Knowledge management in Ethiopia is still new and an emerging concept; not many studies were found and what was discovered were scarce such as materials for references. During the time of data gathering it took more than the required time than anticipated. In addition dealing with wrongly filled questionnaire and not obtaining answers for some of the questions presented which some response had to be discarded at the end. Another challenge were in dealing with the interviewee in finding the participants as scheduled and getting them to be on time was another challenged that should be also mentioned. However, with all the difficulties and problems occurred the researcher managed to bring the research to an end.

1.7 Operational Definition of key Terms

School Community: The community in the school likes instructors, academics and administrative and workers.

Organizational Culture: Values shared by the member of the institution that has accepted by the new members, which governs how people behave, act in the institution It has a strong influence on the people in the institution.

Knowledge Management: Is process of capturing developing, developing sharing and effectively using organizational knowledge

Knowledge Sharing: In the sense of the researcher, KS It involves sharing of ideas, facts, exchanging information between coworkers, employees', customers or Authority.

Knowledge: Facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject

1.8 Organization of the Study

The study is organized in to five chapters, the first chapter deals with the introduction and part of the study gives general highlight of why and how this study will be completed. The second chapter discusses the details of basic concepts related to the area that the research used as a guideline in going about the study receiving numerous theoretical and scholastic point of views of the literature; The third chapter focuses on methodology of the research and the fourth chapter deals with the data presentation and analysis. The final chapter five contained summary conclusion and recommendation that will be forwarded by the researcher after the investigation.

CHAPTER TWO

Review of Related Literature

This part of the research study contains brief explanation given by different scholars and researchers acquiring resource documents from a variety of findings in various local and international studies. It is believed this section of the research will enable the study to be more resourceful and reliable. The review of literatures will clarify and highlight the meaning of knowledge in context of Knowledge Management. It will also explain dimensions, benefits and emergences of Knowledge management and the need for Knowledge management in higher institution, and how the practice of Knowledge and challenges faced in higher educational institution.

2. 1. The Concept of Knowledge

Knowledge is defined as information combined with experience, context, interpretation, reflection, and perspective that add a new level of insight. (Allee, 1997) says that knowledge becomes meaningful when it is seen in the larger context of culture, which evolves out of beliefs and philosophy. (Sveiby 1997)

Knowledge starts as data or raw facts and numbers for example, the market value of an institutions endowment. Information is data put into context in the same example the endowment per student at a particular institution. Information is readily captured in documents or in databases; even large amounts are fairly easy to retrieve with modern information technology systems. (Kidwell, Vander Linde, K., & Johnson, 2000)

Knowledge is defined in different ways where it is considered as a framed experience, value, contextual information and expertise insight that provides a framework for evaluating and incorporating new experience and information Moreover, according to Bollinger & Smith, (2001) knowledge is stated as "the understanding, awareness, or familiarity acquired through study, investigation, observation or experience over the course of time". Therefore, knowledge is an individual's interpretation of information based on personal experience, skill and competences. This implies that researcher shares

some kind of commonality of knowledge in collection of individuals or social experiences; value in case of higher educational institution, knowledge comprises the familiarity and professional capability in creating, adopting and sharing of knowledge.

In early 1989's knowledge used to taken as an organizational resource. (Alavi & Leidner 2001). It was known as a working definition of a broader view of organizational tool. Also according to (Alavi & Leidner 2001) Knowledge is 'information embedded in routines and processes which enable action'. It is an innately human quality, residing in the living mind because a person must' identify, interpret and internalizes knowledge'.

Organizational knowledge is variously analyzed at different levels of abstractions for the purpose of management. One simple analysis is that distinguishes information 'know-what' from combinational skill 'know-how' (Shoemaker, 2003). In order to indentify on how Knowledge works in an organizational structure it originates from individuals through embodiment of teams within organizations. Knowledge is therefore disseminated in strategies and methodology through structural process producing people building skills in competency, experience, relationships within organization, the individual beliefs and value and ideas. (Simonin, 1997).

2.2. Knowledge Management (KM)

Knowledge Management is the process of transforming information and intellectual assets into enduring values. It is a concept of people with knowledge that they need to take action when they need it. In the corporate sector, managing knowledge is considered key dynamic in achieving, breakthrough competitive advantages. (Jillinda, Karen and Sandra 2000)

Knowledge management in literature as well as in practical applications in the past years is known also as a necessity due to changes in the working global environment that revolutionize the implication of effective speed of information from decaying knowledge aging to dynamics efficiencies both in product and process innovations and competition through the buyers market. A number of academic publications on the management of knowledge within organizations have steadily increased since the late 1990's when the

concept emerged. It is therefore known as also corroborate fact that Knowledge management represents a potentially very important subject area which not only opens up new ways of theorizing about the nature of organizations, but also has the potential to be highly relevant to the interest of the business world in improving business performance. (Spender, 2008). It has been said that Knowledge management has always been a valuable asset or tool in how it contributes to the success of an organization.

According to (Hellu, Coombs & Peltu, 2000) Knowledge management is important to the corporate and business entities where knowledge is used as a key resource to gain competitive advantages. It is often use as practical harnessing and exploiting of intellectual capital in order to gain competitive advantage and customer commitment through efficiency, innovation in effective decision making (Drucker, 1993). It's also noted by (Duffy, 1999) Knowledge management as process capitalizing on organizational intellect and experience to drive innovation. Knowledge management can be defined as a systematic discipline of policies, processes and activities which empowers organizations to apply knowledge to improve effectiveness, innovation and quality. Knowledge management system Organizations use knowledge to store the individual skills, collective experiences and learnt values kept through the technology, infrastructure of personals within its organization. Knowledge management system is the framework of an integrated organizational element in organizational culture, organizational information technological infrastructure and the storage of individual collective experiences, insights and learning value. (Allee, 1997).

Knowledge based economy of Knowledge management systems is increasingly viewed as critical data inputs to organizational effectiveness and performance. (Omotayo, 2015). It is more elaborated by (Martensson, 2000). Knowledge management is seen as an important and a necessary component for organizations to survive and maintenance competitive keenness; it is necessary for managers and executives to consider it as a prerequisite for higher productivity and flexibility in both the private and the public sectors.

2.3. Dimension of Knowledge Management (KM)

Knowledge is distinguished from information by the addition of 'truths, beliefs, perspectives and concepts, judgments and expectations, methodologies, and know-how'. Nevertheless, knowledge can also become information once codified in symbolic forms such as text, charts, or images. (Alavi and Leidner, 2001).

KM has also been defined in numerous ways depending on the purpose of research. (Alavi and Leidner, 2001) defined KM as a systemic and organizationally specified process for acquiring, organizing and communicating both tacit and explicit knowledge for employees so that other employees may make use of it to be more effective and productive in the working environment' (Duffy, 1999) describes KM as 'a process capitalizing on organizational intellect and experience to drive innovations'.

According to Nonaka, (1994) Knowledge management can be classified in two categories:- Tacit and Explicit Knowledge. Tacit Knowledge (intuitional, experience, know-how) represents knowledge that cannot be written down, exists in people's head and is extremely difficult to transfer because it is possessed individually or collectively. Explicit Knowledge (Codified Knowledge) is easily codified and can be shared through a book or a physical sense. (Davenport & Prusak's, 1998). Knowledge codification involves the conversion of knowledge into accessible and applicable format. Knowledge transfer includes the movement of knowledge from its point of origination or codified form to the point of use.

Both types of knowledge are important, however this paper will focus on knowledge creating a view of firm conversation process between tacit and explicit knowledge socialization, externalization, combination and internalization helps and synthesize subjective knowledge values in to objective and socially shared organizational knowledge (Nonaka, Umemoto, & Senoo,1996). Both explicit and tacit knowledge should be managed simultaneously toward achieving greater results (Jordan & Jones 1997).

In general, explicit knowledge and tacit knowledge are the intangible assets any organization holds to provide excellent service to their customers. Knowledge has

become the driving force in our economy today. It powers the ability of professionals to be their best through efficiency, and to deliver valuable services to its customers.

2.4. Benefit of Knowledge Management (KM)

The overall purpose of the study is to share the application of knowledge creation and sharing process and the integral function of knowledge sharing practice particularly in higher education institution. The emphasis here is on the sharing process of Knowledge management acquiring, communicating, adopting and securing. The research will be more elaborates under the review and interpretation of knowledge management literatures by different perspectives with a focus on the potential role of higher institution. In the specific focus towards indentifying the important area of future research presenting a detailed process view of organizational Knowledge management related to the significance of KM sharing practice, particularly in the higher institution.

The prominence is on the creation among Knowledge management processes, because Knowledge creation emerges as one of the most important and widespread practical management issues in 1990s. Spender (2008) explain successful organizations now understand the importance of managing knowledge, developing plans as to how to accomplish the objective and devote time and energy to these efforts. This is because Knowledge management has been described as a key driver of organizational performance and one of the most important resources for the survival and prosperity of organizations.

Therefore, managing and utilizing knowledge effectively is vital for organizations to take full advantage of the value of knowledge. The attention and importance given to the acquisition of Knowledge management in literature is well known practice in the past years. It is also of necessity due to changes in the globalized working environment it increases global competition, the speed of information and knowledge aging, dynamics of both product and process innovations and competition through the buyer's market Greiner (2007)

2.5. Emergence and Evolution of Knowledge Management

In this section of the study will focus on the concept of Knowledge management applicable in colleges and universities. How higher education institutions leverages knowledge to prompt innovation, improve customer service, or achieve operational excellence. However, although some examples exist, they are the exception rather than the rule. Knowledge management is a new field, and experiments just beginning in the sectors of higher education. We believe there is tremendous value to higher education institutions that develop initiatives to share knowledge to achieve business objectives. This research outlines the basic concepts of Knowledge management as it is applied in the corporate sector in viewing of trends and examinations how it applied or might be applied in higher education and to discern whether higher education is ready to embrace it. (Jashapara, 2005).

In higher institution knowledge should oriented toward making existing knowledge useful. It enables knowledge conversion institute's ability to organized, integrate, combine, structure, coordinate or distribute knowledge. The primary goal of any organization should be to integrate the specialized knowledge of many individuals sequencing routines and group problem solving and decision making. Gold, (2001)

2.6. Need for Knowledge Management in Higher Institution

Knowledge management in higher educational institution are better able to increase student retention and foster better graduate rates, working environment to analyze the cost effective use of technology. In adapting Knowledge management they meet more enrolment, transform existing transaction based system to provide information. Higher institution such as described completes an environment where institutions cross state and national borders to meet student needs continuously at anytime or anywhere. The present complex knowledge society requires the institutes to be constantly evolving, innovative, investigating, analyzing, predicting and responding to opportunities and threats.

According to (Davenport and Prusak, 1997), most Knowledge management projects have three effective aiming points: That the first, to make visible and show the role of knowledge in an organization, mainly through maps, yellow pages, and hypertext tools; the second, to develop a knowledge-intensive culture by encouraging and aggregating behaviors such as knowledge sharing (as opposed to hoarding) and proactively seeking and offering knowledge and the third reason, to build a knowledge infrastructure not only a technical system, but a web of connections among people given space, time, tools and encouragement to collaborate.

There are driven factors for the need of KM in an institution; these are also an organization survival edge, competitive differentiation, globalization effects and aging workforce considering the management dynamics today. The need of KM is the realization of an organization if its desiring to be competitive it must manage its knowledge if it is to survive in today's dynamic and competitive marketplace. (De Souza, 2011) point out that without an adequate care in how knowledge managed, organizations will not be operating optimally and this will result in the ineffective and inefficient creation and delivery of products leading to unsatisfied customers.

The other common reason for conducting KM is to help in competitive differentiation. KM is a critical driver of competitive advantages nature. It enhances the capacity of organization that enables innovation at a sustainable pace not lacking in the ability to continuously attract new customers; unlike institution not using a KM based formula which could eventually lead to their demise. According to (De Souza, 2011) organization that is able to innovate will be able to secure, and even retain, their competitive positions in the market place.

Another important need of KM as to (Epetimehin, & Ekundayo, 2011) the important need for KM that it reveals efforts to help organizations to share valuable organizational insights in reducing redundancies in the working environments avoiding reinventing the wheel. It reduces training time for employees, to retain intellectual capital as employees' turnover by adapting to changing environments and markets. This includes enforcing a linkage between the archived organizational 'best practice' and the actions taken by organizational members based on that information. This is where the intellectual

organizational creativity and innovation comes into front. KM is fundamentally important skill for anyone working in any type of organization and has many important aspects that contribute to form a strong knowledge management practice.

2.7. Knowledge Management Practice in Higher Institution

Higher education institution without KM can have many challenges in the knowledge based economy. Such challenges can arise from environments or competitors where renewed economic and social systems possesses extended knowledge and specialist skills. Knowledge management engages institutions to effectively administrate knowledge production, to be interconnected with multiple industry research centers and other institutions to produce top quality graduate. Universities are the main instruments of society for the constant pursuit of knowledge. Knowledge management in education institutions should provide a set of matters for linking people (students, teachers, researchers, business and industry external entities) to process of technologies. It focuses on how organizations can promote strategies and practices that help the different actors to share, manage and apply their knowledge.

Using Knowledge management techniques and technologies in higher education is vital in the corporate sector to have an edge in an ever evolving economy base society. Higher institution that possesses knowledge base communication skills can effectively lead in better decision-making capabilities by reduced 'product' development cycles time e.g. curriculum development and research, improved academic and administrative service and reduce operational costs. Higher education institutions faced the same challenges as the private sectors with mounting pressures similar to their counterparts. They experienced the identical challenges due to the completion in providing quality education service. In order to deal with the cutting edge completion, management has to adopt new models in research for excellence. It seems reasonable to propose management techniques such as KM and related strategies to enhance quality and performance. Knowledge management helps entities in making the collective information and experience available to the individual workers (Coukos- Semmel, 2003).

As to Petrides & Guiney, (2002) an academic institution is made up of a number of components or level consisting of faculty, student administration, academics, research training and placement. Each of these levels creates knowledge as well as consumes knowledge though the nature of knowledge varies at each level. It is important to identify the knowledge that each level contributes to the system and the knowledge that each level requires to perform its functions, and find ways to apply this knowledge effectively at the points of use. A strong Knowledge system must hold to the information needs of all the levels.

Higher institutes are the main instrument of society for the constant pursuit of knowledge. Knowledge management in educational settings should provide a set of designs for linking people, process and technologies and discuss how organizations can promote policies and practices that help people share and manage knowledge (Petrides & Nodine, 2003). There are two types of knowledge involved in higher education setting academic knowledge and Organization Management. Academic Knowledge is the primary purpose of universities and colleges. Organizational knowledge refers and suggests strategies for the formation of KM ecology is an academic knowledge framework and also an organizational knowledge framework. It is believed that Knowledge management can be use to support educational administration, which in turn supports teaching and learning (Petrides & Guiney, 2002).

2.7.1. Dimension of KM Sharing Practice in Higher Institution

Knowledge management system strategies and practices can help to identify knowledge gaps, and also assist people in obtaining information they need to encourage them to share it with others. Knowledge management creates means in assimilating people to create new knowledge and improve decision making. Higher institution could use Knowledge management system to improve their organization's mission. (Sveiby. 1997) also stated that Knowledge management could support the preservation of organizational assets by optimizing the knowledge within the organization, encourage knowledge creation process and utilizing that knowledge for teaching and learning. It requires the system to turn personal knowledge into corporate knowledge that can be widely shared

through an organization and appropriately applied. Knowledge is the product of the interaction. It starts with people sharing their internal knowledge by socializing with others or by capturing it digital or analogue form then people will internalize the shared knowledge. This process creates new knowledge and then share this knowledge with others and the process will begins again.

As different research finding support the idea, organizations today days are thriving to pin point their core area of competence and manage the collective knowledge they have in adaptability and better organizational performance. In most case as (Milèn, 2001) stated such Knowledge management initiatives are elements of strategic concerns for which the highest level of management is responsible. According to (Snowden, 2003), organizations are now entering into the third generation of Knowledge management one is devoted to context, narrative and content management. In the first generation, the emphasis was placed on containers of knowledge or information technologies in which KM system leaned heavily toward top-down information technology approach (O'Dell & Grayson 1998). The second generation swung to the opposite end of the spectrum to focus on people with the growing importance of human and cultural dimension of KM. The third stage of KM brought about a wariness of the importance of shared context, described and organized knowledge that the intended end users are aware it exits and can easily be access and applied.

2.7.2. Responsibilities of Practitioners Higher Institution

The practitioners are the one who facilitate Knowledge management and the instructors or the one who has the knowledge, expertise and experience to share. (Prusak, 1996) views institution can have competitive edge through implementing what it knows, how it uses Knowledge management and how quickly it can adapt to new mechanism within the organization in other words how it applies Knowledge Management. The present complex knowledge society requires the institution to be constantly evolving, innovating, investigating, analyzing, predicting and responding to opportunities and threats. Institutions store, accesses, and deliver knowledge in a unique manner. The differentiating factor is the way that value is added to the product or service provided

through effective use of the knowledge available. As a result Universities have to avoid unrelated activities of knowledge and their staffs have to recognize and respond to their changing role in a knowledge based society. (Pentland, 1995)

The knowledge based institutions facilitate excellent characteristics of knowledge workers; they demonstrate strategic, managerial and operational traits. Knowledge workers acquire knowledge gaining practices by collecting knowledge from various sources; once collected, the shared knowledge is distributed. Such procedures in knowledge based institutions are highly advantageous when knowledge is stored and reused through well-organized Knowledge innovation in the creation of incentives that Higher Education Institutions therefore have to cultivate and encourage research oriented curriculums for students. If other higher education institution incorporates such mentioned mechanisms in their curriculum it would improve the overall curriculum enhancement process.

The Knowledge management practitioners of Higher Educational Institutions generally construct characteristics of continued learning by creating awareness about the demand of the ever future changing environments locally in Ethiopia and on the global stage. In terms they extrapolates from their stored resources of new knowledge based strategies within their environments to build teamwork, trust, trust among the workers through the spirit of collaborations, cooperation and coordination. In the spirit of teamwork in an efficient and confident environment, it is the researcher's personal opinion that is safe to say, workers who are knowledge based trained are like bees and ants in sharing their knowledge, their skills and their ideas with one another. At the same time in sharing knowledge they learn from each other. It is also the researcher's view and understanding that Knowledge trained worker is highly motivated to produce the best performance through productivity. Such knowledge based sharing programs in educational institution facilitates good workmanship and service to students, alumni, staff and faculty members.

2.7.3. Challenges of Knowledge Management Practice

According to the case study made by Mitra & Shankar, (2009) in UK. One of the questions asked within the perception of KM theme was 'why is Knowledge management not accepted more broadly in higher education's' The question encourages light vigorous discussion about the nature of "an academic" on how it is perceived and what the characteristics and culture of higher educational institution are in dealing with difficulties in relation to implementing change within the context. In Addressing the first point the 'nature of academics' that academics are by nature of their jobs, experts in their field and the view was that academic views their roles as that of expert in their field. Most qualified to judge the methods and pedagogy implemented in relation to their perception of quality. From the study the academic staff does not want to be managed in the hard-core business sense. The nature of united workers is unification in providing a self-efficient in it in their working environment.

The perception of Knowledge management among academic staff is that their work involves managing knowledge; they are the managers of their own knowledge and consequently are already involved at some level on KM. Academic staff tends to provide very long service to university and hence, if they all leave at once or if the knowledge base chain-link or flow is broken this could have a detrimental impact on the school or faculty because they are like bees codependent upon each other. This finding is in line with the research of (Beckerman, 2001) first published in 1989. The university as a whole is impacted in various ways by this and institutions ability to encourage supports for instructional wide initiatives and change in KM is difficult unless there are perceived and demonstrable benefits at the academic and individual level.

Characteristics and cultural adaptations of universities are the second point for causes in challenges of KM practices. (Martin, 1999) defines culture as the shared meaning, shared understanding and shared sense making contributions to the personality of an individual or an organization. It also has to be understood, within a customized organizational culture, however within such characteristic cultural adaption based universities there are subcultures operating at lower level of influence (Cole, 2004). Characteristic of universities as to Morgan sub-cultures existed within the universities. Universities

environment are very complex structures and therefore organizational change and the decision making process is at times are very long and the rate of change within this context is at times can be slow.

CHAPTER THREE

The Research Design and Methodology

Introduction

The chapter describes the research methodology used in the investigation of KM practices in the educational institutions specific to St. Mary's University. The chapter starts the research problem and the research question, which come from the theoretical discussion of KM and Chapter one and the literature reviews tin chapter 2. More information on the private higher education is then given before the research procedures and decried.

3.1. The Research Design

The central focus of this research is on how higher educational institution i.e. St. Mary's University had practiced knowledge management. As stated in the reviewed literature of the Knowledge management practiced, the researcher seeks to help in the improved instructions of knowledge management by developing a guideline in which they can foster a knowledge friendly environment in a continued pace.

In this research the researcher choose a simple random sampling and judgmental sampling approach. Simple random samplings were selected because they enabled each element to have an equal chance of being selected. For the qualitative data gathering, judgmental sampling were used because the researcher believed that representative sample were conducted by using sound judgment which proved to be effective when only limited number of people were served as primary data sources.

In this study a descriptive survey approach was used to assess the knowledge management practice according to respondent's opinion. In perception regarding each of the practice implemented in the institution it would show that in the study both quantitative and qualitative data were used and collected separately but concurrently. It would also reveal that the data gathered in the qualitative were supported the quantitative

data in order to complement each other and after the data analyzed the qualitative data were put in a narrative form together along with the quantitative data analysis.

Knowledge management practice of the institution was measured by asking the respondents to assess its level into one of the five categories: Strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. The extent of agreement was measured through the Likert scale assessments ranging from 5 strongly agree and to the least 1 strongly disagree. Finally, an open ended question using semi-structured interview were also conducted to find in depth information on the subject of the study

3.2. Sources of Data

The data were gathered from two sources: primary and secondary data which were collected from the respondents. This helped the researcher to get relevant data on related matters to insure relevant sources. Primary data were collected from respondents' i.e. academic staff, administrative staff, the students and the research and knowledge management office team and heads. Secondary, data were collected from the university's registrar office, The RAKMO manual, bulletin and different manual manipulated by the human resource department staff data.

3.3. Sample and Sampling Techniques

3.3.1. Sample

In this study, three groups of respondents were directly involved as a primary source of information. There were four participants of the school communities that were knowledgeable on the practice and subject of KM which were involved, i.e. in total 30(100%) of academic staff, 37(100%) of administrative staff and 52(89.7%) student and 4(80%) of the research and knowledge management office member. Simple random sampling used for the three respondents i.e. the academic staffs, administrative staff and the students used the random sampling which were given to the participants.

In summary, a total of 125 questionnaires distributed and from the 119 questionnaires has returned successfully, i.e. (95.2%). For the semi structured interview for 5 of the

RAKMO team only 4 of them has participated that goes 80%. The contribution of the entire candidate had recognized and helped for the quality of the study.

Table 3.1 Sampling size Determination

Candidates	Population	Sample taken	Participate Sample	Participated Sample in %	Sampling technique	Data gathering instrument
Academic	229	30	30	100%	Simple random	Questionnaire
Administrative	293	37	37	100%	Simple random	Questionnaire
Students	454	58	52	89.7%	Simple random	Questionnaire
RAKMO team	5	5	4	80%	Judgment sampling	Interview
Total	**981**	**130**	**123**	**94.61%**		

3.3.2. Sampling Technique

Simple random sampling and judgmental sampling were used in the selection process in the research. SMU are comprised of two branches with one in Addis and this research has revealed that since the year 2005 E.C the university has 988 staff members of whom 44% are female and 56% are males. Form the total staff, 22% were academic with the remaining administrative staff, In terms of qualification, 32% holds a Bachelor degree and above. The number of permanent staff accounts about 86% of the total with the remaining constituting part time and contract employees. (RAKMO Profile, 2005)

Given the fact that the University embarked on different graduate programs, it has more than 15 academic staff serving the University with a rank of Assistant Professors and above. The number of academic staff from the total of 275(100%), 229 (83.2%) are the permanent staff then 30(100%) of the targeted sample that has taken randomly. For the administrative staffs, from total of 293, 37(100%) of the target that taken proportionally and uses random sampling for the data gathering. From the total of 454 students selected

for the research 52(89.7%) of them were randomly. Three respondent were also seen as a good source of information in the research

The sample of this study relied on available subjects, who were close at hand or easily accessible (Wiig & Jooste, 2003). In order to make the study more manageable to achieve the desire result the researcher considers it necessary for clarity and efficiency to use quantitative sampling technique. It is impossible and impractical to include every members of the population of desire in the investigation or the study. According to Dove (2003) time, money and resources are the most common limiting factors for not including every member of a population. As a result the researcher has to make sure whether the sample taken is true envoy of the study population or not, this has given the researcher assurance that the outcome are the representative of the population and advisable to have a large number of randomly selected target groups.

In the determination of the sample size, the researcher has taken some important factors and the participants who had included in the research are the academic staff, Administrative staff and student. In selecting the student representatives because of constraints particularly of time and resource constraints the researcher has selected the 2015 year entrance MBA students for the research sampling. In this case the sampling technique used was judgment sampling which technique involves the division of a population into smaller groups. This technique formed the based on members shared in a number proportional to the size with the other population. The selected research students were those who were preparing the research papers and candidates and to the presenters. This process helped the selection to become more representative and manageable as a result the total numbers of students who participate which were 454. The number of permanent academic staffs is 229 and 293 Administrative staffs for the year 2007 E.C. Other participants were those who would have dominant role in knowledge creation, adoption, communication, sharing and securing practice. Last but not least,- the students who participate in the knowledge management process which were about 454 MBA General Management students; they were selected because of their Knowledge sharing practice on the campuses and they added a unique perspective form on the economic perception. These in all make up the total population of 976. According to Carvalho

(1984). The total sampling size taken lies between 501-1200 to the total sample 125 people. The total samples were proportional. For the three selected populations 30 were of academic, 37 administration staff, and 58 of students.

The necessary data had selected using simple random sampling technique. This implies that the respondent selection enabled to have an equal chance of being selected and able to make each figure to generate or to represent the total population. This technique has selected because the technique is considered being the best technique in assuring the representativeness of all characteristics of the population even though the researcher may not have been considered (Martensson, 2000) An *interview* were made with the selected top administrative staff in order to collect the necessary information on the overall plan and the activity of the department (RAKMO) which served as an enlightening source in making the research. The interview may include the Research and Knowledge Management Office and for the top management team because their input is essential in order to include all information regarding KM practice of the institution.

3.4. Instrument and Procedures of Data Collection

3.4.1. Instrument of Data Collection

Questionnaires and semi structured interviews were the instruments used to collect the necessary information from primary data sources. Document review was employed to secure data from secondary sources (annual manuals, policy document, reports, plans) The researcher used questionnaires for the three candidates' i.e. administration, academic and student which were closed-ended questionnaire like in the liker scale in order to get the necessary response. According to their roles in the institution a separate questionnaire were developed. Administrative staff, academic staff, the students and the Research and Knowledge Management Office members were selected due to their roles in the institution which were vital in working closely with Knowledge management practice. Semi structured interviews were used for the RAKMO department team because they were few in numbers. Document analysis was also use as an additional data collecting tool.

According to (Weaver, 1996), questionnaire is an instrument for collecting survey information, providing structured, it is widely used and useful and often numerical data, being able to be administered without the presence of the researcher, and often made straight forward to analyze. The questionnaire was self developed using the literature and it was to be completed separately by students, academic staff and administrative staff. The questionnaire had four parts, part one contained respondents personal and professional background. Part two until four the question has developed according to the basic questions developed. All parties' response or the rating on Knowledge management practice was provided by the actual practice in the institution and also for the improvement of private higher educational institution in the role of knowledge creation/ adoption. This would also include sharing, communicating, storing and securing trend also known to be the actual practices and problems faced in facilitating these activities. For further information the questionnaire is attached as annex I-VI at the end of this research paper.

As it described by (Lopez- Nicolas, 2011), an interview enable participants to be the interviewers or interviewees to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view. As a result the researcher set a semi structured interview for the RAKMO department team to assess their view and present activities by the department or the existing practice on Knowledge management sharing practice. The view/opinion or the suggestions of five interviewees is highly influential because they played a vital role. For further information, the copy of semi structured interview is attached as Annex VI at the end of the paper.

It is undeniably important that pre-test was done to see the extensive analysis of the level and quality of test and items. The responses should give concrete and constructive suggestions on the revision of the questionnaires. It had administered before the official questionnaire be distributed usually done as a targeted sample. It also gives the opportunity to see what questions work well or effectively, or what may be viewed strange. It eliminates what needs to be and addresses what needs to be addressed. As a result the researcher used a pre-tested sampling in order to test the strength of questionnaire. The pre-test was done at one potential institution that was Admas

University. Upon collection of the pre-test of targeted groups the questionnaires had been revised repeatedly to bring clarity in order to complete a scientific study on the '*Assessments on Knowledge Management Practice.*' In addition to the questionnaire, it was revised with the aid and help by AAU post graduate students who also provided a great deal of suggestions and process of eliminations of what is suitable and what works is not works. Much of the elimination and redundancies and grammatical errors were removed.

Research instruments can be validated using experts' judgments and statistical procedures. Therefore, this research tools were validated by experts' evaluated for suggestions for contents within the questionnaires. The experts who commented on the questionnaires were two experts, a student with MA degree from Adama University who participate in the pre-test and the other a PhD student from AAU in EDPM, Education department. All the necessary comments given by those experts including the addition of spelling errors, re-shaping of questions based on basic research questions, and reorganization of tables using Likert Scales and including the modification instruments accordingly.

Reliability of the items/questions has been checked and rechecked before the distribution of questionnaires and was analyzed by using Alpha Test. The computed result of questionnaire items was found to be 0.821. The pre-test result revealed that the calculated value aimed to test the reliability of the instrument was found to be relevant to measure what was intended to measure, because reliability calculated value above 0.70 is considered to be reliable instrument.

3.4.2. Procedure and Data Collection

In the process of testing the instruments and collecting data for the final study, the following procedures were followed. To obtain information about the practice of Knowledge management, the process of creating adopting, sharing communicating, storing and securing process and institutional hindrances in implementing knowledge management where a survey questionnaire had designed. In order to preserve the accuracy of the measurement, each variable's indicators of existence were necessary; the

variables were measured through direct questions. Comparing the direct questions' responses with the average response helped to verify the accuracy of the findings. Prior to administering the surveys, fourteen sample questionnaires were distributed to a group with the same characteristics of the targeted sample to ensure that suggested amendments were suitable. To ensure the reliability of the measurement several check points were included in the survey through replicating certain questions in alternative means. Further, the survey included a combination of positive and negative statement in order to encourage concentration and care while answering. Although the interviews were semi structured using open-ended questions receiving help avoid bias.

3.5. Method of Data Analysis

The researcher covers all the campuses of St. Mary's University that are located in Addis Ababa. A total of 125 questionnaires were distributed and 119 were returned a rate of 95.2%. However, six questionnaires filled by respondents were found to be incomplete and had to be discarded. Thus the analysis was based on 119 respondents.

The study had used both quantitative and qualitative data collection in order to strengthen one another. However, the quantitative data were collected separately using questionnaires and then has analyzed was compiled in detail using SPSS version 20.0 (Statistical Package for Social Science) with appropriate statistical analysis i.e. Frequency, mean Standard deviation and One-Way ANOVA.

The data gathered were organized in tabular and figure forms and in terms of the frequency percentages means and standard deviations to each item of the questionnaire. The data collected by means of semi structured interview were discussed thoroughly to better understand Knowledge management practice. The qualitative data is presented in narrative form together with the quantitative data.

3.6. Ethics Consideration

At all times the researcher adhered to the ethical guidelines of the Research Committee of the University of AAU. The researcher respects the rights and confidentiality of all participants. The researcher obtained informed consent from her research's participants based on adequate information on the project as provided in the letters of introduction included in Appendix I, II & III. All respondents have remained anonymous, participation in this research was volunteers and all participants were allowed to freely withdraw at any stage of the research process.

CHAPTER FOUR

Presentation, Analysis and Interpretation of the Data

Introduction

The section of the research had presented the finding of the analysis study and their interpretations. The study has divided into two (2) sections where the first part shall deal with characteristics or responses of respondents; and the second section also clarifies the analysis of responses from the Administrative, academic and student and the representative of Knowledge management and Research office team of the St. Mary's University.

4.1. Characteristic of Respondents

The researcher's analysis has had an estimate participation of a total of (One hundred and twenty five (125) volunteered sample size from a total distribution of one hundred and forty (140) questionnaire distributed on two (2) sites on the campuses of St. Mary's University located at Mexico area. The research involves three (3) parties of the school's community; they are the administrative, the academic staff and the students. In addition from the selected school community only permanent staffs are preferred to participate in the data gathering process. From the student body the selected parties were the MBA management and the second year students because the researcher believes that this section has had the highest probability of involvement in the research preparation. In addition, it is believed to be the best section more closely suitable to understanding the subject matter, thesis preparation and presentation. It is highly assumed by the researcher that they would also provide the most reliable and correct response. From forty (40) of the questionnaire distributed to Administrative staff a total of thirty seven (37) were returned; from the academic staffs of a total circulation of thirty-five (35) questionnaires thirty (30) were returned. Lastly, from a total of sixty (60) questionnaires distributed from the MBA students a total of fifty- two (52). Therefore, from the total one hundred thirty (130) questionnaire distributed a total of hundred nineteen (119) or 95.2% has been returned. The Table below has conveyed a statistical data analysis for background detail

Table 4.1: **Respondents Demographic Presentation**

Item	*Respondent*	*Frequency*	*Percent*	*Valid percent*	*Cumulative percent*
Sex	*Male*	*77*	*64.2*	*64.7*	*64.7*
	Female	*42*	*35.8*	*35.3*	*35.3*
	Total	*119*	*100.0*	*100.0*	*100.0*
Educational Qualification	*Diploma*	*9*	*7.5*	*7.6*	*7.6*
	Degree	*64*	*53.3*	*53.8*	*61.3*
	MAs	*36*	*30.0*	*30.3*	*31.6*
	PhD	*10*	*8.3*	*8.4*	*100.0*
	Total	*119*	*100.0*		*100.0*
Marital Status	*Married*	*56*	*46.7*	*47.1*	*47.1*
	Single	*57*	*47.5*	*47.9*	*95.0*
	Divorced	*6*	*5.0*	*5.0*	*100.0*
	Widowed	-	-	-	-
Year of service	*1-5 years*	*16*	*13.3*	*13.4*	*13.4*
	6-10 years	*25*	*20.8*	*21.0*	*34.5*
	11-15 years	*71*	*59.2*	*59.7*	*94.1*
	16-20 year	*7*	*5.8*	*5.9*	*100.0*
	21 and above	-	-	-	-
Age	*20-25 years*	*3*	*2.5*	*2.5*	*2.5*
	26-30 years	*10*	*8.3*	*8.4*	*10.9*
	31-35 years	*75*	*62.5*	*63.0*	*73.9*
	36-40 years	*22*	*18.3*	*18.5*	*92.4*
	41-45 years	*4*	*3.3*	*3.4*	*95.8*
	46-50 years	*1*	*.8*	*.8*	*96.6*
	51 -55 years	*3*	*2.5*	*2.5*	*99.2*
	>61 years	*1*	*0.8*	*0.8*	*100.0*

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As can be seen in the above Table out of 119 total respondents 77(64.2%) of them were males whereas 42(35.8%) were female. This shows that the number of the male respondents were greater than the number of female respondents.

In the case of the second item, for the educational level of three groups of respondents, it has shown that from the four groups of educational level i.e. the majority of the respondents were categorized under the BA Degree represented 64 of them (53.3%). The next highest were staffs who held MBs. When the researcher stated the cumulative result numerically 36 of the respondents or (31.6%) and 10 of the participants (8.3%) were PhD holders. Diploma holders were 9 in numbers; out of the 119 respondents their cumulative

percentiles were (7.6%). In general the data represented of St. Mary's University reveals that the institution has a well-qualified staffs. The researcher can say that the participants were well-qualified and can provide better information for the study.

The third item described about the marital status of the three groups of respondents, categorized in four groups, as single, married, divorced and widowed. The majority of the respondents were found to be single and the cumulative percentile showed 47.5%. The next highest were the staff who were married and their number were 56 or (46.7%) which is not far from the single staff members. Next were those who were divorced which were six (5%) and according to the data there were no widowed staffs members. In general the data for the marital status which was of the majority under single and married category. It is assumed that married staffs were more valuable for an institution because they were observed as settled due to the nucleus family structure. It was also observed they needed a continuous sustainable income to support their families and change employment at a less rate. In the case of St. Mary's University the comparison analysis revealed a balanced ratio between singles and married staff making employment amongst its staff longer and reducing turnover at a less rate.

In dealing with the fourth item which is the year of service 71 of the respondents or 59.2% of the participants had 11-15 years of experience and 25 of the respondents were seen to contain the next highest year of service i.e. from 6-10 year of experience. Thirdly, 16 of the respondents accounted for 13.3% of the respondents and only 7 respondents held the highest work experience as seen with 16-20 years of service. These groups, even though their number is less they have the most valuable insights in solving problems. The institution was viewed to have a favorability to have them because their experience contributed tremendously especially within the educational field where they could share their knowledge and skills easily. The researcher have seen in the analysis that having a well experienced staff meant producing a quality education that can provide a more reliable tool and a better way of approaching problem manifested in the working environment.

Item five of the Table 4.1 describes the ages of the respondents. In this Table there are eight categories where the respondent's age were distributed. According to the analysis

above 75(62.5%) of the respondents were grouped under the ages between 31-35 years. 22 of the respondents were grouped between the ages of 36-40 years. The next 10 respondents were between the ages of 26-30 years taken 8.3% of the total respondents. The fourth age group are only 4 respondents between 41-45 years of age i.e. 3.3%. There are two groups of which each had 3 respondents and they were grouped between 20-25 years of age and 51-55 years of age respectively. And at the last two groups had only 1 respondent that grouped under the age of 46-50 years and >61 years of age respectively. In conclusion the researcher saw the age ratio of the respondents as the majority of the work force at St. Mary's University which were categorized from 26-40 years of age and the total number of these people were 107 staffs this takes approximately 90% of the staff that were more of flexible, energetic and showed a productive work force.

4.2. Institutional Practice on Knowledge Management

In this section the data presentation and analysis were thoroughly conducted made with aims of answering the basic question related to the practice of Knowledge management (KM) and sharing at St. Mary's University. While answering this basic research question, established at the initial stage of this research, the researcher used the actual data taken from the respondents' views, collected through the questionnaire and the interview.

As can be seen from the following Table, the data analysis and interpretations were done using both descriptive statistics (numbers, means and standard deviations) and inferential statistic (One-Way ANOVA).The former was used with the aim of describing the views of the sample data: whereas the latter was employed to check the significance of opinion variations among the three group respondents so as to make a valid conclusions. In doing so, the statistical package for social sciences (SPSS version 20) software was used

While interpreting the results, the researcher used the cut point which was conventionally been used by many researchers. To this end, the mean values given for each Likert scale were:*4.5 to 5.00 strongly agree, 3.5 to 4.49 Agree, 2.5 to 3.49 Neither agree nor disagree (undecided), 1.5 to 2.49 disagree and 1.0 to 1.49 Strongly disagree.* In short, the main the comparisons were made to explore the specific relationships among the three groups. That is, if the P-values were less than 0.05, the groups' means differed significantly.

4.2: Response on Knowledge Management practice

ITEM	RESPONDENT	N	Mean	Std. Deviation	Std. Error	F	Sig.
Provision of facilities& resource is available to enhance Knowledge Sharing practice	ADMINSTRATIVE	37	3.919	.8293	.1363	5.436	.006
	ACADEMIC	30	4.100	.3051	.0557		
	STUDENT	52	3.654	.5561	.0771		
	Total	119	3.849	.6330	.0580		
Availability of necessary time and material support for program facilitation	ADMINSTRATIVE	37	4.054	.5747	.0945	9.642	.000
	ACADEMIC	30	4.000	.4549	.0830		
	STUDENT	52	3.538	.6991	.0969		
	Total	119	3.815	.6505	.0596		
Transparency between academic staff and related department on Knowledge management sharing culture	ADMINSTRATIVE	37	3.135	1.2284	.2020	.161	.851
	ACADEMIC	30	3.000	1.2034	.2197		
	STUDENT	52	3.019	.9391	.1302		
	Total	119	3.050	1.0958	.1005		
Presence of research and publication out put	ADMINSTRATIVE	37	4.027	1.0405	.1711	6.591	.002
	ACADEMIC	30	3.967	.5561	.1015		
	STUDENT	52	3.500	.5774	.0801		
	Total	119	3.782	.7829	.0718		

** The mean difference is significant at the 0.05 level F= significance level*

Item 1 in the above Table deals on the inquiry on the provision of facilities and resource availability which enhance Knowledge Sharing practice as shown in each respondent of the administrative staff takes(Mean=3.9, SD=0.82) for the academic staff (Mean= 4.1, SD= 0.35) and the student takes (Mean = 3.6, SD=0.55) and in this case the mean difference between the three respondents show insignificant and it could be strength by the (F ratio 5.4 and P>0.05). Under the question in Item 2 the question seeks to investigate the availability or presence of necessary time and material support for program the administrative staff takes (Mean= 4.0, SD= 0.45), the academic staffs (4.0, SD=0.30) and the student (Mean= 4.0, SD=0.45) consecutively. The result shows there is insignificant among the respondents and as seen the (F= 9.6 and P< 0.05) but the mean value indicated very little differences. This result would indicate the presence of the facilities and necessary time and material support for program facilitation was also satisfactory.

In this section of Item 3 of the questionnaire, it seeks to understand the institutional trend in terms of the Knowledge management practice at St. Mary's University on the transparency between student and related department on KM and sharing practice, as the summarized table shows above the administrative staff takes (Mean= 3.1, SD=1.22), for the academic staff (Mean=3.0, SD=1.2) and the student also has taken (Mean= 3.0, SD=0.93) as stated all three respondents listed under undecided categorized between (2.5- 3.49 undecided). This was also strengthened by the ANOVA result F=0161 and P >0.05 indicating agreement of responses among the three groups. Here we can conclude that transparency between academic staff and related department on Knowledge management and sharing culture found to be neither strong nor weak.

The fourth and the last item had set to investigate research and the presence of research publication output and that could help for a better expansion of knowledge management and sharing practice to grow in a constant phase and the result that has shown the administrative staff participant (Mean= 4.0, SD=1.04) and the academic staff (Mean=3.9, SD=0.55) and the last respondent i.e the student (Mean=3.5, SD=0.57), as the mean result of the three respondents shows all falls under the agreed and the F ratio shows 6.591 and P> 0.05 which show significance, as a result this indicates there were presence of research and publication output in the institution.

As to the opinion of the participants in the interview shown that Knowledge management and sharing practice concerns in the department that established a separately handled Knowledge management and research and its main duty is organizing event on calling for participants for research or study shared mainly with the school and external parties. However there was less concern within the institution especially in classroom level where students, on producing different practical findings and creating means to share it to other students. Also there is no organizational policy found that enhance the process on a continuous bases.

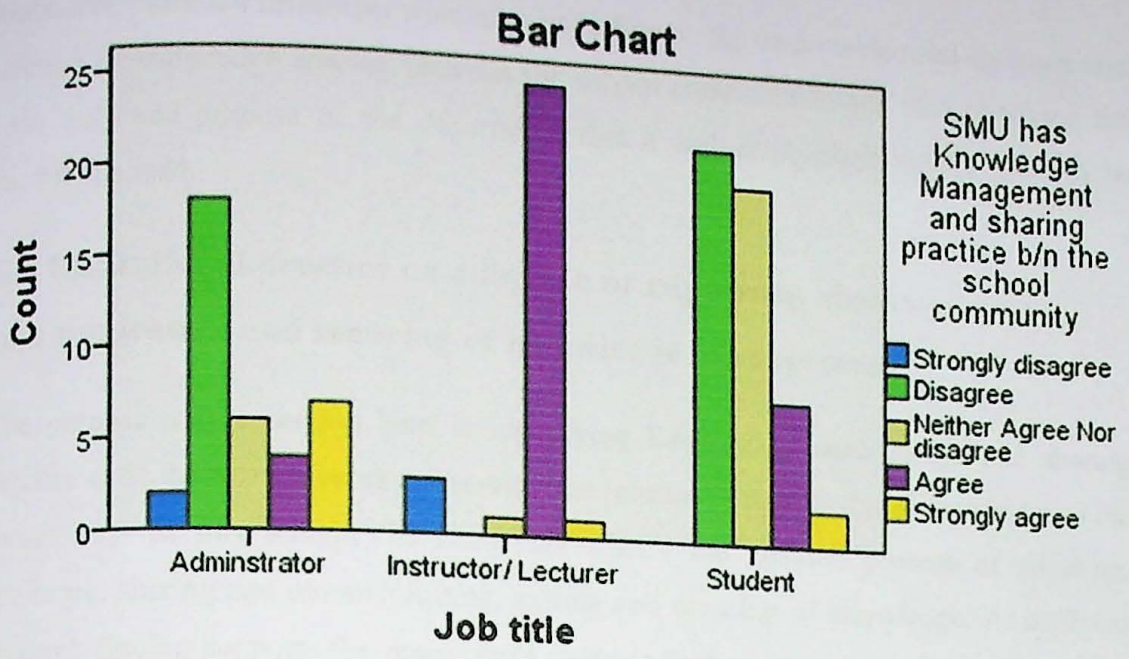


Figure 4.1. Response on Knowledge management practice at SMU

The bar chart shown above for the questions that seeks to understand the institutional trend in terms of the Knowledge management and sharing practice at St. Mary's University. According to Syed and Rowland (2004) KM sharing culture of an organization is the major factor that can make or break the success of Knowledge management initiatives. In St. Mary's University as the bar graph above portrayed the administrator and the students had shown their disagreement on presence of Knowledge management and sharing practice. This could imply that the neither the administrative staff nor the students had the awareness on the presence of Knowledge management and sharing practice between the school community. However, on the contrary the result of the academic staffs showed that they agreed on the presence KM practice.

This figure can tell us that the majority which is 89(74.7%) of the respondents had shown disagreement which implies the SMU hasn't established a clear understanding on the awareness between the school community on Knowledge management practice. The remaining 30(25.3%) had agreed. This generally can direct the researcher to even conclude that although there is a presence of Knowledge management practice in the institution it is still under question of its duty in providing clarity which can assume

doubt. Therefore the researcher wanted to underline on the undeniable need on awareness creation of knowledge sharing between the school communities and also clarifying the main duty and purpose of the department that a well-established system need to be institutionalized.

4.3. Institutional practice on adoption or capturing, sharing, communication and securing of Knowledge Management

The purpose of the section here is identifying Knowledge management and sharing practice at St. Mary's University observing the process of Knowledge management as the center key. In this section the researcher clarify the chained process of adopting, acquiring, sharing and communicating, storing and securing of knowledge. As different research finding supports the researcher's analysis finding show how that organizations today are thriving to pinpoint their core area of competence and to manage the collective knowledge they have in adaptability and better organizational performance. Successful institution today now understand why they must manage knowledge and develop plans as to how they accomplish this objective and devote time and energy to these efforts. This is because Knowledge management has been described as a key driver of organizational performance (Matayong & Kamil, 2013). And one of the most important resource for survival and prosperity of organization (Kumar, 2012), as the result this section assessed the process of adoption or capturing, sharing and communication. Lastly the researcher highlights the storing and securing and has shown in details on the following section below. For the three respondents there are five items presented on the data gathered. For the analysis the mean and SD, using One-Way ANOVA is used.

4.3.1 Practice in Knowledge Management Creation, adoption/acquiring

4.3: Response on Knowledge Creation and Adoption

ITEM	RESPONDENT	N	Mean	Std. Deviation	Std. Error	F	Sig.
Knowledge creation, adoption is practiced in a sustainable pace.	ADMINSTRATIVE	37	4.216	.8542	.1404	143.418	.000
	ACADEMIC	30	3.967	.7184	.1312		
	STUDENT	52	1.904	.5691	.0789		
	Total	119	3.143	1.3037	.1195		
Personal dedication and motivational contribution of the staff conducting Knowledge creation or adoption.	ADMINSTRATIVE	37	3.297	3.3654	.5533	1.278	.283
	ACADEMIC	30	2.533	.9732	.1777		
	STUDENT	52	2.788	.8930	.1238		
	Total	119	2.882	2.0302	.1861		
Emphasis is given for best value and purpose on Knowledge management practice	ADMINSTRATIVE	37	4.054	.8147	.1339	23.958	.000
	ACADEMIC	30	4.267	.6397	.1168		
	STUDENT	52	3.346	.4804	.0666		
	Total	119	3.798	.7544	.0692		
Well established system for staff members in knowledge adoption and capturing in school community	ADMINSTRATIVE	37	3.946	.8802	.1447	4.781	.010
	ACADEMIC	30	3.967	.7184	.1312		
	STUDENT	52	3.538	.6091	.0845		
	Total	119	3.773	.7528	.0690		
It is available in the curriculum and open for implementation	ADMINSTRATIVE	37	4.216	.7504	.1234	27.164	.000
	ACADEMIC	30	3.600	.4983	.0910		
	STUDENT	52	3.250	.5557	.0771		
	Total	119	3.639	.7334	.0672		

** The mean difference is significant at the 0.05 level F= significance level*

Item 1 in this section of the analysis on the institution of creation, adoption of Knowledge is a sustainable pace. The result indicates that the administrative staff revealed (Mean=4.2, SD=0.85), the academic staff revealed (Mean= 3.9, SD= 0.71) the student (Mean=1.9, SD=0.56))the one way ANOVA result revealed (F ratio 143.418 and P< 0.05) as the mean indicates there showed agreement with the administrative and academics staffs however the student mean value indicate a disagreement. That implies significance. As the mean result shows the administrative and academic staff had an agreement and the students were undecided.

Also from interview information gathered through that

> *The institution had highly motivate instructors besides the teaching and learning process instructors were encouraged to develop a research on the subject matter; they specialized 25% of their lesson preparations by devoting and developing materials. This practice enhances the quality of the teaching and learning process, also there is practice of Knowledge creation, adoption in a sustainable pace. The respondent stated that they can't be certain in order to keep it consistency because of high movement of the teaching staff; they said, There's always a continuous movement of academicians' that result for the inconsistent growth of Knowledge creation and adoption practice. The other opinions found from the interview were on the best value and purpose on Knowledge management and sharing practice was from the department that had taken the full responsibility.*

However, it hadn't done much on how it worked from the students and other academicians working in the institution. The researcher had observed that such process had to be shared online and doesn't take the full initiative to make sure available work was shared on a continuous base.

These practices enable educational institutions to become more competitive and preferably to develop their institution as a quality and resourceful facility. This is supported by the scholars in Knowledge management on the creation, adoption practice is in keeping of a sustainable pace. (Baskerville 2006: 83) "In this rapidly changing global environment higher education institutions have been testing many challenges. As we are in 21st century, this may take as that higher education institutions are more closely integrated with the world, to acquire the best of knowledge, creativity and innovation which are the essential elements of booming societies"

The second item on the above Table addressed personal dedication and motivational contribution of the staff in conducting knowledge creation or adoption. The scholar Cong and Petrides, (2003) are of the view that "the success of KM and sharing practice initiatives depends upon people's motivation, willingness, and ability to share their knowledge and to use the knowledge of others." Beckerman (2001, p.325), the level of commitment of an employee on how he or she may feel towards their employer is likely to affect their loyalty to the organization. As it is "without loyalty, knowledge is lost." In order to increase Knowledge management to a higher level institutions a purpose would

have to be put in place to increase motivation and Knowledge creation (Nonaka, 1994). Trust created and maintained through interactions is vital for Knowledge generation and sharing, motivation, loyalty and belonging in organization (Kotrlik and Higgins, 2001)

Accordingly as is seen in the statistics of the administrative staff (Mean=3.2, SD=3.36), the academic staff (Mean=2.5, SD=0.97) the student (Mean=2.7, SD=0.89) the One- way ANOVA result shows F ratio represent 1.278 and the P> 0.05), this shows there is insignificant difference on the response as the mean which stated almost all the respondents had answered undecided. The researcher can conclude that the personal dedication and motivational contribution of the staff to conduct Knowledge creation and adoption is less emphasized and are in need of an improved system in order to make it precipitant.

Item 3 clarifies the emphasis given on the best value and purpose on Knowledge management and sharing practice which could involve in the implication in giving emphasis for best value and purpose on Knowledge management and sharing trend. The researcher's result shows by the three respondents' the administrative staff (Mean=4.0, SD=0.81), the academic staff (Mean=4.2, SD= 0.63) and the student (Mean 3.3, SD= 0.48). The one way ANOVA shows F ratio=23.9 and P < 0.05, the result shows significance. Hence the mean result for the administrative staff and the academic staff show agreement however the student has shown undecided. Emphasis given on best value and purpose on Knowledge management and sharing practice in the institution considered undecided by the students. According to (Begona, 2008). An institution needs to build systems for sharing the best value of Knowledge available in a continuous base because what works yesterday may or may not work tomorrow hence learning and relearning processes need to be designed in to the institutional leading process.

Item 4 request the respondent on the proper established system for staff member in knowledge adoption and capturing in school community. The administrative staff (Mean=3.9, SD=0.88) the academic staffs (Mean= 3.9 and SD= 0.71) and the student findings (Mean= 3.5,SD=0.60) as the mean result in all the three groups shows that the Knowledge adoption and capturing in organized system is well established although the statistical test showed slight differences.

On the last item question it inquires of the availability in the curriculum and is opened for implementation. (Spender,2008) suggested that universities can accomplish their mission as a learning organization and provide curriculum that supports models and solutions exploited through Knowledge Management, aiming to acquire knowledge to use organizational performance. The result shows between the three respondents i.e. the administrative staff (Mean=4.2, SD=0.75), the academic staff (Mean=3.6, SD= 0.49) and the student (Mean=3.2, SD= 0.55) this implies the majority of the respondents agrees in the availability of Knowledge. ($F= 27.164$, $P < 0.05$) this shows there is significance. To this end, the academic and administrative staff revealed an agreement but students were found undecided.

4.3.2. Knowledge Sharing and Communication culture

As Chapter 2 highlights after creating or the adopting phase by bringing about awareness on the importance of shared context it is both described and organized knowledge that the intended end users can easily access and applied. According to Yeh, Lai and Ho (2011) information technology enables rapid search, access and retrieval of information, and can support teamwork and communication between organizational members. The result of this section will clarify the existing practice on knowledge sharing and communication in St. Mary's University. It is would be explained at the next Table 4.4.

4.4: Response on Knowledge sharing and communication

ITEM	RESPONDENT	N	Mean	Std. Deviation	Std. Error	F	Sig.
Emphasis given in communicating knowledge created	ADMINSTRATIVE	37	4.162	.7998	.1315		
	ACADEMIC	30	4.133	.3457	.0631	20.360	.000
	STUDENT	52	3.385	.6614	.0917		
	Total	119	3.815	.7475	.0685		
Availability and transparency of knowledge produced when needed	ADMINSTRATIVE	37	4.189	.7007	.1152		
	ACADEMIC	30	3.633	.8087	.1477	21.460	.000
	STUDENT	52	3.346	.6827	.0947		
	Total	119	3.681	.8018	.0735		
There is Presentation exchange and debates or dialog on different individual perspective.	ADMINSTRATIVE	37	4.081	.9243	.1520		
	ACADEMIC	30	3.633	.4901	.0895		
	STUDENT	52	3.423	.6958	.0965	8.781	.000
	Total	119	3.681	.7804	.0715		
Availability of scheduled seminar/workshop materiai at the library	ADMINSTRATIVE	37	4.270	1.0967	.1803		
	ACADEMIC	30	4.133	.5713	.1043	4.783	.0.16
	STUDENT	52	3.288	.5718	.0793		
	Total	119	4.209	.8968	.1096		
Individual and instructional Initiatives for continuous progress of knowledge sharing	ADMINSTRATIVE	37	3.811	1.0230	.1682		
	ACADEMIC	30	3.400	.8137	.1486		
	STUDENT	52	3.346	.5561	.0771	4.074	.019
	Total	119	3.504	.8117	.0744		

In the first item of this Table the researcher make an inquiry on emphasis given in communicating knowledge created. Here the result shows for the administrative staff (Mean=4.1, SD=0.79), the academic staffs(Mean=4.1, SD=0.34) and for the student (Mean=3.3, SD=0.66), the mean emphasis among the respondents shows significant difference student response found to be undecided but academic and administrative staff favorably rated the item.

In item 2 the researcher revealed observation of the availability and transparency of knowledge produced when needed. It has been evident that transparency is a major component in facilitating the discovery of sources of knowledge in an organization where opened and broad simplicity flows through inputs of persons within its institution empowering changes. It identifies relationships with other sources of knowledge whether

positive or negative for improvements. It is seen that employees in organization where transparency is known knowledge sharing becomes a relevant sources of expertise information or experience within the organization. Such collection of sharing transparent information on a knowledge based institution can provide creativity and productivity that is being sought (Lee and Fink, 2013). The result for this particular section by the administrative staff (Mean=4.1, SD 0.70), the academic staff (Mean=3.6, SD= 0.80) and for the student (Mean=3.3, SD=0.68). The existence of statistical significance (F= 21.460, P> 0.05) shows mean difference among the three groups. To this end, the academic and administrative staff revealed an agreement but students were found undecided

Here the researcher examines the presentation of exchange, debates or dialog on different individual that contributed the presence of better Knowledge management practice through sharing and communication. As a result Item 3 had attempted to answer this fact through investigative analysis. This fact where the administrative staff (Mean=4.0, SD= 0.92) and the academic staff (Mean 3.6, SD= 0.49) and the student (Mean=3.4, SD=0.69). The F=8.781, and $p > 0.05$ this implies that the mean difference between the three respondent has shown i.e. the academic and administrative staff has shown an agreement but the students were found undecided.

Item 4 assess the availability of scheduled seminar or workshop materials at the library and the result dignify that Administrative staff had a (Mean=4.2, SD=1.09) and the academic staffs take (Mean= 4.1, SD= 0.57) and the students had taken (Mean=3.2, SD=057) and the F value show a rate of 4.783 and P>0.05 that signify there is a significant different of the respondents reply. We can conclude that availability of scheduled seminar or workshop materials is available at the library.

Item 5 also explained on individual and instructional initiatives for continued progress on knowledge sharing which implies that sharing and communicating of knowledge are a vital source for continued progress for Knowledge management in the institution. The result found for this question for administrative staff (Mean=3.8, SD=1.02) the academic staff (Mean=3.4, SD= 0.81) for the student (Mean=3.3, SD=0.55). F ratio shows 4.074

and P> 0.05. The magnitudes between the three respondents were insignificantly different.

From the information gathered from the interview had shown presented that:

> *The Practical experience of St. Mary's University in Knowledge management and sharing practice process in combination with communications reveals that the institutions were implementing various different seminars/workshops which are set annually. This planned program enables the school community to share information and open doors for research and development. The shared resources of these seminars/workshops help all concerned parties get valuable information.*

4.3. 3. Experience of the institution on knowledge storing and Securing Process

Knowledge storing and securing is one of the major contributors for Knowledge management and sharing practice should to be well developed specially in higher educational institutions. The following table below has been developed to list the questions in order to assess the practical experience in St. Mary's University.

4.5: Response on institution knowledge storing and securing

ITEM	*RESPONDENT*	*N*	*Mean*	*Std. Deviation*	*Std. Error*	*F*	*Sig.*
There is Proper documentation facilities	ADMINSTRATIVE	37	4.054	.9412	.1547	16.399	.000
	ACADEMIC	30	4.000	.4549	.0830		
	STUDENT	52	3.327	.5134	.0712		
	Total	119	3.723	.7470	.0685		
Presence of IT department to secure existing knowledge	ADMINSTRATIVE	37	3.838	.9864	.1622	4.352	.015
	ACADEMIC	30	3.533	.5074	.0926		
	STUDENT	52	3.365	.6577	.0912		
	Total	119	3.555	.7669	.0703		
Availability of simple protocol in storing information and data withdrawal	ADMINSTRATIVE	37	4.162	.8979	.1476	19.987	.000
	ACADEMIC	30	3.200	.4068	.0743		
	STUDENT	52	3.365	.6577	.0912		
	Total	119	3.571	.7980	.0732		
Awareness of student in using stored information effectively	ADMINSTRATIVE	37	4.027	.8329	.1369	14.003	.000
	ACADEMIC	30	3.600	.4983	.0910		
	STUDENT	52	3.288	.5718	.0793		
	Total	119	3.597	.7169	.0657		

In the first of Item 1 it assesses the availability of proper documentation. Documentation is one of the valuable means of guarantee of the sustainability and continuity of Knowledge management practice. The administrative staff (Mean=4.0, SD= .94) and the academic staff (Mean =4.0, SD= 0.45) and the student (Mean= 3.3, SD=0.51). As the means result shows all the three respondents which had agreed and find (F=16.399, P< 0.05), of this it implies that significant differences and it can be ccncluded that there is a proper documentation. The next item in the table inquires is of the present IT department. There were no statistically significant differences among the mean scores of the three respondents. The administrative staff mean result shows (Mean=3.8, SD=0.98) the academic staff (Mean=3.5, SD=.0.50) and the student (Mean=3.3, SD=.65) with F- ration of 4.3 and P >0.15) these score implies that there were insignificant difference as the academic and administrative showed agreement the students take undecided.

Item 3 is on the availability of simple protocol in storing information and data withdrawal. (Mean=4.1, SD=.89) the academic staffs takes (Mean=3.2, SD=0.40) and the student (Mean= 3.3, SD= .65) this score shows that the mean result all lies under the agreed and the same as with the F ratio that take 19.9 and P< 0.05 this implies the mean show with the academic and administrative show agreement however the student has taken the undecided this goes with the same with the last or the fourth item the researcher had found was the awareness of students in using stored information effectively as to (Wexler, 2001), explains, it has been observed that many organizations do not suffer from lack of knowledge but rather from ways/means of accessing and exploiting knowledge and often times, trying to access the appropriate knowledge can be difficult, time consuming and frustrating. In this concern the finding shows that the administrative staff (Mean=4.0, SD=0.83) and academic staff (Mean= 3.6, SD= 0.49) and the student (Mean= 3.2, SD= 0.57). The F-ratio and with P< 0.05 as we see the academic staff and the administrative staff had shown their agreement on the awareness of student in using stored information effectively however the student had undecided.

As to the interviewee's opinion:

Even though the institution has facilitate the IT department that works to easily search for new knowledge, information has been observed by students that didn't use it as needed. They were observed as having a lacking of awareness, capacity and time in using the Knowledge available.

4.3.4. The accessibility of acquired, stored and secured knowledge

In investigation on the process of Knowledge management and sharing practice the researcher investigated the accessibility of acquired, stored and secured information and the table below resulted strengthening; it also revealed the importance of the visible application of Knowledge management practice at St Mary University. In order to access the present of the given points the administrative staffs and academic staff are directly involved.

4.6: Response on accessibility of acquired, store secured Knowledge

ITEM	*RESPONDENT*	*N*	*Mean*	*Std. Deviation*	*Std. Error*	*F*	*Sig.*
Stored knowledge can easily be access and shared by the school community	ADMINSTRATIVE	37	4.135	.8220	.1351	67.788	.000
	ACADEMIC	30	4.033	.6149	.1123		
	STUDENT	52	2.442	.8023	.1113		
	Total	119	3.370	1.1189	.1026		
Mini research developed by department	ADMINSTRATIVE	37	4.216	1.0836	.1781	24.300	.000
	ACADEMIC	30	3.533	.6814	.1244		
	STUDENT	52	2.788	.9968	.1382		
	Total	119	3.420	1.1312	.1037		
Internet	ADMINSTRATIVE	37	4.514	.5588	.0919	53.462	.000
	ACADEMIC	30	4.133	.8604	.1571		
	STUDENT	52	2.788	.9566	.1327		
	Total	119	3.664	1.1370	.1042		
Data base management system	ADMINSTRATIVE	37	4.378	.7941	.1306	35.626	.000
	ACADEMIC	30	3.767	.9353	.1708		
	STUDENT	52	2.692	1.0579	.1467		
	Total	119	3.487	1.1993	.1099		
Data warehouse	ADMINSTRATIVE	37	3.541	.7672	.1261	12.863	.000
	ACADEMIC	30	3.533	.6814	.1244		
	STUDENT	52	2.769	.9207	.1277		
	Total	119	3.202	.8980	.0823		

The mean difference is significant at the 0.05 level F= significance level

As one can see in the above table the respondents were asked a series of possible areas on how to access or acquire stored and secured knowledge? In this case the respondents were asked their views on accessibility of the stored knowledge which can easily be accessed and shared by the school community. The administrative staff taken a response of (Mean=4.1, SD=0.82) and the academic staff (4.0, SD=0.61) and the student ((Mean=2.4, SD=0.80) (the cumulative F=67.788, P< 0.5) that shows significance and we can observe the administrative and academic staff had shown agreement and the student are undecided. As it is mentioned in the literature review, after creating and capturing it guaranteed the availability of knowledge and that knowledge should be access in the sense that it assured all desiring knowledge to be more easily transfer or sharing accordingly.

The second item focused on the accessibility of acquired, stored and securing while performing Knowledge management practice, The ANOVA test result on mini developed by department the administrative staff (Mean=4.2, SD= 1.08) and the academic staffs response (Mean=3.5, SD=0.68) the student (Mean=2.7, SD=0.99) F= ratio indicates (F=24.3, P<0.05) that shows significant result. The third item investigated the availability of method of data acquiring and storing through internet and the administrative staff (Mean=4.5, SD=0.55) and academic staff (Mean=4.1, SD= 0.86) the student (Mean=2.7, SD=0.95). This shows a positive rezone on the access of internet in order to use the knowledge stored.

Item four investigates the data base management system of accessing knowledge also another facility to access knowledge and the administrative staff (Mean= 4.3, SD= 0.79) and the academic staff also took a Mean value of (Mean= 3.7, SD =0.93), the student (Mean= 2.6, SD=1.05) this confirms that the data base management system is one of the means for accessing acquired, stored and secured knowledge. Data warehouse is the other means to access acquired and stored knowledge. Item 5 is investigating this method and the administrative staff (Mean=3.5, SD=0.76) and the academic staffs (Mean=3.5, SD=0.68), the student (Mean=2.7, SD=0.92), the One way ANOVA result shows a (F value of 12.863 and P< 0.05) that confirmed the significant difference of the two respondents. In summarizing the data in the table above almost all the administrative and

academic staffs were confirmed on the availability of those means to access the acquired store secure knowledge. However, in all the result the student takes undecided, this made the researcher to conclude that the institution has to work more on raising awareness on the availability or revise the communication means to increase the awareness of on Knowledge management systems and sharing mechanisms.

> *The result found from the interview had revealed that the practical experiences on accessibility of stored information. Even though the university had facilitated the IT facilities the strength of the internet capacity is not yet in good speed where students and others can surf online with the desire or the need to. The other factors are student awareness on information technology and how to access any information needed; here the researcher has observed that more work is needed.*

In dealing with the question in going forward the researcher had examine three respondents' question that inquires for which part and how Knowledge e process works at St. Mary's University and its highly emphasized or usages. The respondent answer has described in bar graph as shown below.

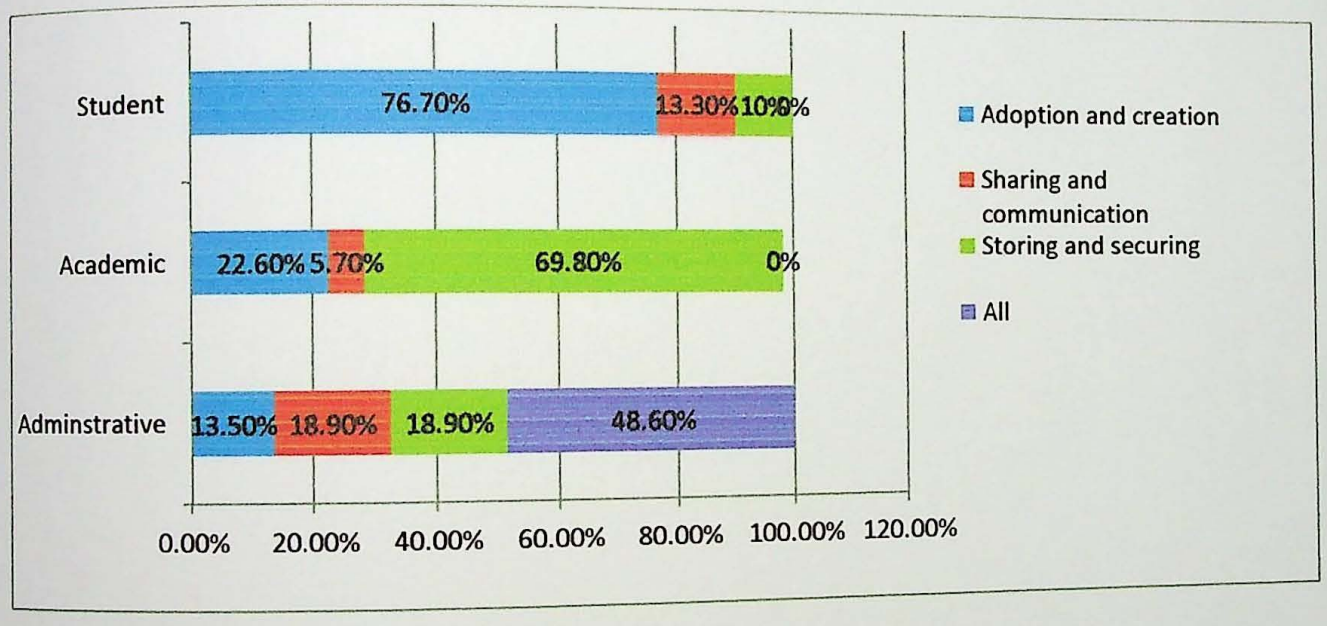


Figure 4. 2: Response on which part of KM does the SMU highly used.

The bar below shows the general perspective of the respondent view on assessing the institutional practice of the Knowledge management process, i.e. creation, adoption, sharing, communication storing and securing. As the bar graph shows the three respondents has answered on the institutional practice on adoption and creation; the

student had rated 76.7%, the academic staff had rated 22.6% and the administrative staffs had 13.5% rates. Here we see the average percentile had taken 38% and it still shows less than 50% of their time is given for adoption and creation.

The next color which represent sharing and communication practice that 18.9% of the administrative and 13.3% of the students and 5.7% of the academic staff revealed that SMU had devote its time on sharing communication. The green color in the bar graph shows representation of storing and securing and the result had shown 69.8% of the academic staff, 18.9% of the administrative staffs and 10% of the students had confirmed on the practice of storing and securing knowledge. In this bar graph only the administrative uniquely response the integrated practice of knowledge adoption, sharing and storing of knowledge available. However this data hasn't been supported by the other respondent that had taken the average percentage of 33%. This represents the presence of storing and communication of knowledge that is practiced. Over all the result can tell us how the components of Knowledge management practiced at St. Mary's University.

4.4. Problem encountered by the institution during Knowledge Management practice.

In this section of the presentation and analysis the researchers finding explain the most cited barriers which could be faced in higher educational institution. The challenges that are encountered by St. Mary's University can be viewed in both internal and external factors. The following items below elaborate the responses in depth.

4.7: Response on Hindering Factors

ITEM	*RESPONDENT*	*N*	*Mean*	*Std. Deviation*	*Std. Error*	*F*	*Sig.*
Support for instructional initiatives and change	ADMINSTRATIVE	37	3.622	1.3406	.2204		
	ACADEMIC	30	5.000	.0000	.0000	2.057	.133
	STUDENT	52	4.000	4.1302	.5728		
	Total	119	4.134	2.8639	.2625		
Information technology barrier	ADMINSTRATIVE	37	3.784	1.0310	.1695		
	ACADEMIC	30	3.433	.5040	.0920		
	STUDENT	52	3.288	.5718	.0793	5.015	.008
	Total	119	3.479	.7574	.0694		
There is absence of talented people and system to management knowledge properly	ADMINSTRATIVE	37	3.027	1.3842	.2276		
	ACADEMIC	30	2.633	1.4016	.2559		
	STUDENT	52	3.250	.5557	.0771	2.962	.056
	Total	119	3.025	1.1234	.1030		
Suitable structure to manage available knowledge	ADMINSTRATIVE	37	3.162	1.3232	.2175		
	ACADEMIC	30	2.800	1.4948	.2729		
	STUDENT	52	3.154	.9158	.1270	.974	.380
	Total	119	3.067	1.2124	.1111		
Lack of attracting and retaining talented people	ADMINSTRATIVE	37	2.946	1.2006	.1974		
	ACADEMIC	30	2.700	1.4420	.2633		
	STUDENT	52	3.365	.6577	.0912	3.980	.021
	Total	119	3.067	1.1026	.1011		

** The mean difference is significant at the 0.05 level F= significance level*

Item 1 under table 4.4 investigates whether there is sufficient support for instructional initiatives and change. The cumulative percent of the response shows the academic staff had strongly agreed that (Mean=5.0, SD= 0.00) the next highest rate were given by the students (Mean=4.00, SD=4.1) and the administrative staff that takes (Mean=3.6, SD= 1.34) with F= 2.0 and (P> 0.05) These score implies there is insignificance and the mean

value also confirmed all three respondent had shown agreement on the presence of support for instructional initiative and change.

For Item 2 observation is on the information technological barrier and is one of the causes for Knowledge management practice in the educational institution and the administrative staff (3.7, SD= 1.0) and academic staff (Mean= 3.4, SD= 0.50) and the student (Mean=3.2, SD= 0.57), as the mean tells the academic staff and the students were undecided in other hand the administrative staffs shown an agreement. For reference the F ratio indicates 5.015 and $P > 0.05$ this implies the insignificance of the result as a result the researcher can conclude that there is presence of information technological barriers that hinder the Knowledge management practice.

In the third item that assesses if there is absence of talented people and system of management of Knowledge improperly shared as the response shows the administrative staff (Mean=3.0, SD=1.3) and the academic staffs response took (Mean=2.6, SD= 1.40) and the student (Mean= 3.2, SD=0.55) as we can see for the F- value that takes F=2.96 and $P> 0.05$. As the mean value stated for the entire three respondents all had fall under the undecided and this helped to conclude that SMU has the absence of talented people and system to manage knowledge properly.

For Knowledge management and sharing practice to grow in sustainable and persistent manner a suitable structure to manage available knowledge is crustal and in this regard the researcher's investigation shows that the administrative staff(Mean= 3.1, SD= 1.32) and the academic staffs had taken (Mean=2.8, SD= 1.49) and the last respondent i.e. the student takes(Mean= 3.1, SD= 0.91) the same taken the F=ratio shows 0.97 and the $P> 0.05$ and as we have observed from the mean result of the three respondents it portrayed it as undecided. The response directs the researcher to conclude that the presence of suitable structure to manage available knowledge is under question and much has to be done.

For the last item the researcher observed the challenges that faced in the Knowledge management practice according to the result shows i.e. the academic staff (Mean= 2.9, SD= 1.20) and academic staff (Mean= 2.7, SD 1.4) and for the student group the result

shown (Mean 3.3, SD= 0.65) the mean difference in this figure shows a F- ratio of 3.9 and P>0.21, the mean result of the administrative staffs, academic staff and the students has shown as undecided. It directly states there is a lack of attracting and retaining talented people who can create, adopt or capture Knowledge Management.

As to the information gathered in the interview:

> *The major challenge that contributes to Knowledge management not to go as intended; one of the main hindering factors is information technology where speed can limit the order to access for internet surfing and finding the necessary information. Such hindrances can be lower enthusiasm between the talented people. Such dissatisfaction can effectively limit the search of knowledge retrievals and hinder the flow for Knowledge management in going as it should. As it underlined before on a continuous movement of knowledge for intellectual and stimulation are the main hindrance for a continuous progress of Knowledge management and sharing practice.*

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter had presented the finding which has been established at the beginning of the research. It has elaborated the summary and major findings from the analysis and has produced the presentation in detail. The researcher has also suggested the possible recommendations and conclusions that has summarized and concluded the research study.

5. Summary

The general objective of this study research were to determine the extent to which higher educational institution specifically in regards to private institution practice on the subject of Knowledge management and sharing and as in regards the take to St. Mary's University and the stakeholders. In order to accomplish the objective in the initially research, the researcher observed the gaps in the lack of recognition granted to private institutions and their contributions in the educational system. In conducting the study the researcher had discovered that there were no studies made or found on the area. The researcher believes that this study can be helpful in giving the responsible body(s) such as in the private higher educational institution the necessary support and recognition it so deserved. The primary objective and main purpose of this study research was to synthesize the relevance of a Knowledge centered work from multiple disciplines in a view that contributes in shaping the researcher's understanding of Knowledge management sharing in an academic cultural institution.

The research has answered such basic research question such as:

1. What are the KM practices in St Mary University?
2. What are the practices during the process of Knowledge management of creation, adoption, sharing, communication, storing and securing?
3. What are the main factors that hinder the while performing Knowledge management practice?

In order to achieve its mission St. Mary's University (SMU) have a distinguished record for taking on the challenge and closing the gaps at its academic institution; it appears from the result from the analysis presented a direct impact in the academic sector in regards to their practical experience of KM and sharing practice. The researcher went further in it research using a descriptive survey. In achieving this end a primary data source was the administrative staffs, academic staffs and student body in all of which had a direct participation on the development of the KM facility or engaging as a user/consumer of Knowledge management and sharing practice. From the researcher's observations, interviews and discovery analysis it was evident that annual planned brochures, documents were actively conducted and distributed on KM at SMU's by the Knowledge management Research office. This office is known for its established and effective implementation of Knowledge management activity purpose.

Throughout the analysis the participants for administrative, academic and student were selected using random sampling methods from the department representatives and heads selected based on judgment sampling from which the selected department representatives and head were selected. The representatives worked in the central office where two branches are located in Addis Ababa in the Mexico area. In the quantitative data gathering there were an involvement of 125(100%) from this only 119(95.2%) of the questionnaire were collected describing in proportion from the 37(100%) of the administrative staff. All questionnaire distributed for the administrative staff had met the data gathering; in the same token the respondents from the academic staffs were 30(100%) and all the respondents had returned their response. From the total 58(100%) respondents of the student body only 52(89.7%) of the questionnaires managed to be returned. For the interview held with the Knowledge management and Research team from 5(100%) participant only 4(80%) managed to participate.

From the major respondents which were the administrative staff, academic and student body a quantitative data collection mechanism were used to strengthen the research. The research had involved interviews and had to organize and analyzed both responses accordingly where the data was interpreted using SPSS 20.0 software. In the use of this special program (SPSS 20.) the researcher mainly used percentage frequency and

percentile, Mean and Standard Deviation to calculate the data. In addition to the quantitative data analysis techniques the qualitative data were manually summarized and interpreted in a narration form in the presentation and analysis.

5.1. Major Findings

Practical experience on Knowledge Management

The study also result the observation of the practical experience of Knowledge management at St. Mary's University. The general feedback from all the respondents returned outcome on Knowledge sharing practice between the school community, provision of facilities and availability of necessary time and material supports, it revealed that transparency between academic staff and related department on Knowledge management and sharing was a unique culture of awareness on Knowledge Management. The response gathered in the questionnaires and interviews revealed and concluded that the institution had worked well on the provision of necessary material, time, and resource facilities. Most importantly it revealed the presence of researcher's publication analysis and output which enabled the institution objectives in becoming more effective.

The analysis addresses the department heads and Research and the Knowledge management Office (RAKMO) heads and teams on the interviews; their opinions indicated the overall responsibility of the research and Knowledge management in carrying out the research activities that their contribution from an academic institution played a national significance. The researcher's analysis further showed how it was encouraging of the faculty members engaging in their research activities in providing tailored made training on scientific research techniques and providing the necessary financial support. These all led us to suggest that the main aim of the RAKMO department was achieved but need to be continuous for a sustainable pace. However, as it can be seen from the gathered data on the awareness of the school community knowing especially with the student that managing Knowledge and making it more effective is not a duty but rather calls for tremendous collective and creative brain storming in the department or institution. This process as observed and studied provides purpose, details, function granting remarkable benefits of Knowledge management and sharing practice.

From the finding the researcher also concludes that RAKMO is working as part of its responsibility.

Knowledge Creation and Adoption

Of the staff conduction in assessing questions that identifies Knowledge creation and how adoption is practiced in maintaining a sustainable pace in combination with personal dedication and motivation, the emphasis is given for best value and purpose on created knowledge. Concrete established system for the school community on knowledge adoption and capturing and available room in the curriculum, also its openness for implementation.

Knowledge creation requires supply of information which should be properly managed to help achieve knowledge creation. (Todd 1999) As Table 4.2 shown, SMU has a well-established system for its staff members in knowledge adoption and capturing in school community; the total mean result had shown (3.7). The personal dedication and motivation of staff for knowledge creation both in quantitative and qualitative result has revealed there is a lack of keeping it continues. These findings from the researcher is also supported by the total mean result by the three respondents i.e. 2.8 where confirmed it. Knowledge creation and adoption is practiced in a sustainable pace that is shown with a total mean result of 3.1. The result of the study shows that there were a low result recorded by the student's emphasis on sharing best value and knowledge management practice. The mean result counts 3.3 is considered undecided on knowledge creation in a sustainable pace that shows a means result of 1.9 and available of curriculum and is open for implementation that has also resulted 3.2 that is shown undecided by the students. In general the result under knowledge creation and adoption has shown there is an established system for staff members on knowledge adoption and capturing in the school community, however there is a lack of consistency, motivation and dedication.

Sharing and Communication

One crucial aspect of the Knowledge management practice is sharing and communication. As (Gold & Arvind, 2001) asserted that a collaborative culture is an important condition for Knowledge transfer to happen between individuals and groups, this is because knowledge transferred requires individuals gathering to interact, exchange ideas and share knowledge with one another. Not only has this collaboration necessary but it has been empirically shown to be a significant contributor to knowledge creation (Lisa & Petrides, 2003).

Table 4.4 has revealed that the study shows that the respondent results on the practice in giving emphasis for communicating knowledge created and that the students has shown a mean result of 3.3 that is interpreted as undecided. The accessibility and transparency of knowledge produced when needed is that the students show a mean result of 3.34 that is interpreted as undecided. Both the quantitative and qualitative result has revealed a lack of individual and instructional initiatives for continues progress of knowledge sharing practice, 3.4 mean result has shown that interpreted as undecided.

Form the finding collected from the qualitative data has proven the RAKMO department teams the researcher have discovered in the analysis the empowerment of knowledge sharing and communications is vital for the main activity of the teaching and learning process. In order to enhance the process the presence of IT systems are considered of great importance especially of the learners who need a reference source that could easily be facilitated in the use of IT. However, as the student mean ratio of 1.7 revealed that the majority of users have not access. Those showing less use of IT facilities leads to less productivity, from the interview on the speed of the lack of internet access and awareness on the improved facilities in the regards to Knowledge management practices are viewed on the interviewed analysis as weak factors. (Gold & Arvind, 2001) Lisa & Petrides, 2003) states that IT can enable rapid search access and retrieval of information and can support collaboration and communication between organizational members. In essence, it can certainly play a variety of roles to support and organization's KM process.

Storing and Securing practice and the accessibility of the stored or secured knowledge

In this section of the researcher's finding it is revealed that the main assessment area observed was the proper documentation, presence of IT department. Knowledge management is about securing existing Knowledge for its availability for simple protocol in storing information and data withdrawal. Through proper securing of knowledge students are made aware they have access in using the stored information effectively and it can easily be disseminated for the seminars/workshops material and library used. In this section it reveals that when knowledge is incorrectly secured there is less awareness of it proper usage by students where there may be a lack of available facilities.

Problem encounter while performing Knowledge Management sharing practice

Table 4.7 revealed aspects on the hindering factors in the process of knowledge management practice from four items listed to assess the information technology barriers which shown a total mean result of 3.4 and that it also shows as undecided. Both the quantitative and qualitative results confirmed that there is a lack of attracting and retaining talented people and the mean result shown are 3.02 that interpreted as undecided. The other major factor that hinders knowledge management was the presence of a suitable structure to manage available knowledge the mean result shown 3.06 which also revealed as undecided. Absence of talented people and system to manage knowledge properly the total mean result confirmed 3.02. These are directed when there is an absence of talented people and systems to management, knowledge improperly stored becomes unsuitable in structural management. The main factors in accessing and to assess and when not shared or stored properly they become a hindering factor for proper implementation of knowledge management and sharing practices.

5.2. Conclusions

The principal objectives of this research were to assess the practices of knowledge sharing and to identify how the institutional practice looks in regards to Knowledge management process of creation. These include adoption, sharing, communication, storing and securing that have a direct relation in Knowledge management practice. The researcher also sees the institutional barrier that hinders the effective implementation of the activity. According to the finding of the research the following conclusions were made which aligns the basic questions.

Based on the findings it was concluded that Knowledge management and sharing practice is a new term and on the blooming stage in private higher educational institution. St. Mary's University as the leading private institution should be in the consideration for having credit in bringing the concept of Knowledge management to implementation in Ethiopia. Such recognition enables the institution to remain competitive in the market, however in order to keep this performance the institution has to improve the human capital that has a relevant contribution for Knowledge management practice. In this regard SMU had found to be lacking policy and proper system in order to diversify implementation of Knowledge management practice.

There is presence of Knowledge sharing practice through the Research and Knowledge management office that is presently working on the continuous knowledge sharing practice. The department is setting annual schedule in seeking to enable potential candidates internally or externally to participate in creating and sharing of new research and findings. However as the data represent in chapter 4 there is a lack of transparence between academic staff and related department on Knowledge management and sharing culture. In other direction this can tell if there is no established system to encourage knowledge sharing in a continuous base. All this points has stated in the number data in the tables.

Regarding the information system the IT facilities has established to help in bringing the global capability but still more has to be done. To achieve this end making it possible the low internet speed has mentioned as a lack and also the users level of proficiency, need of

continuous training. The table result shows there is a need in raising the awareness level of the users.

Beside the lack of awareness creation and interest in using the IT facilities the result has shown there are a continuous movement of intellectuals and less enthusiasm to create or adopt knowledge and there seen less or negative results on those points.

In general, St. Mary's University has a relatively satisfactory level of Knowledge management and sharing practice from which to list the RAKMO established as a separate department. With that in mind the researcher has understood that it has suggested that the institution give strong emphasis for the human capital available for a remarkable growth of the sector. The researcher believes and can visualize how this impacted the institution towards a significant great step moving the institution to a higher academic level and as a role model for private and non-private educational institution.

5.3. Recommendations

Based on the major finding and conclusions drawn with respect to the practical assessment of Knowledge management practice at St. Mary's University the following recommendations are suggested:

Improving the activity of the department for Research and Knowledge management Office (RAKMO) for proper implementation of Knowledge management and sharing practice. Underline the need in setting up regulations or a policy which aligned to the institutional strategy. This would be rightly directly relate on how the department functions and specially bring the activities down to class room level and establish strong foundations on how individuals participate hand in hand for the enhancement of Knowledge Sharing practice.

Keeping instructors in the loop as the main initiators of the facility by creating innovative mean to keep them imposes a challenge within the institution for longer periods. By creating creative opportunities it would enable all sectors and departments in working together as a team in going forward by developing incentive methods on how to keep the

staff working for longer periods of time. With that in mind it would help foster a sense of belongingness, creativity and motivational means.

Such observations by the researcher in the study would suggest that this would limit turnovers within the department by creating a system to strengthen the existing teams. This would be a tremendous step forward especially engaging the academic staff so that the process of Knowledge management practices can rightly become impacting.

Provide sufficient attention and emphasis on the contribution of the department to maintain the cooperation between departments. Like the IT department, the library (knowledge gathering and sharing centers) and the academic recognition upon all who has worked building strong teamwork in working in assimilating shared knowledge by together.

Provide sufficient focused on information system as it is a vital source of information for private and non-private academic educational institution. The researcher sees the need for special focus to be placed on raising awareness not only with other department but also with the student body at large and other related stakeholders on the contribution of the department. In so doing this has directly working with the IT because most information has shared using Information technology.

Providing sufficient information system to share and manage the available knowledge that always be catalyze in which knowledge diffusion could be a mainstream in the school community.

The researcher may acknowledge that this may not be the only points to focus upon in the improvement however, as an observer in this study analysis it would conclude that educational institution should always be open for shared knowledge to give their comments, feedback and input that help the department or the institution to grow stronger, faster bearing in mind on the factors that has direct impact fostering strong relations, encouraging all aspect of motivational factors, positive attitudes, disciplined for readiness for continuous growth and expansion.

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APPENDEX- I
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Questionnaire to be filled by Students only

This questionnaire is purely academic purpose. Your genuine responses on this questionnaire are very valuable for the quality and validity of the data to be used in the course of this study. Therefore, I kindly request you to voluntarily participate in filling out this questionnaire which has a solid contribution for my study. Thank you in advance for your cooperation.

Purpose of the Study

Knowledge Management (KM) is defined as any systematic activity related to the capture, sharing and creation of knowledge by an organization. The purpose of this survey is to find out what Knowledge Management practice are use in support of the adoption, creation sharing, communication and securing practical experience in St Mary's University. Please note that your responses are confidential and that my reporting in this study of your name or your individual department's name will not be shared.

PART ONE: QUESTIONS ABOUT PERSONAL INFORMATION

Please Rate or mark using [√] for the questions below. Your genuine answer is necessary for the quality of the study.

1. **Sex:** A. Male [ ] B. Female [ ]

2. **Edu. Qualification** A. Diploma [ ] B. BAS [ ] C. MBA [ ] D. PhD. [ ]

3. **Marital Status**: A. Married [ ] B. Single [ ] C. Divorced [ ] D. Widowed [ ]

4. **Role in the Institutions** .....

5. **Year of Enrollment** A. 2012/2013 B. 2013/2014 C. 2014/2015 D. 2015/2016

6. **Age** A. 20-25 [ ] B. 26-30 [ ] C. 31-35 [ ] D. 41-45 [ ]

PART TWO: QUESTONS RELATED TO THE LEVEL OF KNOWLEDGE MANAGMENT SHARING PRCITCE

A major goal of this section is to better understand such causal mechanism of Knowledge Sharing pertaining. to any organization of within which knowledge sharing takes place that will develop its human capital intellectual property and financial capital, i.e., competencies of human resources, through knowledge transfer and exchange.

I. The extent of support provided by SMU in order to enhance the knowledge sharing practice result in the institution using the scale by **'√', 5=Strongly agree. 4= Agree 3= Neither Agree Nor Disagree, 2= Disagree and 1=Strongly disagree**

1	**Knowledge sharing practice of the Student**	**5**	**4**	**3**	**2**	**1**
A	SMU's has Knowledge Management and sharing practice b/n students and the school community					
B	Provision of facilities& resource is available to enhance Knowledge Sharing practice					
C	Availability of necessary time and material support for program facilitation					
D	Transparency between student and related department on Knowledge Management and sharing culture.					
E	There is free flow of relevant information sharing system					
2	**Question related to Attitude and willingness for smooth flow of KM and sharing practice**	**5**	**4**	**3**	**2**	**1**
A	Student willingness to use and implement Knowledge Management and sharing practice					
B	Student readiness to engage in Km and sharing practice					
C	Currently KM and sharing practice is well established in SMU					
D	State if any:.....					

3. Which part of the Knowledge Management process does the St Mary University has highly used? Please mark [√]

A. Adopting and creating of knowledge [ ] B. Creating knowledge [ ]
C. Sharing and Communicating existed knowledge [ ] D. Storing and securing [ ]

PART THREE: QUESTION TO ADOPTION, CAPTURING, SHARINGCOMMUNICATION AND SECURING RELATED TO ACHIVING GOALS IN THE KNOWLEDGE PRACITCE

II. The following assessment questions are related to the process of knowledge Management Adoption, capturing practice at St Mary's University. Please rate [V] the extent to which the existing practice would look like using the following scale, **5=Strongly agree. 4= Agree 3= Neither Agree Nor Disagree, 2= Disagree and 1=Strongly disagree**

4	Practice in Knowledge Adoption and capturing in order to realizing the targeted goal	5	4	3	2	1
A	Knowledge creation, adoption is going in a sustainable pace.					
B	Emphasis is given for best value and purpose on knowledge Management and sharing practice.					
C	The institution gives high emphasis for best value and purpose on Knowledge Management and sharing practice.					
D	State if any:					
5	**Knowledge Sharing and Communication Practice**	5	4	3	2	1
A	Emphasis given in communicating knowledge created					
B	There is capacity in meeting technological standard					
C	Availability and transparency of knowledge produced when needed					
D	Presence of discussion/meeting or conference setting to share new knowledge					
6	**The experience of SMU on knowledge Storing and securing**	5	4	3	2	1
A	There is Proper documentation facilities					
B	Presence of IT department to secure existing knowledge					
C	Availability of simple protocol in storing information and data withdrawal					
D	Awareness of student in using stored information effectively					
7	**SMU Knowledge adopt or acquire methods**	5	4	3	2	1
A	Mini research developed by department					
B	Availability of scheduled seminar/workshop material at the library					
C	Presenting report for the school community					
D	Scheduled Conference and seminars					

PART FOUR: QUESTOIN ON FACTORS THAT HINDERS THE KNOWLEDG MANAGMENT PRACTICE.

III. In this section the researcher's aim is to assess the challenge or factors that affect educational institution Specific to SMU has experience in the Knowledge Management and sharing practice, scale by '√', **5=Strongly agree. 4= Agree 3= Neither Agree Nor Disagree, 2= Disagree and 1=Strongly disagree.**

8	Knowledge Management hindering factors	5	4	3	2	1
A	Support for instructional initiatives and changes					
B	Availability of responsible department for KM					
C	Availability of appropriate KM channel to share knowledge between students					
D	There is qualified personnel to judge the method					
E	State if any:					
9	**Assessment on hindrance on effective implementation of KM and sharing in SMU's**					
A	Information technology barrier					
B	There is absence of talented people and system to management knowledge properly.					
C	Suitable structure to manage available knowledge					
D	State if any:					

Thank you for your kind cooperation

For further information you can contact:
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Cell no 251-910-102-925

APPENDEX- II
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Questionnaire to be filled by Administrative staff

This questionnaire is purely academic purpose. Your genuine responses on this questionnaire are very valuable for the quality and validity of the data to be used in the course of this study. Therefore, I kindly request you to voluntarily participate in filling out this questionnaire which has a solid contribution for my study. Thank you in advance for your cooperation.

Purpose of the Study

Knowledge Management (KM) is defined as any systematic activity related to the capture, sharing and creation of knowledge by an organization. The purpose of this survey is to find out what Knowledge Management practice are use in support of the adoption, creation sharing, communication and securing practical experience in St Mary's University. Please note that your responses are confidential and that my reporting in this study of your name or your individual department's name will not be shared.

PART ONE: QUESTIONS ABOUT PERSONAL INFORMATION

Please Rate or mark using [√] for the questions below. Your genuine answer is necessary for the quality of the study.

1. **Sex:** A. Male [ ] B. Female [ ]

2. **Edu. Qualification** A. Diploma [ ] B. BAS [ ] C. MBA[ ] D. PhD. [ ]

3. **Marital Status:** A. Married [ ] B. Single [ ] C. Divorced [ ] D. Widowed

4. **Job Division Role in the Institution** A. Administrative staff [ ] B. Support staff [ ]

5. **Year of Enrollment** A. 2012/2013 B. 2013/2014 C. 2014/2015 D. 2015/2016

6. **Age** A. 20-25 [ ] B. 26-30 [ ] C. 31-35 [ ] D. 41-45 [ ]

E. 46-50 [ ] G. 51-55 [ ] H. 56-60 [ ] 41-45[ ]

PART TWO: QUESTONS RELATED TO THE LEVEL OF KNOWLEDGE MANAGEMENT SHARING PRCITCE

A major goal of this section is to better understand such causal mechanism of Knowledge Sharing pertaining to any organization of within which knowledge sharing takes place that will develop its human capital intellectual property and financial capital, i.e., competencies of human resources, through knowledge transfer and exchange.

I. The extent of support provided by SMU in order to enhance the knowledge sharing practice result in the institution using the scale by **'√', 5=Strongly agree. 4= Agree 3= Neither Agree Nor Disagree, 2= Disagree and 1=Strongly disagree**

1	**Knowledge sharing practice of the Student**	**5**	**4**	**3**	**2**	**1**
A	SMU's has Knowledge Management and sharing practice b/n students and the school community					
B	Provision of facilities& resource is available to enhance Knowledge Sharing practice					
C	Availability of necessary time and material support for program facilitation					
D	Transparency between student and related department on Knowledge Management and sharing culture.					
E	There is free flow of relevant information sharing system					
2	**Question related to Attitude and willingness for smooth flow of KM and sharing practice**	**5**	**4**	**3**	**2**	**1**
A	Student willingness to use and implement Knowledge Management and sharing practice					
B	Student readiness to engage in Km and sharing practice					
C	Currently KM and sharing practice is well established in SMU					
D	State if any:.....					

3. Which part of the Knowledge Management process does the St Mary University has highly used? Please mark [√]

A. Adopting and creating of knowledge [ ] B. Creating knowledge [ ]
C. Sharing and Communicating existed knowledge [ ] D. Storing and securing [ ]

PART THREE: QUESTION TO ADOPTION, CAPTURING, SHARINGCOMMUNICATION AND SECURING RELATED TO ACHIVING GOALS IN THE KNOWLEDGE PRACITCE

II. The following assessment questions are related to the process of knowledge Management Adoption, capturing practice at St Mary's University. Please rate [v] the extent to which the existing practice would look like using the following scale, **5=Strongly agree. 4= Agree 3= Neither Agree Nor Disagree, 2= Disagree and 1=Strongly disagree**

4	**Practice in Knowledge Adoption and capturing in order to realizing the targeted goal**	5	4	3	2	1
A	Knowledge creation, adoption is going in a sustainable pace.					
B	Emphasis is given for best value and purpose on knowledge Management and sharing practice.					
C	The institution gives high emphasis for best value and purpose on Knowledge Management and sharing practice.					
D	State if any:					
5	**Knowledge Sharing and Communication Practice**	5	4	3	2	1
A	Emphasis given in communicating knowledge created					
B	There is capacity in meeting technological standard					
C	Availability and transparency of knowledge produced when needed					
D	Presence of discussion/meeting or conference setting to share new knowledge					
6	**The experience of SMU on knowledge Storing and securing**	5	4	3	2	1
A	There is Proper documentation facilities					
B	Presence of IT department to secure existing knowledge					
C	Availability of simple protocol in storing information and data withdrawal					
D	Awareness of student in using stored information effectively					
7	**SMU Knowledge adopt or acquire methods**	5	4	3	2	1
A	Mini research developed by department					
B	Availability of scheduled seminar/workshop material at the library					
C	Presenting report for the school community					
D	Scheduled Conference and seminars					

PART FOUR: QUESTOIN ON FACTORS THAT HINDERS THE KNOWLEDG MANAGMENT PRACTICE.

III. In this section the researcher's aim is to assess the challenge or factors that affect educational institution Specific to SMU has experience in the Knowledge Management and sharing practice, scale by **'√', 5=Strongly agree. 4= Agree 3= Neither Agree Nor Disagree, 2= Disagree and 1=Strongly disagree.**

8	Knowledge Management hindering factors	5	4	3	2	1
A	Support for instructional initiatives and changes					
B.	Availability of responsible department for KM					
C	Availability of appropriate KM channel to share knowledge between students					
D	There is qualified personnel to judge the method					
E	State if any:					
9	**Assessment on hindrance on effective implementation of KM and sharing in SMU's**					
A	Information technology barrier					
B	There is absence of talented people and system to management knowledge properly.					
C	Suitable structure to manage available knowledge					
D	State if any:					

Thank you for your kind cooperation

For further information you can contact:
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Cell no 251-910-102-925

APPENDEX- III

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Questionnaire to be filled by Academic Staff

This questionnaire is purely academic purpose. Your genuine responses on this questionnaire are very valuable for the quality and validity of the data to be used in the course of this study. Therefore, I kindly request you to voluntarily participate in filling out this questionnaire which has a solid contribution for my study. Thank you in advance for your cooperation.

Purpose of the Study

Knowledge Management (KM) is defined as any systematic activity related to the capture, sharing and creation of knowledge by an organization. The purpose of this survey is to find out what Knowledge Management practice are use in support of the adoption, creation sharing, communication and securing practical experience in St Mary's University. Please note that your responses are confidential and that my reporting in this study of your name or your individual department's name will not be shared.

PART ONE: QUESTIONS ABOUT PERSONAL INFORMATION

Please Rate or mark using [√] for the questions below. Your genuine answer is necessary for the quality of the study.

1. **Sex:** A. Male [ ] B. Female [ ]

2. **Edu. Qualification** A. Diploma [ ] B. BAS [ ] C. MBA[ ] D. PhD. [ ]

3. **Marital Status:** A. Married [ ] B. Single [ ] C. Divorced [ ] D. Widowed

4. **Job Division**
   Role in the Institution A. Administrative staff [ ] B. Support staff [ ]

5. **Year of Enrollment** A. 2012/2013 B. 2013/2014 C. 2014/2015 D. 2015/2016

6. **Age** A. 20-25 [ ] B. 26-30 [ ] C. 31-35 [ ] D. 41-45 [ ]
   E. 46-50 [ ] G. 51-55 [ ] H. 56-60 [ ] I. 41-45[ ]

PART TWO: QUESTONS RELATED TO THE LEVEL OF KNOWLEDGE MANAGMENT SHARING PRCITCE

A major goal of this part is to better understand the causal mechanism of Knowledge Management and Sharing. Knowledge Sharing is distribution of shared information collected in a Higher Learning Institution of shared each other. It's knowledge that develops intellectual human capital property and financial capital, i.e., competencies of human resources, through knowledge transfer and exchange.

I. What is the extent of support provided by SMU in order to enhance the knowledge sharing practice result in the institution? Please rate by using [√] by scale given. **5= Strongly agree. 4= Agree 3= Neither Agree Nor Disagree, 2= Disagree and 1=Strongly disagree**

1	**How do you find the Practice of Knowledge Management (KM) Sharing of the staff?**	**5**	**4**	**3**	**2**	**1**
A	SMU has Knowledge Management and sharing practice b/n the school community					
B	Provision of facilities& resource is available to enhance Knowledge Sharing practice					
C	Availability of necessary time and material support for program facilitation					
D	Transparency between academic staff and related department on Knowledge Management and sharing culture					
E	Strong emphasis on Knowledge Sharing in the curriculum					
F	I can say KM is a new term in my institution					
2	**Question related to individual and corporate knowledge Management(KM) practice**	**5**	**4**	**3**	**2**	**1**
A	KM is appropriately designed and implemented as a learning initiative					
B	Presence of research and publication out put					
C	State if any:					

PART THREE: QUESTION TO ADOPTION, CAPTURING, SHARINGCOMMUNICATION AND SECURING RELATED TO ACHIVING GOALS IN THE KNOWLEDGE PRACITCE

II. The following benefits are said to come from KM practice, Please indicate or [√] the level of importance you would assign to each, scale it as: **5= Strongly agree. 4= Agree 3= Neither Agree Nor Disagree, 2= Disagree and 1=Strongly disagree.**

3	**Practice in Knowledge Adoption and capturing in order to realizing the targeted goal**	5	4	3	2	1
A	Knowledge creation, adoption is practiced in a sustainable pace. .					
B	Well established system for staff members in knowledge adoption and capturing in school community					
C	Emphasis is given for best value and purpose on knowledge Management and sharing practice.					
D	Personal dedication and motivational contribution of the staff conducting Knowledge creation or adoption.					
E	State if any:					
4	**Knowledge Sharing and Communication Practice** 1	5	4	3	2	
A	Emphasis given in communicating knowledge created					
B	There is capacity in meeting technological standard					
C	Availability and transparency of knowledge produced when needed					
D	Centralized Knowledge Sharing & Communications					
E	Individual and instructional Initiatives for continuous progress of knowledge sharing.					
F	Availability and transparency of knowledge produced when needed					
G	Presence of discussion/meeting or conference setting to share new knowledge					
H	Provision of support and implementation of Modern IT facilities and equipment service					
I	There is Presentation exchange and debates or dialog on different individual perspective					
5	**The experience of SMU on knowledge Storing and securing** 1	5	4	3	2	
A	There is Proper documentation facilities					
B	Presence of IT department to secure existing knowledge					

C	Availability of simple protocol in storing information and data withdrawal					
D	Awareness of student in using stored information effectively					
E	It is available in the curriculum and open for implementation					
6	**Experience of storing and accessibility of knowledge Management in institutiicnal level**	5	4	3	2	1
A	In my department knowledge that is created is stored in electronic documentation					
B	Stored knowledge can easily be access and shared by the school community					
C	The departmental library is an important KM resource and tools for storing and access of KM.					
7	**Main means to support knowledge acquisition, storing and sharing**	5	4	3	2	1
A	Internet					
B	Data base management system					
C	Data warehouse					
D	State if any other:					
8	**SMU Knowledge adopt or acquire methods**	5	4	3	2	1
A	Mini research developed by department					
B	Availability of scheduled seminar/workshop material at the library					
C	Presenting report for the school community					
D	Scheduled Conference and seminars					
E	State if any that hasn't mentioned:					

9. Which part of the Knowledge Management process does the St Mary University has highly worked on? Please mark [V]

A. Adopting and creating of knowledge [ ] B. Creating knowledge [ ] C. Sharing and Communicating existed knowledge [ ] D. Storing and securing [ ]

PART FOUR: QUESTION ON FACTORS THAT HINDERS THE KNOWLEDG MANAGMENT PRACTICE.

III. In this section the researcher aim is to assess the *challenge or factors* that affect educational institution. Specific to SMU experience in knowledge Management and sharing practice. Scale it using [√] for**5=Strongly agree. 4= Agree 3= Neither Agree Nor Disagree, 2= Disagree and 1=Strongly disagree**

10	Knowledge Management hindering factors	5	4	3	2	1
A	Support for instructional initiatives and change					
B	Availability of responsible department for KM					
C	Availability of appropriate KM department and channel to share knowledge between the staffs.					
D	Union of self efficient in the work environment					
11	**Assessment on hindrance effective implementation of KM and sharing in SMU's**					
A	Information technology barrier					
B	There is absence of talented people and system to management knowledge properly.					
C	Suitable structure to manage available knowledge					
D	Lack of understanding KM and its benefit					
E	Attracting and retaining talented people					

Thank you for your kind cooperation.

Please hand your complete questionnaire to your secretary

For further information you can contact:
Wubetie Wondimu Agonafer
wubeti@yahoo.com or wubetiewondimugnfr@gmail.com
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ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Interview with the Research and Knowledge Management Office (RAKMO)

Purpose of the Interview: To explore the institutions KM sharing practice and its efficiency in order to achieve its mission as SMU is one of the higher learning institution. SMU is recognized to have instituted one of the highest shares in research, knowledge generation and dissemination and provide insight how to enhance their internal facilities for better in meeting global standard. Analyzes the efficiency of their KM sharing contribution the study will serve as source of reference or as a guideline for further research. Finally identify the main factors that hinder and that could affect Knowledge Management facilitation in the institution.

1. What is the major contribution of the research and Knowledge Management Office to the school community?
2. What was the main objective of establishing the RAKMO unit? How far do you believe achieved the objectives?
3. How do you implement Knowledge Management and sharing practice in SMU?

4. Please explain if you have had good experiences in sharing your knowledge sharing practice in your institution?
5. Please mention the dominant practice in Knowledge Management adoption, acquiring, sharing, communication and securing of knowledge? Why?

Internal influence: .....

External influence: .....

6. What are the major hindrances the institution faces in Knowledge Management sharing practice?

Thank you for sharing your valuable time