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Assessment of Knowledge Management Practice in Higher Educational Institutions with reference to Debre Tabor University, Ethiopia

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Abstract

Organizational concept of knowledge management has progressed into a key technique of management. Conversely, there is a scarcity of research on knowledge management in higher education. The proper utilization of an organization's knowledge assets and resources is critical to its long-term viability. Academic personnel require a great deal of knowledge to carry out their work. As a result, KM plays a critical role in supporting academics in achieving high levels of performance. The goal of this study is to determine the prevalence and efficacy of knowledge management in academic employees at Debre Tabor University, as well as the factors that influence knowledge management. as well as to make ideas for future deployment. To attain the desired results, qualitative research methods were employed, including probability, random, and purposive sampling. The effectiveness of KM was low, presenting major and critical potential for Debre Tabor University to improve its KM approach. Major influences on KM practice in the university were identified as a absence of incentive mechanisms, suitable policies and procedures, non-conducive corporate culture and structure, deficiency of resources, lack of leadership support, academic employee mentality, and a absence of awareness of the benefits of KM to bring about long-term change in the organization. The study also identifies gaps in KM practice and makes practical recommendations to improve the organization's mission and bring about continuous change by enabling individuals and groups to improve the appropriateness, consistency, quality, and timeliness of activities.

Keywords: Assessment, Knowledge Management, Information, Organizational Change.

1. INTRODUCTION

1.1. Background of the Study

Knowledge Management (KM) is a process that aids organizations to find, choose, disperse, organize, and move essential data and abilities required for activities such as critical thinking, dynamic learning, and key organizing (Khanal & Mathur,2020). In the success of Higher Education Institutions, KM plays a distinctive role in (HEIs) primarily through effective organising, sorting, monitoring, and reporting. Knowledge management does not always imply

managing all knowledge; rather, it entails managing the knowledge that is most relevant to the organization. It's about ensuring that individuals have access to the information they require, at the right time and in the right location (NHS National Library for Health, 2005). In institutes of higher learning, there are numerous degrees and capacities that are intended to create and consume knowledge, either directly or indirectly. Faculty, student administration, academics, research, training, and placement are among these levels. As a result, it's critical to identify the information that each level gives to the system as well as the knowledge that each level requires to accomplish its responsibilities, as well as strategies to successfully apply this knowledge (Bhusry & Ranjan, 2011).

1.2. Statement of the Problem

The growth in the number of Higher Educational Institutions in our country has increased competition and the pressures for performing better. This has forced the educational institutions to recognize the need for knowledge management initiatives, which is a key asset for development. The University's as a complex organization due to the highly specialized profile of its technical body needs the most in terms of the knowledge sharing and management to support strategic decisions that address its increasing market pressures (Maponya, 2004; Ferrer and Ríos, 2006). Thus, knowledge has been seen as an important organizational asset and a source of competitive advantage for organizations (Pirró et al, 2010).

There is a lack of research on knowledge management practices in HEI despite the fact that scholars in those institutions have extensively pursued a research agenda on these issues: knowledge epistemology, creation and management from different perspectives in organizations (Ferrer and Ríos, 2006). In this sense, scholars have also emphasized the preeminent role HEI play in the knowledge creation process (Maponya, 2004; Oosterlinckand Leuven, 2002). Knowledge management can also become the determinant factor helping these HEI's struggle for market positioning. Some HEI have adopted knowledge management practices, but it is easy to say that those can be considered exceptions (Kidwellet al, 2000)

Knowledge Management Practices have also been addressed by scholars as training and organizational learning (Fiol and Lyles, 1985) With regard to our country's HEI few scholars have addressed the issue of knowledge management practices. In this sense, Kebede Michael (2007) conducted a survey to poll the status of knowledge management practices in Ethiopian Federal HEI. His findings point out that the main part of the surveyed institutions was in a very earlier stage of development in three surveyed categories: Knowledge Management Practices related to Human Resource Management; Organizational Processes and IT based practices as support for Knowledge Management. Higher Education Processes stated that respect to competitive advantage of knowledge in universities, according to Anvari et al (2011), beside establishment of innovation and consequently creating new knowledge, academic institutions need to identify and use the existing intellectual capital systematically through proper KM approach.

1.3. Objectives of the study

1. To investigate the existing level of knowledge management policies, culture and structure in Debre tabor Universities.

2. To investigate the attitude and skill of individual and group on knowledge management practices Debre tabor Universities.

3. To explore a motivational incentive system that motivates individuals and groups to share knowledge with other.

4. To study the availability of proper technology and Infrastructure to manage knowledge in Debre tabor Universities.

1.4. Scope of the study

The scope of this study was basically focus on the challenges on knowledge management practice and in terms of geographically due to taking time and resources constraint into account the scope of the study was limited to Debre tabor universities.

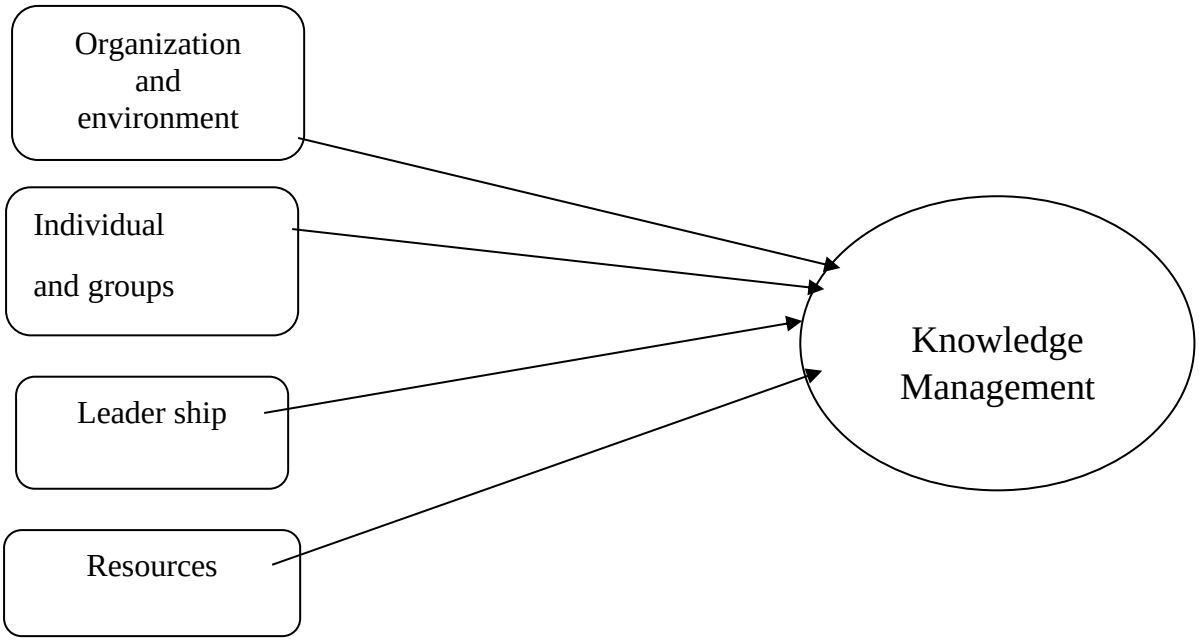
2. Review of Related Literatures

The fact or condition of knowing something with familiarity earned through experience or

association is known as knowledge (Call, 2005:20). Knowledge, according to Smith and Bollinger (2001), is an individual's ability to comprehend information based on their own experience, expertise, and abilities. Employee knowledge of consumers, techniques, goods, and success is measured in organizations (Smith & Bollinger, 2001). Establishments can have the capability to invent and face stiff competition with others in the market through gaining knowledge. The most critical tactical asset for a firm to attain competitive advantage, and knowledge is one of the most significant aspects of these strategic assets.

The culture of an organization, or the culture inside certain departments or divisions, is linked to trust and sub-factors related to motivations.Although information sharing is regarded as critical to companies, it will not be achieved if there is a absence of knowledge sharing culture, trust, and motives (Andrews & Delahaye, 2000). Three primary aspects have been identified: culture, motivations, and trust. Each sub-factor in each group is either an enabler or a barrier to knowledge exchange inside enterprises.

Conceptual Framework



Source: Kebede Michael (2016)

3. RESEARCH METHODOLOGY

3.1. Research Design

This study would adopt explanatory& descriptive research design; A Descriptive research design would use to according to Burns and Groove (2009), descriptive research design describes characteristics associated with the subject population. Explanatory research design would use to do this research because the study's goal is to would show challenges on Knowledge Management on bringing organizational change in Debre Tabor University.

3.2Target population

According to Zikmund et al (2009), any full group of entities that share a common set of characteristics from which the sample is drawn is referred to as a population. The population to which the researchers would like to apply their findings based on a sample analysis. The target population of this study is different academic employee of Debre Tabor University. According to, Debre tabor University human resource management office, there are 656 academic employees within the six faculties.

3.3 Sample size

According to kotare (2004) the sample size should be determined by using sample size determination formula and most researchers are advisable to use sample determination formula therefore the researchers was used in this paper. The samples in each stratum would have been selecting for the purpose of this study, from the 1105 academics employees working in the university,230 sample employees were selected using stratified random sampling techniques proportionally from the total sample. Given the total population of the study, a simplified scientific formula provided by Yamane (1967), i.e., =N/ (1+N (e) 2) Then n =1105/ (1+1105(0.05)2) =230 employee would be selecting proportionately from the total of 1105 employees at 5% error and 95% confidence level. Here n-means sample size, N-means total population and e-means error term.

Table 3.2.*A sampling distribution*

NO	Faculty of the university	NO.of staff	Percentage (%)	Sample size
1	Faculty of Business and Economics	101	0.08	21
2	Faculty of Technology	325	0.26	67
3	Faculty of humanities and social Sciences	144	0.11	29
4	Faculty of computational Science	133	0.1	27
5	Faculty of agriculture	69	0.05	14
6	College of health Science	333	0.27	69
	Total	1105	1	230

Source: from universities HRM, 2020

The sample size determination was proportionately allocating among the six faculties in the university categories of Faculty of Business and Economics, Faculty of Technology, Faculty of humanities and social Sciences, Faculty of computational Science, Faculty of agriculture and College of health Science based in order to keep the proportion of the study participants from all academics' staff. Following this, simple random sampling technique was used to select the ultimate academics staff representative for data collection using semi structured questionnaires.

4. DATA ANALYSIS AND DISCUSSION

RESPONDENTS DEMOGRAPHIC CHARACTERISTICS

The demographic characteristics included in this study were sex, age, educational qualification with the University. Accordingly, the following variables were described and summarized in table 4.1 below.

Table 4.1: *Demographic information of respondents in the university*

Demographic variable	Classification of variables	Frequency	Percent
Sex	Male	144	68.6
	Female	48	22.9
	Total	210	100
Age	18-25	26	12.4
	26-30	124	59.0
	31-35	43	20.5
	36-40	17	8.1
	Total	210	100
Educational qualification	Degree	18	8.6
	Master	120	57.1
	PhD	54	27.7
	Total	210	100
Work	1 year	22	10.5
	2-3 year	68	32.4

experience	4-7 year	71	33.8
	Above 7 years	41	19.8
	Total	210	100

As it can be easily seen from table 4.1 majority of the respondents (68.6%) were males and the rest 22.9% were females. Comparing the percentages of males and females, male academic staff were subjugated. This result shows that the participation of male academic staff is dominated. The above table 4.1 indicates that the number of respondents in four different age groups. Majority of the respondents (59.0.%) were with the age group of 26-30 years old, followed by respondent at the age between 31-35years old with 20.5%. 12.4% of the respondents were with age between 18-25 years old, 8.1 % were with age group of 36-40 years old. Mostly, it can be seen from the above table, majority of the staff were between the ages of 26-30. This implies that the staff are youthful, energetic and potential prospects to the university. this will have a positive impact to share long term knowledge and helps to enhance long term service to the university. As noted from the table 4.1, which display the respondents' educational qualifications 8.6% of the employee were degree completed. In the other way, 57.1 % of the employees were master completed; while 27.7% of the respondents were PhD holders. This shows that majority of the employee of the collage were Master completed. But few of them holds PhD certificate. The implication here is that those employees were well educated. Therefore, they can properly evaluate the quality of the students and this will have positively affected the organizational effectiveness.

Finally, from the above table 4.1 majority of respondents (19.8%) were above 7years working experience, followed by respondent at 2-3 years working experience with (32.4%), (10%|) were working experience between 4-7years, (10.5%) were 1 year working experience

RELIABILITY TEST RESULT

Table 4.2 *Cronbach's alpha reliability testing results for the knowledge management related factors*

Cronbach's Alpha	N of Items
.863	38

Source: Own survey result, 2010

The values of Cronbach's Alpha are listed in the table above for 38 knowledge management related factor questionnaire shows which is above 0.700. Therefore, this proves that the questions are reliable and acceptable.

Leadership related factor

Table 4.3: *How you rate leadership support to manage and share knowledge in Debre tabor university*

No	Variables of Leadership related factor	Description	Response						Mean	Std.Dev
			Strongly dis agree	Dis Agree	Neutral	Agree	Strongly Agree	Total		
1	Role models on Sharing Knowledge	Frequency	56	86	10	42	16	210	3.11	1.524
		Percentage	27.7	41.0	4.8	20.0	7.6	100		
2	Lack of leadership commitment	Frequency	22	36	22	86	44	210	3.45	1.283
		Percentage	10.5	17.1	10.5	41.1	21.0	100		
3	Lack of awareness	Frequency	46	52	14	68	30	210		

	of the skills academic	Percentage	21.9	28.8	6.7	33.0	14.3	100	2.92	1.422
4	Lack of empowerments	Frequency	44	50	4	62	50	210	3.11	1.524
		Percentage	21.0	23.8	1.9	29.5	23.8	100		
5	Leaders are aware intellectual capacity	Frequency	38	79	11	48	34	210	2.81	1.397
		Percentage	18.1	37.6	5.2	22.9	16.2	100		

Source: own survey result, 2021

The above table summarizes University leader's supportiveness on managing knowledge within the university. Table 4.5 shows that when employees were questioned for their thoughts on leadership support, they were overwhelmingly positive and attitude of role models on Sharing Knowledge and experience, most of the employees were dis agree with the attitude of role models of leaders on Sharing Knowledge and experience, About 41% of the respondents dis agreed, while 27.7% of the respondents even strongly dis agreed that the attitude of leaders role models on Sharing Knowledge and experience, While, 4.8% of the employees were indifferent and only 20.0% of the respondents agreed on this aspect. Additionally, it is shown in table 4.3 the mean score of employee's responses is 3.11, with std. deviation of 1.524 which was close to dis agree, indicating that frequency of responses concentrated around dis agreement on the attitude of leader's role models on Sharing Knowledge and experience in the Debre tabor universities. As a result, the majority of respondents believe that university authorities at Debre Tabor are not supportive and that there is no constructive attitude on leaders being role model on managing knowledge in the organization.

Successful communication between leaders at all levels and members or subordinates is intrinsically vital in an organization; effective communication between these types of leaders and subordinates promotes organizational motivation.

Incentive and Motivational Related Items

Table 4.4: *Does the university have a motivational incentive system to motivate individuals and groups on knowledge sharing with others?*

No	Variables of Incentive related factor	Description	Response						Mean	Stad.Dev
			Strongly dis agree	Dis Agree	Neutral	Agree	Strongly Agree	Total		
1	Organizational recognition	Frequency	86	78	10	10	12	210	2.04	1.197
		Percentage	41.0	37.1	4.8	4.8	5.7	100		
2	Personal recognitions	Frequency	82	86	10	20	12	210	2.02	1.157
		Percentage	39.0	41.0	4.8	9.5	5.7	100		
3	Certification	Frequency	88	80	8	18	16	210		

		Percentage	41.9	38.1	3.8	8.6	7.6	100	2.02	1.222
4	Financial prize	Frequency	104	84	6	2	12	210	1.172	1.002
		Percentage	49.5	41.0	2.9	1.0	5.7	100		
5	Academic Staff rank promotion	Frequency	106	72	10	10	12	210	1.81	1.108
		Percentage	50.5	34.3	4.8	4.8	5.7	100		

Source: own survey result, 2021

On the above table 4.4 respondents gave their opinion regarding with the motivational and individuals and groups can be motivated through an incentive system. knowledge sharing with others in Debre tabor university. According to Table 4.4 reveals that when employees were asked to express their opinion on the presence of official organizational recognitions of Debre tabor universities , most of the employees were dis agree in the presence of official organizational recognitions of Debre tabor universities , About 37.1 % of the respondents dis agreed, while 41.0% of the respondents even strongly dis agreed that the presence of official organizational recognitions, While, 4.8% of the employees were indifferent and only 4.8.0% of the respondents agreed on this aspect. Additionally, it is shown in table 4.6 the mean score of employee's responses is 2.04, with std. deviation of 1.197 which was strongly close to dis agree, indicating that frequency of responses concentrated around disagreement on the in the presence of official organizational recognitions of Debre tabor universities. As a result, the majority of responders are convinced that in Debre Tabor University are not officially recognized by knowledge management.

Organization and environment related factor

Table 4.5 *IS organization and environmental factors are barrier to manage knowledge in the Debre tabor university.*

No	Variables of Env.tal barrier related factor	Description	Response						Mean	Std. Dev
			Strongly dis agree	Dis Agree	Neutral	Agree	Strongly Agree	Total		
1	Organizational Environment	Frequency	78	95	8	13	18	210	2.06	1.193
		Percentage	36.2	45.2	3.8	6.2	8.6	100		
2	Organization culture	Frequency	72	84	14	18	22	210	2.21	1.288
		Percentage	34.3	40.0	6.7	8.6	10.5	100		
3	Lack of Expertise	Frequency	40	42	22	64	42	210	3.12	1.436
		Percentage	19.0	20.0	10.0	30.0	20.0	100		
4	Unavailability Infrastructure	Frequency	24	43	8	75	60	210	3.50	1.388
		Percentage	11.4	20.5	3.8	35.7	28.6	100		

5	Lack of Leadership Support.	Frequency	22	24	5	83	76	210	3.80	1.324
		Percentage	10.5	11.4	2.4	39.5	36.2	100		
	Lack of Resource	Frequency	26	18	9	75	82	210	3.80	1.364
		Percentage	12.4	8.6	4.3	35.7	39.0	100		
	Turnover of Skilled Academic	Frequency	31	26	8	67	78	210	3.80	1.364
		Percentage	14.8	12.4	3.8	31.9	37.1	100		

The aforementioned item is being prepared in order to acquire relevant information. check organization and environmental factors are barrier to manage knowledge in the Debre tabor university.

Table 4.5 reveals that when the academic employee was asked to express their opinion on the statement 'there is good organizational Environment in the university', more than half of the respondents 45.2 % disagree plus 36.2% strongly dis agree oppose the statement. On the other hand, 14.8 % of the respondents were support the statements i.e., 6.2 % agree plus 8.6 % strongly agree.

The remaining 3.8 % of the respondents were neither agree nor disagree with the statement. Additionally, it is shown in table 4.7, the mean score of investors' responses is 2.06%, with std. deviation of 1.193. This implies that majority of the academic employee disagree with the statement. Indicating that frequency of responses concentrated around disagreement on there is good organizational Environment in the university'. Therefore, it can be concluded that organizational Environment is one barrier to manage and share knowledge in the Debre tabor university.

The above table 4.5 also indicates that majority of the respondent (19.1 % including 8.6 % agree plus 10.5 % strongly agree) of the academic employee supported the statement 'good organizational Culture'. On the other hand, 74.3% (40.0 % disagree and 34.3% strongly disagree) of the academic employee opposed the statement. The remaining 8.6 % were neither agreed nor disagreed with the statement. Besides, according to table 4.7, the mean score of the academic employee response is 2.21, with std. deviation of 1.228, this indicates that majority of the investors were dis agreed with the statement. The implication here is that the organizational Culture' is one barrier that affect to knowledge management and sharing in the Debre tabor university.

The above table 4.5 indicates that, the majority of the academic employee (50.0, including 30.0 % agree and 20.0 % strongly agree), support the statement Lack of Expertise on knowledge management in the university. While 39.0 % including 20.0% strongly dis agreed and 19.0 % dis agreed with the statement, the remaining 10.0 % were neither agree nor disagree with the statement. Besides, as table 4.5, indicates that the overall mean score of the academic employee' response is 3.12 with std. deviation of 1.436. Based on this evidence majority of the employee were agreed with the statement. This implies that the lack of expertise has an impact on knowledge management and transfer in Debre tabor university.

According to table 4.5 the highest proportion of the respondents expressed that there were no. availability of Infrastructure and Technology in the university. About 64.3 % of the respondents were say there were no availability of Infrastructure and Technology in the university. More specifically, 35.7% of the respondents

agreed and 28.6 % strongly agreed. Whereas, 31.9% of the respondents were disagreed including (20.5% agree and 11.4 % strongly disagree) and only 3.8% of the academic employee were neither agreed nor disagreed with the un availability of Infrastructure and Technology in the university. The mean of the distribution of responses was found to be 3.50; with Std. deviation 1.388. This was between the values of agrees. This shows that majority of the respondents said that un availability of Infrastructure and Technology in the university.

According to table 4.5 Majority of the respondents felt that leaders of the university did not care for their academic employee to manage knowledge in the university. About 75.7% of the respondents considered that the managements do not care for their academic employee to manage knowledge in the university. Particularly 36.2% strongly agreed and 39.5 % and 22% disagree (including 10.5%disagree and 41.5% strongly disagree) and the remaining 5% were neither agree nor did agree. The finding shows that majority of the respondents said that lack of good leader ship support at higher, middle and lower level to support their academic staff in knowledge management and sharing. The findings of this study show that various variables limit knowledge acquisition, development, sharing, and retention, including an unsuitable organizational environment, a lack of academic member relationships, a lack of expertise, and a lack of awareness of the value of knowledge management. Lack of infrastructure and technology, a non-responsive organizational structure, resignations, employee reluctance to share information, and a culture that discourages knowledge sharing

The academic staff's feelings on the above item are summarized as follows: they believe that there are various barriers that adversely affect knowledge management and sharing within the organization through individuals and groups, with the following being the most prevalent rather than those listed in the above table: People who keep their skills and expertise to themselves Professional jealousy, hard-won knowledge is difficult to give up; most people are selfish with their knowledge; members are selfish and do not want to share their expertise when they leave the system, leaving a large gap; People just want to be recognized for themselves, hence they want to be seen as experts/assets rather than sharing their knowledge/information.

Technology and Infrastructure Related Items

Table-4.6 -*How do you rate the availability of proper technology and Infrastructure to manage knowledge in Debre tabor university.*

No	Variables of technology related factor	Description	Response						Mean	Std Dev
			Strongly dis agree	Dis Agree	Neutral	Agree	Strongly Agree	Total		
1	Written document	Frequency	70	74	17	45	4	210	2.23	1.181
		Percentage	33.3	35.2	8.1	21.1	1.9	100		
2	Audio-video recorded	Frequency	73	92	12	29	4	210	2.04	1.064
		Percentage	34.8	43.8	5.7	13.8	1.9	100		
3	Knowledge Sharing Center	Frequency	70	82	20	30	8	210	2.16	1.150
		Percentage	33.3	39.0	9.5	14.3	3.8	100		
4	Intranet Access Documentation	Frequency	34	46	20	78	32	210	3.13	1.356
		Percentage	16.2	21.9	9.5	37.1	15.2	100		

5	Web site accessibility	Frequency	40	100	16	36	18	210	2.49	1.223
		Percentage	10.0	47.6	7.6	17.1	8.6	100		
	Video-Conferencing	Frequency	66	96	15	25	8	210	2.11	1.095
		Percentage	31.4	45.7	7.1	11.9	3.8	100		
	Knowledge Sharing by Conference	Frequency	76	94	13	21	6	210	1.99	1.042
		Percentage	36.2	44.8	6.2	10.0	2.9	100		

On the above table respondents were asked to give their opinion on a possible way to manage knowledge within the University.

Table 4.6 reveals that when the academic employee was enquired to express their opinion on the statement 'Knowledge Sharing by a written document, book, pamphlet, research, report in the university', more than half of the respondents oppose the statement .35.2 % disagree plus 33.3 % strongly dis agree. On the other hand, 22.9 % of the respondents were support the statements i.e., 21.1 % agree plus 1.9% strongly agree.

The remaining 8.1 % of the respondents were neither agree nor disagree with the statement. Additionally, it is shown in table 4.8, the mean score of the academic staff' responses are 2.23%, with std. deviation of 1.181. This implies that majority of the academic employee disagree with the statement. Indicating that frequency of responses concentrated around disagreement on there is Knowledge Sharing by a written document, book, pamphlet, research, report in the university'. Therefore, it can be concluded that there is no Knowledge Sharing by a written paper, book, pamphlet, research, report in the university'.

General Knowledge Management Related factors

Table 4.7 *What is/are the possible outcome/s of knowledge management in Debre tabor university*

No	Variables of KM related factor	Description	Response						Mean	Std Dev
			Strongly dis agree	Dis Agree	Neutral	Agree	Strongly Agree	Total		
1	Bringing staff Satisfaction	Frequency	12	34	5	77	82	210		
		Percentage	5.7	16.1	2.4	36.7	38.9	100	3.87	1.252
2	Creating Fast Decision	Frequency	51	30	12	61	30	210		
		Percentage	23.2	24.5	5.7	28.9	14.2	100	2.80	1.463
3	Rapid Problem-	Frequency	60	32	17	69	32	210	2.91	1.495

	Solving	Percentage	28.6	15.2	8.1	32.9	15.2	100		
4	Decreasing Time Consumption	Frequency	28	44	18	72	48	210	3.32	1.380
		Percentage	13.3	21.0	8.6	34.3	22.9	100		
5	Experience Gaining	Frequency	32	38	14	81	45	210	3.33	1.391
		Percentage	15.2	18.1	6.7	38.6	21.4	100		
	Staff members Retention	Frequency	74	28	12	55	41	210	2.81	1.601
		Percentage	35.2	13.3	5.7	26.2	19.5	100		
	Better Work Environment	Frequency	68	38	8	41	55	210	2.81	1.649
		Percentage	32.4	18.1	3.8	19.5	26.2	100		

Organizational survival, competitive advantage, and globalization consequences are all major elements driving the demand for knowledge management. Another major aspect driving the demand for KM is the recognition that in today's dynamic and competitive environment, a business must manage its knowledge. Survival considerations are not restricted to for-profit businesses; NGOs and even government agencies have recognized the need of knowledge management. According to Desouza (2011), if knowledge is not managed properly, businesses will not function efficiently, resulting in ineffective and inefficient product and service creation and delivery, as well as dissatisfied customers, which would eventually lead to the organization's collapse.

Based on the above theory, respondents were asked to give their opinion on possible outcome if the organization manage knowledge management. According to table 4.9 Majority of the respondents felt that knowledge management bringing staff Satisfaction in higher educational institutions. About 38.9 % of the respondents considered that the knowledge management bringing staff Satisfaction in higher educational institutions. Particularly 5.7% strongly dis agreed and 16.1% dis agree 75.7% agree (including 37.7% agree and3 8.9% strongly agree) and the remaining 2.4 % were neither agree nor did agree. The finding shows that majority of the respondents felt that knowledge management bringing staff Satisfaction and reduce staff turnover in higher education institutions.

According to table 4.7 the highest proportion of the respondents expressed that knowledge management Creates Fast Decision making in the university. About 29.3 % of the respondents were say that knowledge management Creates Fast Decision making the university. More specifically, 29.3% of the respondents agreed and 14.2 % strongly agreed. Whereas, 38.1% of the respondents were disagreed including (16.2% dis agree and 21.9 % strongly disagree) and only 5.7% of the academic employee were neither agreed nor disagreed with the knowledge management Creates Fast Decision making in the university. The mean of the distribution of responses was found to be 2.80; with Std. deviation 1.463. This was between the values of agrees. This shows that majority of the respondents said that knowledge management Creates Fast decision making in the university.

This means that the respondents' degree of understanding of the proposed item about managing knowledge can have a favorable impact on the university's ability to succeed. For the above question, they believe that managing

knowledge has a positive impact on the organization's performance and on an individual's career, and they listed some of the most basic and important outcomes of managing knowledge, such as Academic Member Satisfaction, Fast Decision-Making Process, Rapid Problem-Solving Method, Innovation, Work Quality, Time Consumption, Experience Gaining, and Better Risk Management.

CONCLUSION

This section summarizes the study's findings in relation to the study's goals. Debre Tabor University's knowledge management practice was assessed. In the cause of organizational associated on organizational concerns, the investigation finds that Debre Tabor University has no organizational answer to the knowledge management issue, as no department exists.and no appointed accountable person to handle this activity. According to the respondents' perceptions on Incentives and Motivational Related Items, the study reveals that such a system does not exist within the organization. The other item is about hurdles to managing knowledge in the university; respondents expressed their honest opinions on this topic, and the outcome was that there are several difficulties to managing knowledge in the university. A deficiency of resources and experts to manage knowledge, a nonexistence of technology and infrastructure, academic staff resistance and lack of interaction to share their knowledge, a lack of resources (budget and staff), a non-responsive organizational structure, and a lack of awareness of the importance of knowledge management are just a few of the barriers listed.

Issues Concerning Individuals and Groups The university's attitude toward managing knowledge is apparent; persons and groups in general are a basic component of the university. However, the actuality of this item's analysis suggests that individuals and groups are not participating in knowledge management, as indicated by respondents' response. Fear of job security, cultural factors, a lack of trust among them, a lack of commitment, and a lack of cohesive teams in organizations that facilitate the sharing of experiences and information among staff members, as well as top-level management support, are the main negative factors affecting knowledge sharing within the university. Leadership linked Items: According to the report, there is a leadership support shortage at all levels in the leadership environment. Effective leadership, according to academics, is now recognized as one of the most important contributions to total organizational performance and change by the vast majority of enterprises. Intelligent leaders have a collection of abilities and information obtained through experience that allows them to manage daily activities successfully and efficiently. However, in our university, the organization's leadership is lacking; there are no role models for sharing experiences and knowledge. Leadership commitment to constant and ongoing communication is lacking, as is awareness of each academic member's abilities.

RECOMMENDATION

In general, it is critical that Debre Tabor University considers the importance of knowledge management techniques, which is supported by the study's problem statement and conclusions. To effectively realize its objective and vision, Debre Tabor University will need to spend heavily in knowledge management initiatives to improve and safeguard its knowledge resources. Investing can be divided into three categories: financial, human, and system. The following are the most prominent points, which may represent the university's preliminary research:

- Debre Tabor University should create a clear policy and procedure in terms of organization, including a knowledge management plan, a written policy, and a specialized department with a specified independent organizational structure. The structure of an organization and its hierarchical chain of command should not be barriers to exchanging tacit knowledge (knowledge held within individuals). Communication is hampered by organizational structure and hierarchies, which impedes the tacit knowledge transmission process. To manage knowledge, a seamless organizational environment was also required. Learning frameworks have a hierarchy and communication flow that facilitate learning. Knowledge management policies should be published or documented for future reference to give a specific emphasis and make

recommendations on the university's knowledge management policies. The university, on the other hand, must promote a positive workplace culture.

- Leadership-related; leadership, intellect creation, problem-solving, and decision-making are more complicated and demanding in academic settings. Academic staff is evolving into a "Knowledge force," with expertise and control taking on new meanings. As a result, the study offers suggestions for correcting the identified KM concerns in order to boost the value of the university's mission accomplishment.

- Incentives and motivation; top leadership must view knowledge as a strategic asset and give incentives and support for knowledge management systems. Incentives must be provided by the organization to encourage users to learn from their experiences and use the KM system.

- Knowledge Management Mechanism Ideas; respondents shared their thoughts on how the university could manage tacit and explicit knowledge within the organization. Knowledge Sharing through a Discussion, Knowledge Sharing through a written text, book, research, description, etc.,

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