

Knowledge Management Practices of Selected Dental Schools in the National Capital Region: Basis for Proposed Knowledge Management Program

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Abstract: The objective of the study is to determine knowledge management practices as basis for proposed knowledge management program. Findings revealed that there is a very significant difference in the assessment of the respondents regarding the extent of performing knowledge management practices and that there is a significant difference in the assessment of the benefits and challenges of knowledge management particularly between the administrators and student respondents.

Keywords: Knowledge, Knowledge management practices, Knowledge management

I. INTRODUCTION

The nascent concept of knowledge management can be traced back through the published researchers of Peter Drucker in the 1970's: Karl Erik Sveiby in the late 1980's and Nonaka and Takeuchi in the 1990's. Knowledge management was not a new idea in the corporate world. They had adapted knowledge management practice and reaped its benefits of arriving at sound decision making and having an edge in terms of competitiveness.

In their study Davenport and Prusak (1998), stated that it had been proven in the course of time that an organization acquired a sustainable level and works to its advantage from what it knows collectively and how effective this knowledge is being utilized and how fast it absorbs new knowledge and put in into practice. Knowledge therefore is the key element in an organization because future actions are based on the best information the organization has, knowledge that had been created and acquired, learning and the know-how. Most organizations are in the knowledge age and managing such knowledge is of prime importance. A systematic approach is therefore necessary to be able to make full use of an organization's knowledge together with the person's skills and competencies which would result in a more efficient organization.

A dissertation conducted by Keeley(2004), described knowledge management as an interspersed collective way which builds, standardizes, attains and makes use of knowledge accumulated from individuals, records and documents owed by an organization. It contends with an organizational action to acquire the utmost value based on the know-how and comprehension of persons coupled with sources both external and internal.

The 24th World Congress on Intellectual Management in January 2003 served as a kick-off for knowledge management to be introduced to the academe. With the concerted efforts of knowledge management gurus, they strongly advocated on transforming knowledge management into an academic discipline. This was very instrumental towards promoting doctoral researches and providing intensive and formal training for future practitioners. The knowledge management torch is now passed on to the academe as can be gleaned by the rapid proliferation of great number of universities around the globe offering knowledge management course Petrides and Nodine(2003). This being so, dental schools in the Philippines are avenues where plethora of knowledge are created and acquired. Therefore it is necessary that this knowledge be shared ,enriched, disseminated and restored. Higher education institutions beyond the realms of possibility have all the

opportunities to apply knowledge management practices and eventually be institutionalized in their organizations. It is one way of adapting to change, a crucial step towards globalization and a catalyst for an institution's sustainability and viability.

II. METHODOLOGY

There were 16 administrators, 64 faculty members, 189 dental students and 40 dental alumni from selected dental schools in the National Capital Region. The descriptive method was used and questionnaires were given to the respondents to assess the practices observed in knowledge management. The stratified proportionate sampling technique was employed in this study and the statistical tools used were the weighed mean, standard deviation and ANOVA.

III. RESULTS AND DISCUSSION

Knowledge management practices:

There is a very significant difference in the assessment of the respondents regarding the extent of performing the following parameters of knowledge management practices: knowledge creation and capture, knowledge sharing and enrichment and knowledge dissemination as well as the overall as respondents are grouped according to respondent type such as administrators, faculty alumni and students. This is shown by the obtained p-value which were all less than 0.01 level of significance.

It can be observed from the results that the students are doing the knowledge management practices less than the 3 other groups as noted from the obtained mean which the students have lower assessment. Furthermore, the alumni are performing the practices more extensive than the faculty. Students are still learning concepts about their soon to be profession and this limit themselves from undertaking knowledge management practices. They are not yet professional dentists that is why they have not developed techniques yet to be used in the Dentistry profession nor has been resourceful and creative in utilizing techniques and not even conduct seminars and workshops to enhance clinical practice and thus limiting themselves from sharing and enriching their knowledge. Meanwhile, alumni have more time to share knowledge management practices as they control their time in attending seminars and workshops which enables them to share, enrich and disseminate their knowledge about Dental profession unlike the teachers who cannot simply attend these seminars and workshops as they have to prioritize their teaching profession too. Furthermore, alumni are full time in practicing their profession and this enables them to be resourceful and creative in utilizing techniques.

On the other, there is no significant difference in the assessment of the 4 groups of respondents as to the storage and retrieval of information as shown by the p-value which is greater than 0.05 level of significance. This implies that statistically, the 4 groups of respondents are the same in terms of classifying and preserving important dental case reports, archiving/storing procedures, restoring dental information and utilizing different modes of accessing dental information.

Table. 1 Comparison of Assessment of the Respondents as to the Extent of Doing the Knowledge Management Practices when Grouped According to their Respondent Type

		Mean	S.D	F-value	p-value/Sig	Post- hoc
Knowledge	Administrators	3.36	.659			
Creation &	Faculty	3.25	.564			Admin VS Students
Capture	Alumni	3.45	.546	16.470	P=0.000<0.01	Faculty VS Students
	Students	2.94	.593		VS	Alumni VS Students
	Total	3.07	.617			
Knowledge	Administrators	3.26	.742			
Sharing &	Faculty	3.15	.666			Admin VS Students
Enrichment	Alumni	3.40	.548	9.484	P=0.000<0.01	Faculty VS Alumni
	Students	2.92	.675		VS	Faculty VS Students
	Total	3.03	.685			Alumni VS Students
Knowledge	Administrators	3.18	.7325			
Dissemination	Faculty	2.99	.677			Admin VS Students
	Alumni	3.34	.583	9.073	P=0.000<0.01	Faculty VS Alumni
	Students	2.84	.678		VS	Alumni VS Students

Total		2.93	.690			
Storage & Retrieval of Information	Administrators	2.78	.887			
	Faculty	2.81	.861	2.515	P=0.058>0.05	
	Alumni	3.16	.715		NS	
	Students	2.92	.692			
Total		2.91	.743			
Overall	Administrators	3.14	.672			Admin VS Students
Knowledge Management Practices	Faculty	3.05	.605	8.445	P=0.000<0.01	Faculty VS Alumni
	Alumni	3.34	.507		VS	Faculty VS Students
	Students	2.90	.584			Alumni VS Students
Total		2.98	.601			

Table. 2 Comparison of Assessment of the Respondents as to the Level of Agreement of the Respondents Regarding the Benefits of Knowledge Management Practice when Grouped According to their Respondent Type

Respondent Type	Mean	S.D	F-value	p-value/Sig	Post-hoc
Administrators	3.44	.671			
Faculty	3.16	.850			Admin VS Students
Alumni	3.26	.895	2.671	P=0.047<0.05	
Students	3.08	.690		S	
Total	3.13	.744			

Considering the comparison of the level of agreement of the 4 different types of respondents regarding the benefits of knowledge management practices, it can be seen that there is a significant difference in their assessment particularly between the administrator and the student respondents as noted from the p-value which is less than 0.05 level of significance. From the obtained mean, the administrators gave a higher assessment than the students. This implies that the administrators agree more than the students that knowledge management practices have benefits than the students. Students are still learning knowledge about their profession and thus they have not imbibe yet the idea of sharing what they know. From the interview conducted by the researcher, the students are not so aware yet about knowledge management practices including its benefits. This is why they gave a lower rating.

Table. 3 Comparison of the Challenges of Knowledge Management as Observed by the Respondents when Grouped According to their Respondent Type

Respondent Type	Mean	S.D	F-value	p-value/Sig	Post-hoc
Administrators	3.44	.671			
Faculty	3.16	.850			
Alumni	3.26	.895	2.671	P=0.047<0.05	Admin VS Students
Students	3.08	.690		S	
Total	3.13	.744			

Like the results of the benefits, it can be gleaned from the table that there is a significant difference again in the evaluation given by the administrators and the student respondents regarding the challenges of knowledge management. The administrators gave a higher assessment as they are very much aware about knowledge management practices and so including the situations and challenges that goes with it. Students as mentioned are still learning about this concept thus they do not know about the challenges of this yet.

IV. CONCLUSION AND RECOMMENDATIONS.

A very significant difference in the assessment of the respondents regarding the extent of performing knowledge management practices had been noted. Likewise, there is a significant difference in the assessment of the benefits and challenges of knowledge management practices particularly between the administrators and students. Findings revealed a felt need to have a program in knowledge management practices in dental schools. There should be policies formulated to enhance knowledge management practices, the effectiveness of knowledge management practices should be validated and the study may be replicated in a larger scale in other programs and discipline.

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