KNOWLEDGE MANAGEMENT ON ART DESIGN IN UNIVERSITIES UNDER LIAONING PROVINCE

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Abstract

The objectives of this research were: (1) to examine the components of knowledge management on art design in Universities under Liaoning Province; and (2) to develop the managerial guidelines of knowledge management on art design in Universities under Liaoning Province.

The research was a mixed methodology research, inculding quantitative research and qualitative research. Population was totalling 1886. The sample size was determined by Krejcie and Morgan's Table, obtained by stratified random sampling method, totalling 327. The key informants were 9 experts/expertise who were instructors, President or deans, program director from three outstanding Art Design Universities with more than 5 years experience under Liaoning Province, obtained by purposive sampling method. The instruments used for data collection were semi-structured interview form, and five -level rating scale. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, and Exploratory Factor Analysis.

The research findings revealed that; (1) there are five components of knowledge management on art design in universities under Liaoning Province which were effecttive leadership, cultural management, organization structure, information technologys management and talent management. (2) there were 75 managerial guidelines of knowledge management on art design in universities under Liaoning Province.

Keywords: Knowledge Management, Art Design, Liaoning Province

1. INTRODUCTION

Knowledge management is the management of a series of activities and processes. Through these activities and processes, the knowledge resources of individuals and organizations can be better applied and innovated, so as to maximize the value of knowledge and enhance the competitiveness of the organization (The European Committee for Standardization, 2004: 1).

Due to political, economic and cultural factors, colleges and universities in Liaoning Province, China, are often relatively backward compared with other provinces in terms of political, economic and cultural factors. In particular, they are highly conservative in international cultural exchanges and practical applications. The art design education of universities in Liaoning Province, whether in terms of the allocation of teachers and the research of creative projects, many links cannot meet the current development needs of the cultural industry. Especially in dealing with future development trends, there are few frontier and local perspectives. This is the inevitable result of insufficient and lagging implementation of knowledge management in art higher education in Liaoning Province. Therefore, knowledge management for higher education of art and design in Liaoning Province must not only supplement the content of the tacit knowledge system, but also need a characteristic strategy that can combine local characteristics and personnel composition characteristics, and abandon mechanical thinking. The application of art design knowledge management in colleges and universities in Liaoning Province is relatively weak. Curriculum generally pursues rigid and outdated educational content, focuses on cultivating general skills instead of improving students' creative ability, and tends to shape the skills of students rather than popularize all classes in the employment of students. It is almost impossible to talk about entrepreneurship. At the same time, there is no active and strong support for teachers who lack cultural management experience. Instead, they can realize entrepreneurship by themselves or directly use relevant business practitioners to guide changes in education. This makes it very difficult for relevant cultural workers and educators to guarantee the enthusiasm of entrepreneurs and the purity of their pursuit of learning. The two are often passively confused or guided by either-or management, so it is not surprising that students' entrepreneurial guidance is just a formality. In the context of the new era, it is necessary to further promote the rapid development of art education in colleges and universities in Liaoning Province. On the one hand, it must combine the needs of scientific and technological progress and the development of cultural industries, and reflect advanced educational vision and thinking in cultivating artistic talents; on the other hand, In terms of management methods, it is also necessary to keep pace with the times, reflecting the characteristics

of the combination of timeliness, advancement and practicability, thereby enhancing the ability and scope of students' employment and entrepreneurship, and achieving the goal of training composite creative talents. Knowledge management is to regard knowledge as the primary strategic resource, and the scientific formulation of college art assessment can be realized through the reasonable management of knowledge and knowledge owners. First of all, if the manager is an insider, he must have a correct understanding of the assessment standards. Knowledge management emphasizes people-oriented. Especially in considering the industry and the allocation of inherent personnel, it is possible to consider both human factors and maximize the integration of resources without departing from the actual situation of the personnel. For this point, knowledge management is the most appropriate Management technology. Secondly, knowledge management values and implements a diversified guideline. To establish a specialized, reasonable and standardized art scientific research evaluation system, it is necessary to rely on knowledge management, improve the diversification of the assessment mechanism, and achieve the management of knowledge by categories, replacing the simple "one size fits all" approach in the past. Thirdly, knowledge management can be extremely adaptable. The overall development guidelines of the college and the further construction of disciplines require the in-depth involvement of knowledge management. For the development of art colleges, differentiated competition, the extension of the college’s life cycle and the rapid response to the market all require knowledge management to solve. Especially in today's colleges and universities, enrollment and employment are actually a severe test for knowledge and knowledge holders. Whether the knowledge system is complete and whether the knowledge is based on the present needs knowledge management for practical management. In short, it is precisely because of the people-oriented, adaptable, and diversified guidelines of knowledge management that knowledge management can solve the above-mentioned related problems. (Zhang, 2002: 6).

Because researcher have enough interest in knowledge management and knowledge management can break through the relatively single administrative management in the past, and knowledge management is one of the most advanced and novel theories today, knowledge management is crucial to the change of the existing single art administrative management. Teachers in colleges and universities are the grantors of knowledge, while students are the absorbers of knowledge. The management of both should be based on knowledge. At the same time, knowledge and information management and innovation awareness are one of the important directions for the development of universities today, so the importance of knowledge

management is self-evident. At the same time, researcher is willing to learn new knowledge, especially contemporary art development, which pursues the novelty of concepts, emphasizes the integration of creativity and knowledge, and encourages cross-field and cross-professional integration. Therefore, only through knowledge management researcher can solve the current situation relatively well. The basic problems faced by Chinese art universities. This knowledge can be used as the first-hand information for the management and management of art teachers. Therefore, the knowledge management guidelines in art design ofuniversities in Liaoning Province was conducted.

2. MATERIAL AND METHODS

The research objectives were: (1) to explore the components of Knowledge Management on Art Design in Universities under Liaoning Province, and (2) to develop managerial guidelines of Knowledge Management on Art Design in Universities under Liaoning Province. The research was mixed methodology design which were comprised of quantitative and qualitative research. There were three processes of research which were research proposal preparation, research procedures, and research report. The research procedures consisted of three steps; (1) determining the variables of Knowledge Management in Universities under Liaoning Province; (2) exploring the components of Knowledge Management in Universities under Liaoning Province; and (3) developing the managerial guidelines on Knowledge Management in Universities under Liaoning Province.

The specific steps and research procedures are as follows:

Step (1) Determining the variables of Knowledge Management in Universities under Liaoning Province.

The researcher has studied related literatures about the concept, principles, and theories, related research on Knowledge Management as well as in-depth interview from key informants. Key informants consisted of 9 experts/expertise who were instructors, President or deans, program director from three outstanding Art Design Universities with more than 5 years experience under Liaoning Province. Key informants were selected by purposive sampling technique with the above criteria.universities are scattered in Liaoning Province without classification, you can use “simple random sampling technique”.The information providers are all teachers who come from universities and have teaching, project hosting and management experience. They all have a high level of knowledge and artistic professionalism.

Step (2) Exploring the components of Knowledge Management on Art Design in Universities under Liaoning Province.

Quantitative Research: The researcher used the variables of Knowledge Management from step (1) to prepare a questionnaire as an instrument to collect data from samples in order to identify components of Knowledge Management on Art Design in Universities under Liaoning Province.

Population consisted of 1,886 instructors and administrators of Art Design in universities under Liaoning Province. The researcher determined sample size with Krejcie and Morgan's Table, the sample size was 327 instructors and administrators, with stratified random sampling technique.

The researcher employed a questionnaire which composed of three parts; Part I: Demographic variables (Checklist), Part II: Variables of Knowledge Management (Five-level rating scale), and Part III: Recommendation (Open Ended); (2) Five experts tested the content validity of the questionnaire by objective consistency (IOC); and (3) The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, and Exploratory Factor Analysis.

Step (3) Developing the managerial guidelines on Knowledge Management on Art Design in Universities under Liaoning Province.

Qualitative Research: The researcher used each component of Knowledge Management from step (2) to develop guidelines of Knowledge Management on Art Design in Universities under Liaoning Province by using Focus Group Discussion; 9 key informants (instructors, deans, program director) from different outstanding art design universities under Liaoning Province.

3. RESULTS

Section 1: Result of Content Analysis on Variables of Knowledge Management on art design in Universities under Liaoning Province.

From review of literature, the researcher has studied variables from related concepts, principles, theories, and related research concerning with Knowledge Management on art design in Universities under Liaoning Province.From the outline of variables from review of literature and related research, there were 105 variables.Then, the research has prepared semi-structured interview from to conduct interview from 9 key informants who were from different outstanding art design universities more than 5 years experience under Liaoning Province, obtained by purposive sampling method.

There were 241 variables from interview of key informant. The research has employed content analysis. As result, total 90 variables were found and prepare a research instrument as a five-level rating scale questionnaire. The quality of instruments have been verified by

Content Validity and Reliability. For Content Validity of questionnaire, the researcher has sent questionnaire to five experts research for verification.The Item-Objective Congruence (IOC) was used to evaluate the items of the questionnaire based on the score range from -1 to +1. The items that had scores lower than 0.6 were revised. On the other hand, the items that had scores higher than or equ0al to 0.6 were reserved. As a result, it was found that there were 90 items of questionnaire.

For Reliability of questionnaire was a way of assessing the quality of the measurement procedure used to collect data. The researcher has sent out 30 questionnaires to collect data from non-samples in order to consider a result of reliability. Cronbach's alpha coefficient on or above 0.80 means adequate reliability to determines the internal consistency or average correlation of items in a survey instrument to gauge reliability of the questionnaire. As a result, Cronbach's alpha coefficient was at .911 which can be used to describe the reliability of questionnaire.

Section 2: Result of Data Analysis for Research Objective 1 of Knowledge Management on Art Design in Universities under Liaoning Province

General demographic data of the 327 people came from professional teachers and administrators of colleges and universities in Liaoning Province.When considering by gender, age, education level, working experience in entrepreneurship education and management, position level and university attribute.

Part I: Result of Data Analysis on Questionnaire: Demographic Information

According to the number of art and design teachers in schools in Liaoning Province, the population used in this study comes from colleges and universities with art design in Liaoning Province. There were approximately 1,886 art design teachers and managers, including 327 Sample.

There were total 327 respondents to the quesionnaires; 149 females, 45.60 percent, and 178 males, 54.40 percent. For ages, it was found that the majority of respondents were 26-35 years old, totaling 159 respondents, 48.60 percent, the least respondent was More than 46 year old, 30 respondent, 9.20 percent. For the educational qualification, it was found that most of respondents graduated graduated Bachelor's degree or equivalent, totaling 276, accounting for 84.4%, followed by Master's degree or equivalen with 48 respondents, accounting for 14.70 percent, the lowest number was Doctoral degree or equivalent, with 3 people, or 0.90 percent. From the perspective of working experience in entrepreneurship education and management, 1-3 years of personnel accounted for 33.0%, a total of 108 people, 4-6 years of

personnel accounted for 44.3%, a total of 145 people, and those over 6 years accounted for 22.6%. A total of 74 people. For the position level, there are 139 education administrators, accounting for 42.5%. There were 34 professors, accounting for 10.4%, which was the smallest number. There were 79 Instructor/teacher, accounting for 24.2%, and there are 75 others, accounting for 22.9%. In terms of university attribute, the Ministry of Education Key Universities accounted for 22.6%, with a total of 74 people. Provincial Department of Education Key Universities accounted for 33.6%, with a total of 110 people, which was the largest number. The National Democratic Commission accounted for 19.3%, with a total of 63 people. Liaoning Provincial Education Department (public) accounted for 11.0%, with a total of 36 people, which was the smallest number. Liaoning Provincial Education Department (private) accounted for 13.5%, with a total of 44 people.

Part II Result of Data Analysis on Questionnaire: Variable analysis of components of Knowledge Management on art design in Universities under Liaoning Province. The researchers analyzed the arithmetic mean ($\overline{X}$) and standard deviation (S.D.) by comparing the derived arithmetic mean to the criteria based on Best's concepts.

It showed the arithmetic mean, standard deviation, and level of each variable that was a component of Knowledge Management on art design in Universities under Liaoning Province.

It was summarized that overall, 90 questions the arithmetic mean ($\overline{X}$) was between 3-4.22, indicating that the respondents has an opinion on the level value of the variable by the arithmetic mean ($\overline{X}$) from medium to high, standard deviation (S.D.) was between 0.755-1.044, indicating that respondents has quite different opinions on the variable. The variables with the greatest arithmetic values ($\overline{X}$) were variable number 47, in Structure, a reward and punishment mechanism should be formed. The learning of the educational organization structure in this area should be increased, and more lectures and cultural exchanges should be more participated in. There was an arithmetic mean ($\overline{X}$) 4.11 standard deviation (S.D.) 0.755, indicating that the informant has a second moderate difference of opinion: variable 52, in structure, the times should be followed. The variables with the smallest arithmetic ($\overline{X}$) values are variable 33, specific knowledge management strategies should be organize and implemented with arithmetic values ($\overline{X}$) 3.41 standard deviations. (S.D.) 1.103 indicates that the informant has a very different opinion about and the variables with the smallest arithmetic ($\overline{X}$) values are variable 33, specific knowledge management strategies should be organize and implemented. with arithmetic values ($\overline{X}$) 3.41 standard deviations. Perform descriptive statistical analysis on all scale questions. The maximum and minimum values were between 1-5, indicating that

there were no extreme values, and the average was between 3-4.22, indicating that the agreement was high. The Std. Deviation is around 1, indicating that it basically conforms to the normal distribution.

Table 1: Shows KMO-Meyer-Olkin and Bartlett's Test.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.934
Bartlett's Test of Sphericity	Approx. Chi-Square	25053.290
	df	4005
	Sig.	.000

Exploratory Factor Analysis using ready-made programs, an important preliminary agreement was to verify the suitability used to analyze the components. Reference offered guidelines for determining the sufficient number of samples to analyze the component, saying that the number of 50 samples was extremely inappropriate. The number of 100 samples was inappropriate. A fair number of 200 samples, the number of 300 samples was good, the number of 500 samples was very good, and the number of more than 1,000 samples was the best, which corresponded to Tabachnik and Fidell, which confirmed that Factor Analysi required at least 300 samples.

In addition, it was reviewed using test statistics, which hereby used variable statistical monitoring to be related based on KMO and Bartlett's Test values, with the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (MSA) between 0-1, and Bartlett's Test of Sphericity, test statistics testing variables to see if they were related.

The KMO test results of the data collected from the research were .934. Kaiser and Rice studied KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) to measure the suitability of the data on whether factor analysis techniques should be used, and When using factor analysis to test validity, the prerequisite of factor analysis needs to be met first, that is, the items have a strong correlation, which is reflected in two test indicators: 1. KMO value, 2. Bartlett sphere test value. Among them, the KMO value was used to compare the simple correlation and partial correlation coefficients between items, and the value was between 0 and 1. The criteria for factor analysis were: greater than 0.9, which was very suitable; 0.7-0.9 is suitable; 0.6-0.7 was not suitable; less than 0.6 is not suitable. The Bartlett sphere test value was used to test whether the correlation coefficient between items was significant. If it was significant (ie sig.<0.05), it was suitable for factor analysis.

This phase of analysis useed factor extraction by Principle Component Analysis (PCA) with orthogonal rotation et.al and varimax rotation. The used criterial for considerting factors were as follows; (1) 0.55 or higher was a practically significant factor loading, (2) eigenvalues greater than 1 according to Kaiser's Criterion, and (3) there were more than 3 components (Hatcher).

Table 2: Data Analysis Result on Section III of Questionnaire: Components of Knowledge Management on art design in Universities under Liaoning Province.

Order	Components	Number of Variables	Factor Loading
1	Component 1	20	0.691-0.778
2	Component 2	18	0.678-0.867
3	Component 3	19	0.669-0.781
4	Component 4	16	0.745-0.811
5	Component 5	17	0.701-0.795
	Total	**90**	**0.691-0.867**

From Table 2, it was summarized that there were five qualified components as follows; component 1 (Information Technology Management) containing 20 variables that described component, factor loading between 0.691-0.778; component 2 (Cultural Management) containing 18 variables that described component, factor loading between 0.678-0.867; component 3 (Organization Structure) containing 19 variables that described component, factor loading between 0.669-0.781; component 4 (Talent Management) containing 16 variables that described component, factor loading between 0.745-0.811; component 5 (Effecttive Leadership) containing 17 variables that described component, factor loading between 0.701-0.795. The total number of variables that described the five components were 90 variables, factor loading between 0.691-0.867.

Section 3: Result of Data Analysis for Research Objective 2 on managerial guidelines.

A total of nine experts participated in this focus group discussion. The focus group discussion consists of five parts. These were information technology management, cultural management, organizational structure, talent management, and effective leadership. There were 75 guides in five sections. Among them, there are 18 guidelines for information technology management, 11 guidelines for cultural management, 16 guidelines for organizational structure, 15 guidelines for talent management, and 15 guidelines for effective leadership. Guides advocated by experts were identified through focus group discussions, and some guidelines have multiple expert advocates.The guidelines mentioned in the five sections are detailed below.

4. DISCUSSION AND RECOMMENDATIONS

1. Discussion based on research objective 1:

There are five components which were information technology management, cultural management, organizational structure, talent management, and effective leadership. The main findings were that only by doing a good job in knowledge management can we achieve the further development of higher art colleges in today's interprofessional and interdisciplinary era, and achieve the characteristic construction for different organizations. In China, which was in a period of social transformation, knowledge management was needed to cultivate compound advanced art talents, establish and improve the system construction of knowledge management in art colleges and universities, and provide a reasonable growth environment for current college art teachers. From the research results, the five parts of knowledge management were the main components to construct the effectiveness of knowledge management.

In the process of knowledge management, it was necessary to make reasonable use of information management technology and give full play to the advantages of information technology management; seize the advantages of cultural management in higher education in art and design, advocate the blending of cultures, emphasize the cultivation of creativity and unique characteristics cultural management; highlighting the characteristics of the organizational structure of art and design in higher education, emphasizing the breadth of knowledge, the application of innovative thinking and following the characteristics of the times; for talent management, it pays attention to cross-field coordinated development, and strengthens personnel incentive mechanism and talent introduction Mechanism, emphasizing the realization of personal ideals and organizational ideals; by possessing comprehensive professional advantages, it can link many different fields of art. Effective leadership was achieved by strengthening teachers' professional autonomy, involving employees in all aspects of the organization, and being guided by experience.

Component 1: Information Technology Management.The results of this study are consistent with the theoretical or research results of Liang Ruiyi (2016: 84-87). Knowledge was the primary productive force of social and economic development, and cultivating new-type university personnel to be able to effectively manage knowledge and use knowledge creatively was the key to building a learning society and promoting the development of knowledge economy. In addition, the findings were consistent with those of Jiao Ruixin (2019: 104-105). Information technology, intelligent technology and automation technology are widely used. On this basis,

the speed of information updating and dissemination has been accelerated, enabling people to acquire knowledge beyond time and geographical constraints.

Component 2: Cultural Management.The results of this study were consistent with the theoretical or research findings of Jiang Dengpan (2015:371-372). The training path and mode of comprehensive art and design talents must focus on broadening the scope of majors, refining professional content, establishing a distinctive curriculum system, strengthening practical course learning, enhancing students' practical ability, highlighting the openness and practicability of course content, and in the teaching process. Highlight the cultivation of creativity. In addition, the findings were consistent with those of Yu Jiefang (2015: 232). From the research results of Wang Fangguan (2015: 8), it was found that for the education management of postgraduates, we cannot blindly pursue the traditional model, but need to use an innovative dimension. From the research of Jiang Dan (2019: 223, 226), it was found that in cultural selection, it was necessary to recognize and continue excellent cultural traditions, adapt to the actual needs of the times and social development, and reflect not only specific cultural connotations and value orientations, but also common Rational Spiritual Human.

Component 3: Organization Structure.The results of this study are consistent with the theoretical or research results of Wang Yanfei (2010: 74-77). Teachers were very typical knowledge workers in the knowledge society and play an important role in the transmission, creation and learning of knowledge. In addition, the findings are consistent with those of Zhao Xuanye (2019: 56-58). Introducing the concept of knowledge management into the framework of the reform of the internal organizational structure of colleges and universities, and building an organizational form based on networked team building and flat organizational management mode, will greatly improve the operation level of colleges and universities, thereby promoting the comprehensive discipline construction and knowledge innovation level of colleges and universities.

Component 4: Talent Management.The results of this study were consistent with the theoretical or research results of Zhang Hongtao (2015: 155-156). Emphasis on creativity-oriented individual knowledge management strategies provides a reference for the creative practice of designers and the creative management of design agencies. In addition, the findings were consistent with those of Liu Yi (2019: 226). From the research results of Jian Shengyu (2019: 70-76), it was found that local colleges and universities must improve the quality of administrative management while introducing talents, and better promote the scientific and intelligent management of schools by introducing and cultivating senior management talents. From the research of Yang

Weidong (2020: 20), it was found that only by establishing a complete, flexible and flexible talent management mechanism for the "full life cycle" of talent introduction, talent incentive, talent evaluation, talent training, and talent exit can we effectively promote university think tanks high-quality development. From the research results of Lai Yang (2020: 181), it was found that in response to the current talent training problems, strategies such as clarifying talent training goals, reforming international teaching models, and school-enterprise cooperation should be implemented to strengthen practical teaching, improve the effectiveness of talent training, and promote professional teaching. , cultivating international talents and art designers.

Component 5: Effecttive Leadership.The results of this study were consistent with the theoretical or research results of Zhang Xuan (2015: 371-372). It was necessary to encourage teachers to establish lifelong learning goals, strengthen teachers' professional autonomy, and build a knowledge base for college teachers' professional development, so as to effectively promote the professional development of college teachers. In addition, the findings are consistent with those of Miao Honghui (2019: 240-244). From the findings of Guo Haiyan, Zhang Lianying, Hong Shuai & Huang Shanshan (2020: 111-120), it is found how knowledge leadership in knowledge-intensive teams influences team members' willingness to hide knowledge through team goal commitment and knowledge-oriented prosocial influence.

2. Discussion based on research objective 2:

There were 75 managerial guidelines through focus groups discussion.The main findings were that the art industry has its own particularity of development, and it is necessary to change the relatively single management system and traditional evaluation mechanism of art colleges and universities in my country through the rational use of the five components of knowledge management. Provide a reasonable growth environment for current college art teachers, separate the evaluation standards of art disciplines from other disciplines, and form a characteristic construction. Through knowledge management, the corresponding management system of the Academy of Fine Arts can be improved to the maximum extent and the creative ability of art can be exerted, which can provide useful help for the future artistic growth of teachers and students.

Component 1: Information Technology Management.The results of this study are consistent with the theoretical or research findings of Eigirdas. Žemaitisa* (2014: 164-173). The study found that the open innovation paradigm is a new contemporary innovation phenomenon. Furthermore, the findings are consistent with Lynn. C. Emerson., & Zane. L. Berge (2018: 125-132), which found how competency-based microlearning through subscription learning is both an innovative

e-learning approach, yet another asset to a learning organization focused on improving employee performance.

Component 2: Cultural Management. The results of this study are consistent with the theoretical or research findings of Mohammad. Reza. Sarmadi., Ziba. Nouri, Bahman. Zandi., & Masoud. Gholamali. Lavasani (2017: 1427-1434). The study found that culture is the main context for knowledge growth. As an important subculture, academic culture has a great influence on the development of knowledge creation. In addition, the findings are consistent with the findings of Krishna. Prasad. Paudel., Prakash. C. Bhattarai., & Mahanand. Chalise (2021: 100-124), factor analysis explores the following seven dimensions of knowledge management: knowledge utilization, acquisition, generation, dissemination, transfer, creation and presentation, and four dimensions of academic performance, namely research and publication, innovation, interactive learning and capacity building. Canonical correlation analysis shows that there are interdependent relationships between knowledge utilization, acquisition, generation and dissemination and research, publication and capacity building; knowledge creation through innovation; knowledge transfer and presentation through interactive learning.

Component 3: Organization Structure.The results of this study are consistent with the theoretical or research results of Sun Wei (2016: 164-165). The study found many key and focal issues in teaching, both educational structure and development orientation. The key to cultivating students' knowledge structure lies in the structural exploration of vertical knowledge structure and horizontal knowledge structure, as well as the fusion exploration of horizontal knowledge structure and cross knowledge structure. The progress of human society is closely related to the efforts of art designers. Design changes the world. Design changes lives, and design changes history. Imagination and creativity determine the basic problem of the designer's knowledge structure. In addition, the findings are consistent with the findings of Umar. Farooq. Sahibzada., Khawaja. Fawad. Latif., Yan, Xu., & Roshi. Khalid (2020: 2373-2400), which found that as knowledge workers, satisfaction is The necessary premise for knowledge management to be carried out correctly is also an important problem that knowledge management can solve.

Component 4: Talent Management.The results of this study are consistent with the theoretical or research results of Sohail. Mazhar*., & Muhammad (2018: 91-104). The study found a significant positive relationship between knowledge management dimensions (process, leadership, culture, technology, and measurement) and the creativity of university teachers. In addition, university faculty found no significant differences in term knowledge management by university type, job nature, job title, teaching experience, qualifications, gender, and university. However,

there are significant differences in knowledge management among university teachers in terms of age. Furthermore, the findings are consistent with the findings of Rosnah.ISHAK., & Mahaliza, MANSOR (2019: 169-184), which indicated that colleges and universities need to invest more in knowledge creation, knowledge organization, knowledge storage, knowledge dissemination and knowledge application initiative.

Component 5: Effecttive Leadership.The results of this study are consistent with the theoretical or research results of Xiao Sheng (2016: 25-26). The study found relevant content that differentiates the adjustment direction and intensity of the relationship between governance and innovation in different dimensions. Furthermore, the findings are consistent with those of Denise. A.D., Bedford., Marion. Georgieff., & Johel. Brown-Grant (2017: 467-489), emphasizing that lifelong learning models are definable for the field of knowledge management, just like other disciplines.

3. Recommendations

Recommendation for Policies Formulation

In order to better implement knowledge management in art and design colleges and universities, in the formulation of policies, establish and strengthen the incentive mechanism and talent introduction mechanism to pave the way for the training and development of talents. Organizations should establish a policy orientation based on innovation, through comprehensive professional advantages, emphasizing the breadth, integration and characteristics of knowledge, and focusing on the coordinated development of cross-field and cross-professionals, in line with the requirements of the times. At the same time, further strengthen teachers' professional autonomy and the right to participate in the organization of things, implement a characteristic and diversified management model with professional teachers as the core, meet the common realization of personal ideals and organizational ideals in the organization, and enhance teachers' work enthusiasm.

Recommendation for Practical Application

For the practical application of knowledge management in art and design colleges and universities, the incentive policies for talents should be further improved and implemented, and the enthusiasm of talents development and creation should be mobilized through the incentive mechanism. It is necessary to pay attention to the role of information technology, and establish the relevant knowledge base of teachers and organizations through this technology, so as to facilitate the collection and integration of knowledge of teachers and students, and improve the creativity of teachers and students. Through the diversification of educational

content, it emphasizes the breadth, epoch and specialization of knowledge in higher art education, uses the integration of different knowledge to meet the requirements of the era across majors and fields, and establishes a development model and characteristic construction that conforms to the connotation of art organizations.

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