Applicable of Knowledge Management among the Education Organization Staff Administration based on Jashpara's Model

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Abstract

Background: nowadays, the creation of knowledge is considered as a source of value, so its application has a particular importance.

Objective: the primary goal of this study is to identify the degree of employment of knowledge management in education of south Khorasan province by using the Jashpara's model.

Methods: the research was descriptive and perfomed in surveying method. In this study, 158 people from 260 people of South Khorasan province education's staff managers were selected using Krejcie and Morgan table and stratified random cluster in the year 2015. The research instrument was a research-made questionnaire which consisted of 39 items and 4 components. For determining the psychological peroperties of questionnaire, the validity of content was confiremed by experts's opinions and structural validity was confirmed by factor analysis.

Results: The results showed that all knowledge management components except organization were significantly higher (p<0/05) than mean. Also, there is no meaningful relationship between the manager's work experience and all knowledge management components, but there is a positive and meaningful relationship between acquired component and knowledge creation and work experience.

Conclusions: the results depicted that there is no significant relationship between different levels of managers and the application of knowledge management and its components and also revelead that the application of knowledge management is approximately on good level.

Key words: knowledge management, Jashpara's Model, the application of knowledge management, staff manageres

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Introduction

Knowledge and experience of education managers is an important part of management processes and the knowledge of the educational organizations, hence, the use and organization of this knowledge would not be possible without knowing the status of knowledge and experience. So, by the continuity of organizations's competitive advantage in the face of daily developments and changes, it is necessary to have knowledgeable and creative employees; a creative and innovative work force who can create sustainable advantage for their organization via modification or changing products, services and processes continuously (Seifollahi & Davari, 2009).

It is evident that organizations need to equip their employees by knowledge in order to sustain their competitive advantage, and they could be able manage it properly by using modern management methods. So, the role of knowledge management becomes more significant for knowlde management and documentation of employees's experience in organization. The knowldge management creates a good opportunity for the improvement of knowledgeable work force performane by applying modern management equipments and also produces competitive advantages in organization.

The most fundamental characteristic of smart organizations in the 21 st century is an emphasis on knowledge and information. Knowledge is a powerful tool that can create changes in the organization and enable creativity and innovations (Mohammadi Fateh, Sobhani, & Mohammadi, 2008). Therefore, knowledge as a valuable and strategic resource for organizations is very important. If effective and efficient management of knowledge and existing employees's experiences can be achieved by building culture and collaborative and strong social interaction and also record them, it will be a very effective step to achieve the goals of the organization.

In accordance with the importance of knowledge management Meso and Smith (2000) believe that knowledge management means acquiring and storing knowledge, experience and collective intelligence in the organization and using it to promote and foster innovation and creativity through continuous organizational learning. Base on Perez (1999), knowledge management is the collection and storage of knowledge, intellectual capabilities and experiences of managers and employees of an organization and the ability to retrieve them as human capital. The success of knowledge management in organizations, especially the education organization, requires a system thinking that has to be adhered to in practice. the implementation of knowledge management in practice makes use of a model critical and according to different models of knowledge management such as Nonaka and Takeuchi model, Boisot knowledge management model and other models which each of them is a guide of knowledge management in practice, but in this study Jashpara model has been used. Compared to other models, this model has been able to demonstrate knowledge management components and its processes more clearly.

The Jashpara model, known as the Knowledge Management Cycle Model, consists of four processes Acquisition and creation knowledge, organization knowledge, exchange and sharing of knowledge and the usage of knowledge (Jashpara, 2009). This study is done based on this model. Based on Marakas, acquisition and creation of knowledge refers to the ability of organizations in creating new ideas and solutions accompanied by the creation of new knowledge (Bhatt, 2003). Knowledge organization suggests that when a large amount of managers and work forces knowledge and experience enters the education organization, it must be stored, organized and documented for the implementation. Exchange and share of knowledge indicates the distribution and knowledge sharing of managers and staff to all areas where

education is being conducted and even beyond that, knowledge transmission to the outside of the Education Organization. In other words, it is transmissions of organizational knowledge to any person who needs knowledge to undertake education activities (Justice, 2005).

On the other hand, the application of knowledge requires that created knowledge in the education organization, employed to improve the quality and quantity of products and services and processes of the organization. Nowadays, education can be overcome through creativity and innovation only if it could be able to use appropriate knowledge at the right place (Butt, 2003). So far, many researches have been done on knowledge management in educational organizations and other organizations.

Kazeminezhad et al. (2010), reported undesirable status of knowledge management components based on the model of knowledge at Azahra University, School of social science and economics. Nuri et al. (2009), have examined the status of knowledge management using the four - ring model of Jashpara's knowledge management among professors of the Iran university of science and Technology.the results showed that from the four components of knowledge management, the status of knowledge creation and knowledge organization and knowledge application has been reported higher than mean, but the exchange component and knowledge sharing have been evaluated in this university poorly. The results of the Mir Esmaeely's study (2007) showed that in Tehran the status of knowledge management in ordinary schools is significantly lower than theoretical mean, but in smart schools it is largely higher than theoretical mean.

Shirzad Kebria and Khosh Nazar (2010) found that the status quo of knowledge management from managers' point of view is desirable and normal. The findings of Larijani and Noori Asl's (2009) researches which have been done among the managers of Eastern Azerbaijan public libraries indicate that there are four components of knowledge management, components of knowledge creation and knowledge organization and knowledge application are higher than mean, but the exchange and knowledge sharing component have been reported lower than mean. Gholami2005)) also reported that deployment of knowledge management components was lower than mean and there was a significant difference between work experience and knowledge management in Isfahan. Dalayi and Fereyduni's research which is conducted among the faculty members of Urmia University have reported the status of employment of knowledge management among the faculty members is lower than mean. there was no significant distinction between the views of faculty members with respect to different categories of scientific and gender.

The basis of another study which conducted by Hossein Zadeh et al. (2012) among employees of academic libraries under the auspices of the Tabriz University of Medical Sciences, was Hissig's model. The results showed that the employment rate of knowledge management is higher than mean but among the investigated components, the knowledge storage component is reported lower than mean. In another survey which perfomed based on the general model of knowledge management in Hong Kong schools, Chu et al. (2011) showed that among the components of knowledge management, the component of knowledge sharing was reported higher than mean.

Yaghubi et al. (2011) found that among selected hospital employees of Isfahan, the use of employees with work experience higher than 25 years is higher than mean in comparison of other employees in the use knowledge management components.

In another survey in Taiwan's schools, Lee et al. (2010) proposed a PKMSS knowledge management model which was on the basis of four components called recruitment and knowledge creation, knowledge

assessment, knowledge sharing and knowledge usage to implement knowledge management in educational organizations. Small researches show that the status of knowledge management and its components are somewhat measured in educational organizations. But it seems in education system, in particular, the status of knowledge management has not been identified, and it is necessary to clarify the current status of knowledge management system and its components in education rather than providing the context of implementation.

The education of South Khorasan Province consists of 300 staff managers and employees who have a lot of knowledge and experiences more than 20 years. Annualy a large number of them retire and due to the absence of a stringent documentation system and the lack of attention to their knowledge management, their experiences ruin. While, attention to theses experiences and usage of them not only cause the enhancement of system efficiency, but also people who worked many years there, feel good and their lives will accompany by usefulness. Therefore, the attention to knowledge and management is one of the most important issues in the Education Organization because, with the help of competent and knowledgeable managers, it can change the education organizations and make use of available resources (Safi, 1992).

Therefore, one of the important issues that education needs to pay attention is knowledge and experience of managers and employees. If someone who works many years in education organization quit the system for reasons such as retirement or resignment, a large amount of knowledge and experience will be lose. So, despite the increasing changes in today world, it is not sensible to say that the education organization should find a way for organization, knowledge and experience storage of these managers and don't let these valuable sources get out of the cycle. Can't education organization create a method to store and organize the knowledge of mangers and employees? Does education organization fail to identify the status quo of knowledge management in organization, with implementation of knowledge management system with respect to knowledge sharing and application of managers and employees for preventing of duplication and wasting a large amount of money for training new work force?

It is evident that in today's world the knowledge of managers and employees is regarded as the main source of organizations, with respect to this fact, is it still unclear to education organization? So, if the education organization wants to adapt to growing changes, should be able to prevent of useless duplication and implementing of small issues by using proper management of knowledge and documentation of managers and employees's experiences. This requires the design and deployment of a strong knowledge management system. in order to implement knowledge management system, first the status quo of knowledge management and its components should be identified in education. Because, by awaring of status quo, the infrastructure can be first provided to establish knowledge management and then start to implement it. The aim of this study is to identify current status of knowledge management and its components in education and provide the field of establishing knowledge management system.

The implementation of knowledge management in any organization requires technical and scientific fields, so before choosing any approach, the current status of knowledge management in the organization must be determined, according to the discussion and clarifying the importance of knowledge management for education organization, and with respect to the fact that in the area of knowledge management in education organization less researchers have been done this research aims to answering to these questions and assessment the hypotheses.

Method

The present study is descriptive and performed in surveying method and it is considered an applied study in terms of purpose. The statistical population is all of staff managers of south Khorasan province, which consists of three groups of directors and experts of officials who are serving in the province's education offices in 2013 - 2014, and their number is 260. Sample size was determined according to Krejcie and Morgan's table by stratified random sampling of 158 people, which 154 of them (97.5%) were male and 4 of them (2.5%) were female. Considering that the staff managers included three groups of manageres, directors and experts, in charge to ensure the equality of sample to statistical population ratio, the stratified random sampling was used according to the Table 1.

Table 1. Distribution frequency and the percentage of research sample population in terms of organizational position

Organizational Position	Stratified random sampling	Population percentage	Statistical population
Manageres	60	23.42%	37
Assistantes	58	22.2%	35
Experts in charge	142	54.4%	86
Grand total	260	100%	158

According to Table 1, the population and sample distribution is observed at three different classes. In Table 2, the sample distribution is found in terms of the degree of education.

Table 2. Frequency distribution and the percentage of research sample population in terms of the degree of education

Degree	Frequently	Percentage
Bachelor's degree & lower	126	79.7%
Master & higher	32	20.3%
Grand total	158	100%

As can be observed in the Table 2, 79.7% of population have bachelor's degree and lower, 20.3% of them have master's degree and higher. To analyze the data, descriptive and inferential statistics methods have been used. Descriptive statistics include mean, standard deviation and frequency and inferential statistics consist of variance analysis and t test.

SPSS and Lisrel software have been used to analyze the data. To collect data and information, the research-made questionnaire has been made. The questionnaire has been investigated four components of acquisition and creation, organization, sharing and usage of knowledge based on Jashpara's pattern and totally it identifies the application of knowledge management. The questions of this questionnaire were 39 items in five-point Likert scale. The questionnaire is prepared by using popular questionnaires in the area of assessing knowledge management items (Moghimi & Ramazan, 2011) and investigation and analyzing of staff managers's tasks. Then for assessing the content validity test the questionnaire was provided to a group of experts including five faculty members and three experts of Iran education organization who had management experience. By applying experts's modifications the primary questions of the questionnaire were confirmed.

Factor analysis was used for determining the construct validity and the validity of measurement tools. Firstly, the possibility of conducting exploratory factor analysis has been studied on the sample of re-

search using the Bartlett test and sampling adequacy index (KMO). The results, which are conducted on 100 people of sample, are summarized in Table 3.

Table 3. The Bartlett's test results and the sampling adequacy index

Kaiser-Meyer-Olkin (KMO) Test		.95
Bartlett's Test of Sphericity	Approx. Chi-Square	4656.6
	Sig.	.000

Then, to analyze the factors, the principal component analysis method was used and Varimax rotation method was employed to determine the probable factors that underlie the questionnaire.
The reliability of the questionnaires was evaluated by cronbach's alpha coefficient. Since the numbers are close to one, the questionnaires were very reliable and appropriate for the study.

Table 4. Statistical indices of questionnaires in principal component analysis method

Questionnaire	Eigenvalue	Item	Percentage of explained variance	Cronbach's alpha
Knowledge Organization	8.76	11	17.51	.92
Creation and Acquisition	6.83	7	13.97	.91
Share and Exchange of Knowledge	5.45	12	22.46	.92
Application	3.43	9	8.79	.92
Knowledge Management	2.95	39	62.73	.97

In order to verify the results of the exploratory analysis, a confirmatory factor analysis was used, for this purpose the maximum likelihood estimation method was usde. In interpreting the output of confirmatory factor analysis, the overall fit indices model and factor loadings significance are considered and the the loads higher than 40 were accepted.

Table. 5 CFA indices for assessment the construct validity

AGFI	RMSEA	CFI	GFI
.71	.04	.94	.91

The results of the confirmatory factor analysis confirmed the effect of all considered aspects and items for the available concepts in knowledge management. The Goodness of fit statistics were used to confirm the regression of the model. Table 5 shows that most of the confirmatory factor analysis indices were appropriate and the model considered good fit.

Findings

Q1. How is the state of knowledge management among staff managers of South Khorasan province education?

To answer the research question about the applicability of knowledge management and its components, descriptive statistics was used as follow. First of all, the skewness and kurtosis of the data is tested, the amount of skewness observed for the variable is 0.32, which is normal and its distribution is

symmetric. Its kurtosis value is 1.052 and is in the range (-2, 2). This indicates that the variable distribution has normal Kurtosis. The Kolmogorov-Smirnov test was then used to ensure the normality of data. Therefore, the data distribution test was normal. The descriptive results of the study of the application of knowledge management among the staff managers are presented in Table 6.

Table 6. The overall percentage of responses to four component knowledge management items

Component	Organizational position	very low	low	middle	high	very high
Application of Knowledge Management	Manageres	5.2	20.2	25.9	31.1	17.6
	Assistants	7.4	19.4	33.3	29.9	10
	Experts in charge	8.68	21.3	33.2	28.9	7.93
	Total	7.58	20.63	31.50	29.63	10.66

As shown in Table 6, %28.21 of staff managers reported the four components of knowledge management low and very low, %31.50 of them have been assessed these components mean and also, %40/29 of staff managers, reported all four knowledge management components high and very high.

Q2. How is the status of knowledge management components among the staff managers of South Khorasan education?

Table 7. The Status of knowledge management components applicability among staff managers

Organizational position	Acquisition and creation	Organization	Exchange and sharing	Application	Knowledge management
Managers	3.41	3.19	3.32	3.47	3.36
Assistants	3.22	2.87	3.15	3.31	3.16
Experts in charge	3.08	2.82	3.04	3.24	3.6
Total staff managers	3.24	2.96	3.17	3.34	3.19

In the case of research sub – questions based on the applicability of knowledge management compo-nents, descriptive statistics and one-sample t-test were used as follows. The descriptive analysis of data and managers's mean scores based on their organizational positionfor each of knowledge management componenets are listed in Table 7. As shown in Table 7, by reducing the responsibility in lower classes of organizational pyramid, the application of knowledge management and its components are reduced in the organization, i.e., in the executive categories and lower level managers, the knowledge management is reduced. In the following, descriptive data analysis was conducted using a one-sample t-test, which results are shown in Table 8, so the staff managers of South Khorasan education believe that knowledge acquisi-tion and knowledge creation are at a higher level than mean.

Table 8. Mean, standard deviation and one-sample t-test of Knowledge Management Components

Components of Knowledge Manament	Mean	Std.	T	Sig.
Knowledge acquisition and creation	3.17	0.78	50.7	0.001
Knowledge organization	2.91	0.87	0.42	0.001
Knowledge exchanging and sharing	3.12	0.80	49.1	0.001
Knowledge application	3.31	0.83	50.1	0.001
Knowledge management	3.13	0.74	52.8	0.001

The data analysis suggests that the mean score of the applicability of all knowledge management components is 3.13 with a standard deviation of 0.74, so the staff employees of South khorasan education believe that the utilization of all knowledge management components is higher than mean. The highest mean is related to the question number 32 (use of knowledge and experiences leads to upgrading the level of educational and administrative activities), and the lowest mean is related to the question number 14 of questionnaire (lack of systematic processes for organizing knowledge and experience).

First hypothesis: There is a difference between the work experience and the applicability of knowledge management of South Khorasan staff managers.

To investigate the first hypothesis, i.e. the existence of differences between work experience (three groups of 1-10, 11-20, and higher than 20 years) and the application of staff manager's knowledge management the variance analysis was used. According to the results, the effect of work experience is not meaningful, meaning zero hypothesis is accepted, i.e. there is no significant difference between work experience and knowledge management application among staff managers. $F_{(2.152)} = 0.691$.

Second hypothesis: Between different levels of staff managers, there is a difference in terms of knowledge management application in south Khorasan education.

To investigate the second hypothesis, i.e. the existence of differences between different levels of staff managers, in terms of the knowledge management application, one-way variance analysis was used that it requires to observe the conditions of normal distribution of data, the independent selection of data from each other and the equality of variances, which it has all these conditions. The results of one-way ANOVA are described in Table 9.

Table 9. Comparison of the mean score of the knowledge management application and its components vs position

	Variables	Mean	Std.	Test result
Knowledge Acquisition and creatin	Manager	37.54	9.13	f=2.56
	Assistant	35	7.86	df=2.155
	Eperts in charge	33.73	8.58	p=0.080
Knowledge organization	Manager	22.32	6.27	f=2.46
	assistant	20.08	6.35	df=2.155
	experts in charge	19.73	5.78	p=0.089
Knowledge exchanging and sharing	Manager	39.81	10.93	f=1.60
	Assistant	37.77	9.4	df=2.155
	Eperts in charge	36.46	9.10	p=0.205
Knowledge application	Manager	31.27	9.07	f=1.02
	Assistant	29.83	6.71	df=2.155
	Eperts in charge	29.17	6.99	p=0.363

Application of knowledge management	Manager	130.94	32.97	f=2.20
	Assistant	122.68	26.97	df=2.155
	Eperts in charge	119.10	27.39	p=0.114

According to the results of table 10, there was no significant difference between the scores of knowledge management application and its components based on the individual organizational position (p > 0.05).

Conclusion

The results of the knowledge management application show that knowledge acquisition and knowledge creation among staff managers is higher than mean. This situation is in line with Noori et al. (2008) research among the professors of Iran University of Science and Technology as well as the research of Larijani and Noori Asl (2009) among the managers of the Azarbayjan public libraries. According to the results of Kazeminezhad et al. (2010), there is no agreement among employees of Azahra University. Therefore, to provide a better position for acquisition and creation of managers's knowledge, education must support the organizational culture that encourages the acquisition and creation of managers's knowledge, as Lang and Fahey (2000) believe that organizational culture affects the acquisition and creation of managers's knowledge significantly. It also creates greater knowledge by motivating staff managers and providing a risky environment, continuous learning, benchmarking and continuous training.

Knowledge organization component, in terms of staff managers, is assessed low that show poor organization of knowledge in education, which is in agreement with Kazeminezhad et. al research (2010), but this component is higher than mean in Noori et al. (2010), Larijani and Noori Asl (2009), which is not in agreement with the results of this study. The above results indicate that the necessary infrastructure, such as the systematic processes and information technology systems, are not enough to document the knowledge and experiences of managers and employees in education. Therefore, based on Tat and Hase (2007), Akhavan and Bagheri (2011), Haines (2001) and Radding (2010) education should provide the possibility of access to managers's documented knowledge and experiences by training necessary skills for organization and by using information technology systems and creating systematic processes for documented knowledge and experiences organization.

Exchange and knowledge sharing status has been assessed among the appropriate staff managers, which is in agreement with Larijani and Noori Asl (2009) and also is not in agreement with Noori et al. (2010) and Kazeminezhad et al. (2010). According to this, the education should provide an environment for more usage of staff managers's knowledge and experience exchange and sharing by providing information technology systems and collaborative culture and supporting of the knowledge exchange and sharing culture (Davenport & Prusak, 2000; Hasan zadeh, 2008; Firestone & Lroy, 2010; Seifollahi & Davari, 2009; Rahimi & Najafi, 2007), creation situation for knowledge sharing, helding special meetings for knpwledge sharing (Davenport & Prusak, 2000), using of other managers and employee's knowledge and experience freely, strengthening the more obligation and responsibility (Hamidizade, 2010; Yoosefi et al. 2010), creation and enhancement of motivation and awareness and also mutual trust (Tat & Hase, 2007; Akhavan & Bagheri, 2011; Ghelich lee, 2010; Davenport & Prusak, 2000). The application of knowledge component has a good situation in education, which is in line with the results of Noori et al. (2010) and Larijani and Noori Asl (2009).

Also, staff managers of education believe that the use of documented knowledge and experiences leads

to the improvement of business and administrative activities. As Hasanzadeh (2007) states, the use of documented knowledge and experiences enables managers to carry out activities and promote the organization's activities. Also, they have acknowledged that for conducting organizational activities by using their knowledge and experiences and other managers, they face up to more responsibility.

Accordingly, for using and application of knowledge and experience of it's managers, education should firstly provide the information technology infrastructure (Jashpara, 2009; Mohammadi Fateh et al, 2008; Ghelich lee, 2009; Kazemzadeh, 2006), strengthen and support the organizational culture in the area of knowledge and experience application (Lang & Fahey, 2000), and by increasing the understanding and awareness of managers and employees for proper use of documented knowledge and experience (Lang & Fahey, 2007), consider and support clear strategies and policies (Mathi, 2004) for the application of documented knowledge and experiences. According to the results of Pearson correlation test, there is a significant relationship between knowledge acquisition and creation componenet with the work experience of education staff managers. Therefore, it can be concluded that by increasing the work experience of staff managers, knowledge acquisition and creation of managers increases.

It can be explained that since the creation of knowledge comes from the organization's soft and intellectual activities, the organization's management is more concerned about these subjects, but the organization activities is the more sharing and usage of a scientific activity, that usually the lower levels of the organization do. But there is no significant relationship between staff managers work experience and three other components of knowledge management (knowledge organization, knowledge sharing and exchange). In general, there is no meaningful relation between staff managers' experiences and the application of the other four knowledge management components.

The second hypothesis showed that there is no significant difference between levels management of staff managers and the use of knowledge management components. It can be concluded that the lack of difference between different levels of staff managers in terms of the extent of knowledge management application stems from intensive education system. This is because the experts in charge of conducting education activities, that one of them is using documented knowledge and experience, follow procedures and policies of assistants and assiatantas themselves follow managers' procedures and policies which is the same as intensive education procedure. It seems that implementation of knowledge management in education requires more research by using complimentary methods such as interviews and observation, and the use of quality methods will be more useful in achieving the more real results, hence, some researches should be done for assessing the executive managers' support of knowledge management, investigation the required infrastructure for deploying knowledge management system and also another research is required for assessing the bonus system and evaluation of education staff managers for knowledge exchange, sharing and application.

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