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**IDENTIFICATION OF FACTORS AFFECTING THE DEVELOPMENT OF KNOWLEDGE MANAGEMENT (KM) IN AGRICULTURAL RESEARCH, EDUCATION, AND EXTENSION ORGANIZATION (AREEO)**

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**ABSTRACT**

This study was aimed at evaluation factors affecting the development of KM in agricultural research, education, and extension organization from the point of view of its experts and managers. This study, in terms of nature and objective, is quantitative and applied, respectively, and casual-relational; data was collected through field studies. Statistical society of the present study is all of the experts and managers working in AREEO with educational degree of MS and higher (N=65). Given the limitedness of respondents, all were studied through enumeration. Questionnaire was the main tool of data collection and its validity and reliability were evaluated by experts panel and pilot test, respectively; Cronbach's alpha coefficient for all parts of the questionnaire was evaluated to be more 0/75 indicating a high reliability of the study tool. Data were analyzed using SPSS<sub>18</sub> software. Results indicated that majority of experts and managers believed that development of KM in AREEO is at a moderate level. In addition, there is a positive and significant relationship at 99% level between KM development and training, social, economic, and policy-making factors; there is also a positive and significant relationship at 95% between KM development and managerial factor. Results of regression analysis indicated that 41% of the dependent variable's variance is explained by economic and social factors.

**Keywords:** Knowledge Management (KM), Knowledge Development, AREEO, Agricultural Experts

**INTRODUCTION**

Unity and integrity are bases of thought in establishing a development-oriented dynamic system based on knowledge. Knowledge management system is a novel approach that is resulted from the idea of a national system of information. According to a new finding of twenty-first century, knowledge managements the last human achievement in the field of architecture of knowledge-based society. Given that communities have different cultures and different economic classes and ultimately have different level of knowledge, so in knowledge management system there isn't a single version for all communities, organizations and businesses.

Therefore knowledge management in each of the above matters in addition to be unique for each community, at the same time provides an intersection and sharing of human knowledge. Thereby using the strategies, methods and operations based on process of knowledge components it is possible to specify the proportion of a unique knowledge of an organization or society with human knowledge from different perspectives (Department of Statistics and Informatics, North Khorasan Agriculture Jihad Organization, 2011). In recent years, one of the issues that has attracted the views of many government and private agencies managers is the subject of knowledge management.

Knowledge management growth as a strategy for managing in organizations is seen as a new approach (Mehralizadeh, 2001). Corporate knowledge, in the contemporary accelerating world, is a good opportunity for organizations that recognize and manage it well, it is also a serious threat to organizations

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that pay little attention to environmental changes and not know it. At present, knowledge management is a new and popular concept and a process that helps organizations to identify, select, organize, distribute, and transfer important information and expertise that are part of the institutional memory and there are usually with no organized structure (Lajevardi and Khan, 2007).

Knowledge management development is one of the important indicators of organizational progress at present era. Knowledge management is closely related to organizational culture, leadership style, professional training and rehabilitation. In many governmental and non-governmental organizations, inter organizational mobility is limited and is based on job requirements and not carried out to capture and share knowledge and external organizational mobility, except in a very few organizations in other organizations doesn't exist (Hassanzadeh, 2007).

Managers to have knowledge-based workers should try to adapt themselves with the latest knowledge of the day. From the perspective of knowledge management, the most valuable resources are knowledge of workers; in fact, KM is an emphasis on employee knowledge-orientation of any organization. In different organizations considering the different mechanisms of knowledge management development is not desirable (Sadeghi *et al.*, 2009).

Agricultural Research, Education, and Extension Organization (AREEO) is one of the oldest and most extensive research and academic organizations of the country and has created the enormous changes in the agricultural sector, particularly the promotion and development of agriculture ( the official database Research, Education, and Extension Organization ,2014). This organization due to the nature of its operation, requires the world's day information to develop and transfer new technologies in agriculture, it is necessary to keep employees have access to information and always seeking new knowledge.

Agricultural Research, Education, and Extension Organization approximately has some open legal features. In this organization, there are several obstacles in the path of knowledge management. Low employment motivate, low pay attention to the development of innovations and inappropriate incentive system are some reasons. Knowledge management is the first step involves determining the opportunities and threats facing the organization. Then to determine the knowledge gap (proof of the gap between current knowledge status and good and required knowledge) deals with to identify the organization knowledge gaps. Ensuring that the balance between organizational objective and subjective knowledge are as well as organizational factors and indicators of success.

Establish commitment between the management and employees levels to organizational insight and managers and staff attempt to be excellent about promoting knowledge sharing, leads to strengthen its functioning and facilitate team work as one of the main areas of innovation (Talebi *et al.*, 2007).

Administrators of Agricultural Research, Education, and Extension Organization are obliged to think about the status and success of their organization. One option for enhancing the growth of the organization is taking place of staff in -service training periods.

Supervisors believe in-service training courses can strengthen features of the knowledge, skills and appropriate attitudes in staff. However, sometimes factors underlying changes in employee behavior are neglected that such neglect makes failed all their efforts to improve the organization (Rahimi, 2008). Participation is the most common subject in the survey and induction of organizational behavior in public administration which plays an important role in the development of knowledge management (Sadeghi *et al.*, 2009). Therefore, the necessity of identification and development of knowledge management and identifying obstacles to the development of Agricultural Research, Education, and Extension Organization with vast human resources is vital to the continuation of organizational successful activities and national and international developments.

### **The Key Elements of Knowledge Management System**

The system has three key elements, namely: human, organization and technology. These three elements interact with each other through knowledge creates systematic knowledge-oriented context. Identify and define the existent knowledge in a knowledge management system in the organization, through analysis and application of knowledge management techniques, cause of the dynamics of knowledge creation (Department of Statistics and Informatics, North Khorasan Agriculture Jihad Organization, 2012).

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In knowledge management system In addition to the techniques and expertise based on of knowledge process, considering different levels of knowledge -based human resources in the organization and how to approach and deal with the issue of individual members of the organization are concerned. Organization is known as the structure or skeleton of the knowledge management system. To explain knowledge and management it is required that in the areas of goals, tasks and functions of the organization and determining the accuracy and efficiency of each one to any other and all of them with global knowledge to be considered (BeikZadeh and Soori, 2006).

Technology in the knowledge management system arises from interaction between the human element and organization namely the combination of managers, staff and knowledge-oriented users with the goals, tasks and performance. Considering to the knowledge, methods and ICT platforms and relationships are among the issues that must be considered in the design of knowledge management system (Department of Statistics and Informatics, North Khorasan Agriculture Jihad Organization, 2012).

Rajabali (2010) in a study called identify factors affecting the development of Knowledge Management in Agricultural Jihad Organization of Khuzestan, concluded that between the type of leadership style, motivation of people and knowledge in the field of information technology, organizational communication and structure, corporate culture, status of training courses and employee and organization behavior with level of knowledge Management there is a conjunction with the significant level of 5%. Also to identify barriers and structures affecting knowledge management from the perspective of experts and senior executives, Factor analysis techniques were used. The results showed that the data is suitable for factor analysis.

The results of the factor analysis of the barriers to the development of knowledge management revealed that the five factors explain the 73 percent of variation of barrier variables affecting knowledge management. The findings of factors influencing development of knowledge management based on the results of factor analysis showed that a total of six factors explain 71 % of variation of the structure variables affecting knowledge management.

Mokhtarnia *et al.*, (2008) in their study to investigate the relationship between attitude and skill in the use of information technology and knowledge management, concluded that although 93 percent of the studied population attitudes toward knowledge management in the organization were medium and medium- high, however, most promotion experts' skill domain related to the use of information technology and knowledge management components were very low to low and only in one of KM component namely the professional information management, the experts were of average skill.

The results also showed that there is a positive and significant relationship between the dependent promote of professional attitudes to knowledge management and their skill in applying information technology and the six components of knowledge management (Knowledge acquisition, knowledge sharing, knowledge assessment, create/save and delete knowledge, dissemination and application of knowledge and information management professionals). Similarly, a positive meaningful relationship between the dependent variable of attitude of promotion professionals to knowledge management and their skills in two components of career information management and knowledge assessment of the significance level of five percent was observed. Abbasi (2007) in a study named an overview of the implementation models of knowledge management in organizations stated that the use of knowledge management in organizations reduces costs and improves quality, efficiency and effectiveness of the organization. Now organizations with geographically sprawl using new technologies and through virtual teams and telecommunications can work together. Shahwali and Lachini (2007), in a study titled Evaluation of subjective knowledge management of food security emphasizing Fars Agriculture Jihad Organization, was designed to assess the level of knowledge management of food security of experts and managers of the Agricultural Organization of Central region of Fars Province. The main groups based on Roberts on model are experts and managers of Fars Province Agriculture Jihad Organization. Most use of objective knowledge sources (explicit) respectively includes books, journals, reports and organizational research. On the other hand, the most used method of communication for the promotion of subjective knowledge (implicit) were conversations with colleagues, attend in seminars and face to face talks. Use

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magazines with explicit knowledge of food security had a significant positive correlation. Also, the method of communication conversation with colleagues with implicit knowledge of people about food security has a significant positive correlation, and finally, who during his service in addition to be expert had management post have greater food security knowledge.

Hassanzadeh (2007) in a study to investigate knowledge management infrastructure in Iran conducted the study on 294 patients from 420 general managers in 21 ministries, as well as Management and Planning Organization.

The results showed that between different ministries and Management and Planning Organization in the field of providing knowledge management infrastructures there is a significant difference. Between the priorities of knowledge management in organizational strategy and budget dedicated to ICT and the Statistical Society no significant relationship was found.

Between organizational culture and level of education and knowledge management level in organizations, there is a significant relationship. The results of this study also showed the generally situation of infrastructural factors in the Ministries and Management and Planning Organization, is not in a good situation.

Lajevardi and Khanbabaei (2007) in a case study at the Agricultural Bank titled investigating factors facilitating knowledge management in work group within the six characteristics of the working groups (self-management, complementary skills of the members, an atmosphere of trust, leadership, freedom and autonomy, professional language) expressed that the most important factor affecting the knowledge management process is an atmosphere of trust.

The results of their analysis showed to facilitate knowledge management in two phases: knowledge creation, transfer and integration of knowledge and achieve better performance in work groups, in addition to needed attention to build confidence in working group, to their other dimensions and features, such as: members complementary skills, self-management, autonomy of members paid special attention. On the other hand, with regard to the negative impact of leadership in facilitating knowledge management and keeping in mind that all working groups have a leader (in charge of), therefore, it is necessary to consider aspects of a leader's role, especially as a facilitator, coordinator and director with more sensitiveness.

Magnier *et al.*, (2011) in are search called study knowledge management rehabilitation in across the country, sought to assess the impact of leadership, organizational culture, organizational controls and work practices in definition of knowledge management in social development, objective development, combination subjective development. The results showed that awareness and educating knowledge management in enterprises has been established and helps to create more balance in the state of knowledge conversion (SECI). Also, low or uncertain outcomes of education of knowledge management face with very low levels of objective development compared with socializing and objectification.

The impact of organizational factors for knowledge management activities in the four countries studied (the United States, France, Japan and China) were different, also showed that knowledge management process should be commensurate with the inherent characteristics of each of the organizations and their offices and aligned with the global vision of the corporate. The regression analysis also showed clear personal objectives have strong impact on socializing and objectification.

Lee and Choi (2004) in a study investigated the positive impact of problem-solving ability, knowledge acquisition, absorptive capacity and cooperation in the process of creating new knowledge and corporate performance. Also studied the relationship between the types of knowledge assets that provides the foundation of organization's knowledge with processes of Nonaka and Takeuchi model of knowledge-creation. The results showed that the combined effect of knowledge assets on the process of creating knowledge is positive.

Wong (2005) in his study concluded that relationship between capacity and innovation absorption is an inverted u –shaped form, this means that a high level of knowledge absorption capacity leads to higher levels of innovation performance and there is an interactive effect between knowledge adsorption capacity and the knowledge gained. The results also suggested that the learning ability has a positive

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impact on the ability to create an organizational knowledge. Material and physical incentives has a negative impact on the ability to create an organizational knowledge. Liedtka (1999) in his study concluded that as much as the expression levels of knowledge, codifying knowledge, knowledge sharing and integration be more, knowledge management process will lead to greater success. Also changing the knowledge structures within organizational and individual levels is possible and management support for all efforts to change organizational structures is necessary. Sveiby (1997) suggests that innate ability (entrepreneurial orientation, technological capabilities and financial resources during the growing period) and external (relationship based on partnership and support) are effective on operation of the organization. The collegial atmosphere also is one of the key factors in the process of knowledge creation. Organization’s ability contributes to transfer knowledge sharing to their organization's performance that itself is influenced by the level of cooperation in the organization.

**MATERIALS AND METHODS**

Due to the issue and the research objectives, this study in nature is quantitative research, in the purpose is functional. In the aspect of method the research is descriptive - correlation and casual-relational analysis, semi experimental in aspect of variables control, in the aspect of time is foretime searching and in the aspect of data collecting is surveying. The research population consisted of 65 experts and managers from Agricultural Research, Education, and Extension Organization (TAT) that due to the limited number of responses, all of them were examined. Data collection tools and information needed to carry out the research was questionnaire which based on the theoretical literature and previous research has been compiled, its validity by a panel of experts and its reliability was assessed by Cronbach's alpha coefficient that 0.8 values for all parts of the questionnaire were evaluated. Dependent variable of the research was development of knowledge management in Agricultural Research, Education, and Extension Organization which to evaluate this 17 items in 5 scales of Likert were used. Independent variables included educational factors, management factors, social factors, economic factors, organizational factors, technological factors, policy factors, factors of knowledge creation, acquisition of knowledge factors, transferring of knowledge factors and use of knowledge factors. To study the effect of independent variables on the dependent variable, the Pearson correlation coefficient and to evaluate the power for distribution describing variability the stepwise multiple regression were used. For data analysis, the software SPSS was used.

**The Results**

**Table 1: Distribution of responders according to personal attribute**

<b>Variable</b>	<b>Frequency</b>	<b>percent</b>	<b>Cumulative percentage</b>
<b>Gender</b>			
male	40	61.5	
female	25	38.5	
<b>Marriage status</b>			
single	6	10.2	
married	59	89.8	
<b>Work experience</b>			
Lower than 5 years	3	4.9	4.9
6-10 years	1	1.6	6.5
11-15 years	1	1.6	8.1
16-20 years	35	50.9	59
More than 20 years	25	41	100
<b>Education</b>			
Master’s degree	18	21.7	
Ph.D.	47	78.3	

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The findings revealed that 61.5 % and 40 respondents were male and 89.8% and 53 respondents were married. Most work experience was in groups of 16 to 20 years with 50.9% and a frequency of and 35 individuals. 78.3 percent of respondents with a frequency of 47 people were with doctorate level of education also more frequency was in the field of education and extending of agriculture.

The results showed that 20 percent of responders with 13 people frequency evaluated the status of knowledge management in Agricultural Research, Education, and Extension Organization very poor, 23.1 % and 15 people, poor with 32.3 percent and 21 people, mean 12.3 percent and 8 people and high with 12.3 percent and 8 people with a high frequency.

**Table 2: Distribution of the level of knowledge management in Agricultural Research, Education, and Extension Organization (n =65)**

Evaluation level	Frequency	Percentage	Cumulative percentage
Very low	13	20	20
low	15	23.1	43.1
mean	21	32.3	75.4
High	8	12.3	87.7
Very high	8	12.3	100
Total	65	100	

Prioritizing items based on the coefficient of variation shows that in the views of experts and managers of Agricultural Research, Education, and Extension Organization, expertise, memories, beliefs and experiences of staff from the internal main knowledge sources by a variation coefficient of 0.31 is the main priority and the uptake of stakeholders’ knowledge such as costumers with variation coefficient of 0.54 had the lowest importance (Table 3).

**Table 3: The priority level of knowledge management in Agricultural Research, Education, and Extension Organization (n =65)**

No	Item	Average	SD	Variation coefficient
1	Expertise, memories, beliefs and employees experiences of the main internal sources of knowledge.	3.84	1.22	0.31
2	The rate of production (recorded knowledge of others, using the results of other studies, alternative software).	3.89	1.25	0.32
3	Transmission networks, such as intranets (internal networks), the Internet and the Web.	3.74	1.24	0.33
4	Amount of knowledge that is electronically generated and documented and is easily accessible.	3.91	1.30	0.34
5	People capabilities (the ability of employees, consultants and suppliers of guidance).	3.55	1.26	0.35
6	The use of physical media, especially for physical transfer of data from one point to another.	3.46	1.34	0.39
7	Information of competitors and suppliers ( receive regular updates and news about business and public service by receiving oral reports, information related to conferences, and other sources of information).	3.05	1.24	0.40
8	The extent to which knowledge through informal meetings and with no problem is shared.	3.59	1.46	0.41
9	Products and organizational processes (technology, innovation, data, procedural details).	3.26	1.36	0.42
10	Direct and intentional methods such as mechanical	2.94	1.23	0.42

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	transmission, electronic and personal of information and knowledge such as reports, training, briefings, tours, and....			
11	Unintentional and indirect methods such as job rotation and informal networks.	3.36	1.56	0.43
12	Lessons learned (a checklist of successes, mistakes and failures that may be used in other projects).	2.91	1.29	0.44
13	Knowledge of workers who come from outside the organization (recruiting young people, limited contracts, and specialized consultants) is attracted.	2.72	1.21	0.45
14	Knowledge of workers who come from outside the organization (recruiting young people, limited contracts, and specialized consultants) is attracted.	3.15	1.53	0.48
15	Experiment and policies of the organization (system constitution, system documentation, process maps, plans, standards, measurement of performance )	2.94	1.45	0.49
16	The use of groupware including sharing tools to create information, electronic white boards, video - conferencing, electronic mail, multi -faceted conferencing.	2.91	1.44	0.49
17	How to increase the uptake of stakeholders such as customers.	2.86	1.54	0.54

Evaluation range: 1: Very Low                      2: Low                      3: Medium                      4: High                      5: Very high

**Table 4: Evaluation of Factors Influencing the development of knowledge management in Agricultural Research, Education, and Extension Organization(n =65)**

N	Factors Influencing the development of knowledge management	Very low		low		mean		High		Very high		Aver age	SD	Variati on coefficient
		f	%	f	%	f	%	f	%	f	%			
1	Educational factors	14	21.5	5	7.7	15	23.1	31	47.7	-	-	3.695	1.34	0.362
2	Technologic factors	6	9.2	6	9.2	23	35.4	15	23.1	15	23.1	3.46	1.35	0.39
3	Social factors	7	10.8	12	18.5	11	16.9	11	16.9	24	39.9	3.44	1.49	0.433
4	Managerial factors	6	9.2	8	12.3	20	30.8	9	13.8	29	44.8	3.33	1.46	0.438
5	Organizational factors	8	12.3	16	24.6	13	20.3	20	30.8	15	23.1	3.21	1.45	0.451
6	Policy factors	3	4.6	17	26.2	22	33.8	13	20.3	10	15.4	3.1	1.44	0.464
7	Economic factors	10	15.4	16	24.6	10	15.4	9	13.8	20	30.8	3.31	1.58	0.477

From the perspective of the majority of respondents (47.7 %), the amount of educational factors influence on development of knowledge management in Agricultural Research, Education, and Extension Organization with four items on a 5- item Likert scale was evaluated, is high, the majority of respondents

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( 35.4 percent ), the impact of technology that was measured with three items was evaluated in mean degree, most respondents ( 36.9percent), the impact of social factors that were measured with three items, knew it very much , most respondents (33.8 percent ), the impact of management factors that were measured with three items in the range of very high were assessed, the majority of respondents (24.6 percent),

The effects of training factors were assessed with 6 items in the range flow were considered, thus, the majority of respondents (33.8 percent), the impact of the policy making which was assessed by 7 items, is moderate, also the majority view of respondents (30.8 percent), the impact of economic factors on the development of knowledge management in Agricultural Research, Education, and Extension Organization with four items were measured on a Likert 5 scales that the level is very high (Table 4).

From the perspective of the majority of respondents (40percent), the impact of using knowledge on the development of knowledge management in Agricultural Research, Education, and Extension Organization with four items on a 5- item Likert scale was evaluated, is in high level, also the majority of respondents (27.7 percent), the impact of knowledge creation which was measured with 6 items regarded as high, according to most respondents (38.5 percent) , the extent of knowledge acquisition which was tested with 5 items was evaluated was mean and finally, the majority of respondents (30.8 percent), know the impact of knowledge transfer on the development of knowledge in Agricultural Research, Education, and Extension Organization with 6 items on a 5- item Likert scale, with high grade.

**Table 5: Attitudes of respondents in the development of knowledge management in Agricultural Research, Education, and Extension Organization (n =65)**

No	Item	Very low		low		mean		High		Very high		Avera ge	SD	Variati on coefficient
		f	%	f	%	f	%	f	%	f	%			
1	Applying Knowledge	-	-	4	6.2	15	23.1	20	30.8	26	40	3.74	1.162	0.31
2	Producing Knowledge	6	9.2	16	24.6	10	15.4	18	27.7	15	23.1	3.365	1.24	0.368
3	Knowledge Acquisition	5	7.7	10	15.4	25	38.5	12	18.5	13	20	3.244	1.38	0.425
4	Knowledge Transfer	8	12.3	15	23.1	16	24.6	20	30.8	6	9.2	3.128	1.356	0.433

**Table 6: Correlation between research with development of knowledge management in Agricultural Research, Education, and Extension Organization (Pearson correlation coefficient)**

First variables	Second variable	Correlation coefficient	Significance level
Educational Factors (X <sub>1</sub> )	The effect of knowledge development in Agricultural Research, Education, and Extension Organization	0.489**	0.000
Managerial Factors (X <sub>2</sub> )		0.526*	0.014
Social Factors (X <sub>3</sub> )		0.625**	0.000
Economic Factors (X <sub>4</sub> )		0.599**	0.000
Organizational Factors (X <sub>5</sub> )		0.581	0.12
Technologic Factors (X <sub>6</sub> )		0.431	0.21
Policy Factors (X <sub>7</sub> )		0.523**	0.000
knowledge Creation Factors (X <sub>8</sub> )		0.518	0.36
Knowledge Acquisition Factors (X <sub>9</sub> )		0.313	0.11
Knowledge Transfer Factors (X <sub>10</sub> )		0.439	0.081
Use of Knowledge Factors (X <sub>11</sub> )		0.337	0.63

\*\*P<0.01

\*P<0.05

To examine the relationship between the independent variables and the development of knowledge management in Agricultural Research, Education, and Extension Organization, correlation analysis was



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used. Table 6 shows that educational, administrative, social, economic, institutional, technological, policy, knowledge creation, transfer and use of knowledge factors by 99 percent confidence and the acquisition of knowledge factors by 95 percent have a positive and significant relationship with the development of knowledge management in Agricultural Research, Education, and Extension Organization.

To study the effect of the factors affecting knowledge management in Agricultural Research, Education, and Extension Organization, stepwise multiple regressions was used. After entering the variables, the results of Table 7 were acquired.

**Table 7: The effect of variables entered into the regression equation**

Variable	B	Standard error B	Beta	T	Sig.
Fixed number	5.732	4.969	--	3.166	0.002
Social factors(X <sub>3</sub> )	1.837	0.662	0.401	2.773	0.007
Economic factors (X <sub>4</sub> )	1.037	0.503	0.299	2.063	0.043

According to the stepwise multiple regression analysis, linear regression equation based on β as follows:  
 $Y = 0.401 X_3 + 0.299 X_4$

**RESULTS AND DISCUSSION**

This study aimed to identify factors affecting the development of knowledge management in Agricultural Research, Education, and Extension Organization. The results showed that between the training and development of knowledge management factors there is a positive relationship in the level of 99 percent. According to the findings it is expected to provide required groundwork for further implementation of in-service training courses as a powerful lever to increase knowledge of staff, so that the knowledge that is available to employees in addition to conserve is shared as well. This result with various studies including such as Rajabali Poor (2010), Mokhtarnia *et al.*, (2008), Lee and Choi (2004), Wong (2005) and Magnier *et al.*, (2011) are consistent.

Positive relationship between social factors and the development of knowledge management exists at the 99% level. Based on these findings it can be concluded that in order to achieve the development process of knowledge management, a culture of sharing knowledge and experience among employees through career enhancement grant in the organization, should be created and became institutionalized as possible, So that each person in his job context become a value. Research findings such as: Abbasi (2007), Hassan (2007), Rajabali (2010) and Liedtka (1999) confirm this result.

Positive relationship between economic factors and the development of knowledge management exist at the 99% level. Accordingly, Agricultural Research, Education, and Extension Organization in different ways, a part of revenue from with the necessary operational constraints and specific conditions which is necessary to implement such a process, to allocate rewards to staff that this policy be a sponsor and driving factor to enhance the knowledge of staff . These findings are supported by different research studies such as Magnier *et al.*, (2011), Rajabalipoor (2010), Sveiby (1997), Hassan (2007) and Lajevardi and Khanbabai (2007).

Between policy development factors and knowledge management development there is a significant positive correlation at 99% level. Accordingly, it seems that a process should be designed to transfer knowledge in organization which is not dependent on the administrative bureaucracy and despite maintaining superior sanctity, the rigidity of the system become less so that people can easily expose their findings, also the transfer of knowledge is a very delicate and precise affair because the person feels by sharing his knowledge loses much of his career and severely reduces. Several study such as Rajabali (2010), Mokhtarnia *et al.*, (2008), Abbasi (2007), Lee and Choi (2004), Liedtka (1999) support this finding.

Between the managerial factors and development of knowledge management there is a significant positive relationship at 95%. Based on these finding it can be concluded that the organization's senior

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managers and policy makers to enhance the level of knowledge that is available to employees and staff prepare conditions for their participation in conferences, congresses related to their career, available within the country and abroad and thereby stimulating the need to promote knowledge in the organization and establish a procedures to their employees involved in the decisions and fundamental policies which are underlying and effective, also to promote the level of staff knowledge more supportive of them should take place in the administrative systems. At this point, the individual with more confidence seeks knowledge in the organization and looks less formarginal and lower important issues. These findings are supported by research studies of Hassanzadeh (2007), Lajevardi and Khanbabai (2007), Abbasi (2007), Mokhtarnia *et al.*, (2008) and Rajabali (2010).

### **Conclusions and Recommendations**

From a total of five independent variables which to assess the development of knowledge management in Agricultural Research, Education, and Extension Organization were entered into a regression analysis, in total, only two variables of economic and social factors could interactively explain 41% of variability of dependent variable.

The results showed that social factors are from the main factors that can affect the development of knowledge management in the organization, hence, it is suggested to senior management to promote and develop knowledge management in the organization, use tools of career concession for staff so that employees can be motivated to participate in the knowledge sharing process.

However, avoiding rapid management changes which in today's situation is grappling Iran's organizational society, in its place will be a driving factor in the development of knowledge management in the organization.

The results also showed that economic factors were other variable which affecting development of knowledge management in the organization, so it is recommended that administrators and policy makers with the use of cash rewards encourage people to acquire knowledge and sharing it with other colleagues that through this knowledge available in the organization be exposed to all staff and existing knowledge be developed and the organization have update knowledge as well.

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