



# **A Relationship between the Application of the Components of the Knowledge Management and/with the Innovation in the Ministry of Education of Gilan Province**

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## **ABSTRACT**

Global changes, accompanying of these changing by the informational technologies and free market economy, demographic status change of the pupils and students and reduction of the financial resources of governments have provided the background of the encouragement of the educational systems in order to pay attention to the national considerations and more appropriate response to local needs.

In responding to these forces, organizations of Ministry of Educational and schools require to nurture and create the innovation beds, particularly those innovations which create the basic changes in the existing procedures, which this is not possible except for reliance on the new achievements regarding the knowledge and the effective knowledge management.

The objective of this article is to deal with the description of the relationship between the rate of the application of the components of the knowledge management and/with innovation in the organization of Ministry of Education of the Gilan province. Method of implementing the research is of the correlation type.

Results of the research showed that there exists a significant relationship between the application of the components of the knowledge management and/with innovation of the employees in the organization of Ministry of education of the Gilan province. And the variables of socialization and combination are able to predict the innovation of the organization of Ministry of Education.

**KEYWORDS:** applications, components of the knowledge management, innovation of employees, organization of Ministry of Education.

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## **1. INTRODUCTION**

Transition from the age of the competitive advantage of competitive advantage based on knowledge of creation is the prominent characteristic of the today competitive world. The world of knowledge experiences a period with in which knowledge is a basic commodity. Knowledge management, as important concept, appears and often is expressed as the introduction of innovation (Duderstadt, 2007, p.78). While the requirement to effective knowledge administration has been confirmed generally, but knowledge management is still an ambiguous concept and most researchers seek for its definition. Until a comprehensive definition has not been presented for the knowledge management, measurement of the knowledge management and identification of its effects on the consequences, including innovation and performance of the organization is hardly identifiable (Darroch & Mc Naughton, 2002, p.211).

Knowledge management is not a new idea for the educational and natural/higher education institutes (Golden, 2009, p.35), and it can be counted as the art of increasing the organizational value through benefiting from the knowledge assets. The knowledge management in the educational and natural organizations creates the capability of improving the effectiveness (Geng et al, 2005, p132)

The purpose of the implementation of the knowledge management is to increase the innovation and, finally, gain access to competitive advantage (Tichomirova et.al, 2008, p.16), but how much successful it can acts in this arena requires further researchers.

In the study of the innovation literature, researchers believe that the innovation possesses three structural, cultural and human resourcing dimensions and divides into two gradual and border-breaking categories. The border-breaking innovations generate the basic changes in the available activities and functions of the organization, while gradual

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innovations create the margined changes in the existing products or process and reinforce the available competences in the organizations and companies (Krishnan & Brierly, 2001, p.109).

Reliance on spending the historical innovations is not sufficient for today competitive world and, in order to encounter with the changes of the new age, the border –breaking innovation is required; an innovation in order to create the new beliefs or application of the available beliefs through the new methods which is not possible except by reliance on the new achievements regarding the knowledge and its effective managing.

In fact, the education and nurture and higher education system, today, are active increasingly in the competitive environments, because through the day- increasing education improvement/progress of the data and information, our society, today, requires the education and nurture of the human beings who are able to face with the problems by the creative and innovative method an deal with their solution. By their approach, requirement to education and reinforcement of the innovation and creativity and establishment of the new thoughts in order to reach an efflorescent society is of special importance. Increase of innovation in the organizations can be led to the promotion of quantity and quality of services, reduction of costs, decrease of bureaucracy, increase of efficiency and productivity and creation of motivation and occupational satisfaction in employees (Baumol, 2004, p.105)

In other words, employment of the correct knowledge management makes possible the deserving paying attention to the triple dimensions of the innovation in the organization and gives the organization a high flexibility capability to encounter with crises, therefore, with regard to this affair that application of the knowledge management and achievement of the effective innovation can assist to raise the standards, missions, values and ideals of the society, the current article searcher for the survey of the relationship between the employment of the components of the knowledge management and innovation in the organization of Ministry of Education of the Gilan province.

## 2. LITERATURE REVIEW

Halawi et.al define the knowledge management as the formation of the experience, knowledge, expertise and gain access to knowledge which creates the new potencies, lead to the excellent operation in the organization, encourages the innovation and increases the value resulting from the customer (Halawi et.al, 2006,p.387).

The objective of knowledge management is easily to create, collect and change the individual knowledge into the organizational knowledge (Pual, 2004, p.10). For a few reasons, organizations are in the need of the knowledge management. One of these reasons is that the principal competences are based on the skills and experiences individuals who are working in the organization. Therefore, it is important for organizations to find a way to exploit from the knowledge in order to develop their competences. When different levels of the experiences are combines together, the new organization knowledge is to be created. As a result of executing the knowledge management, employees spend less time to gain access to the information and knowledge and improve their performance as a result of developing the available resources. Also, stress of the employees who are trying to perform more work with less resource reduces.

Because of the usage of the new knowledge, the knowledge management will assist the organizations to become more competitive in the reduction of costs, increase of speed and meet of the needs of the customers (Bollinger & Smith, 2001, p.9 to 10).

Therefore, the knowledge management is the unavoidable necessity of the knowledge organizations, including the organization of the Ministry of Education. According to the opinion of Kidwell et .al (2000), the higher educational institutes have the important opportunities in front of them in order to apply the functions of the knowledge management to support different parts of their mission. Knowledge management is not new idea for the educational institutes; but, the problem is that the domains of the study are so extensive that the perception of the implications of the knowledge management for the educational adjustments/regulations is complicate (Giden, 2009, p.35). of the study are so extensive that the perception of the implications of the knowledge management for the educational adjustments/regulations is complicate (Giden, 2009, p.35).

### 2.1 Innovation

Innovation process begins with the ability of the company to create a new idea. For a company, a few resources are possible for the new ideas, including formal researches, suggestions of customers, observation of the world and the creative planners (Hernandez, 2007, p.33).

Generally, the innovations are divided into two gradual and border-breaking categories. The border-breaking innovation has been defined as the radical, non-continuous or distinctive innovation which creates the competitive edge of stability. In the ceremonies of the available technologies, border-breaking innovations create challenge in the regular frameworks and imply the reformation of the relationship between the customers and producers.

Breaking-border innovations not only break the available knowledge and technological skills, but also make the available legal and social arrangement disorganized/chaotic.

This classification of the innovation has been founded on the completely different approaches and technologies and:

Provide the possibilities of a completely new collection of the characteristics of the performance which were not possible earlier.

1- Provide the possibilities of a completely new collection of the characteristics of the performance which were not possible earlier.

2-Donate the minimum five times improvement in the characteristics of the available performance

3-Decrease mainly the production cost up to 30% at least

When the border-breaking innovation appears, the new business, both for company and for market, have been developed (Ibid, p.37 to 38). In contrast, the gradual innovations will show themselves as the development or modification of the current products and since they don't require a major movement from the functions of the present business, they, probably, reinforce the available intra organizational competences due to that they provide as opportunity for the organization's individuals to work on the existing technical knowledge most innovations are gradual (Darroch & Mc Naughton, 2002, p.212-213). It appears that innovation is counted as a vital agent in order to guarantee the survival of organizations regarding the complexity an activeness/dynamism of the increased global competition.

Innovation regarding the creation of the new beliefs or application of the existing beliefs is through the new methods and it is a complicated process which covers the social, learning, geographical and economical systems. Failure in conformity with change and innovation will be led to the fall or death (Hernandez, 2007, p.36).

Ministry of Education is active in the competitive environments and encounters with similar marketing conditions of the business, educational institutes competence together regarding the students and quality on Ministry of Education. For this reasons, they are popularity and fame from the every body's view point (whether the government or the private institutes and the general public) (Golden, 2009, p.34). As a result, their innovation (Being as an innovator) is a very decisive and fateful activity in the florescence of the talents and guidance/direction of these creative forces in order to grow and proliferate the society.

Ministry of Education is the location of transferring the knowledge and the best place to light the sparkles of innovation and creativity in the individual's mind.

Ministry of education must nurture the students who possess the skills of the critical and analytical thought, skills of establishing the relationship and the technical skills and are able to assist the fast change and transformation of society, economy and environment aiming at the sustainable development. Continuous innovation in the individual's idea is counted as providing the basis/background of the sustainable development (Alibeigi, 2008, p.4).

The scientists are unanimous that the border-breaking innovations create assured and important long-term sustainable advantages for the organization which are the agent of the survival of the organization (Hernandez, 2007, p.40). It is clear that support from the border-breaking innovation in the Ministry of Education will be followed by the improvement in the attributes of the existing performance.

In order to gain access to the great transformations, employment of the new management method and giving an opportunity to the creative and innovative forces in the educational institutes aiming at border-breaking in the static and non-optimum processes are necessary and foreground of this affair is the structure-breaking of the managers and those related involved individuals.

Managers of the border-breaking innovations require the particular capacities, capabilities/competences. Cheng Van (1996) claimed that manager of the border-breaking innovation needs to be a charismatic Leader with enough innovation power in order to create the new vision. O'Connor (1998) expresses that the managerial performances of developing the gradual improvement may be harmful for the development of the border-breaking innovation (Hernandez, 2007, p.40 and 41).

Innovation requires the new organizational forms together with the characteristics of the frontierlessness, fluidity and fluency, attractiveness and flexibility, outbound organizational interaction, trust based relationships and the comprehensive emotional relationships (a team of the writers, 2009, p.28).

Of the main purposes of the educational institutes, are service presenting to society through education of the creative and innovative students, establishment of the relationship among the thoughts and their rotation in the societies, they play an important role in the national innovation system. In fact, through correct education and upbringing of the learners, organizations of Ministry of Education lay the foundation of the basis of the future work force of the societies; therefore, it is required that they, at first, increase the knowledge of their human force so that the capacity of attraction and the correct usage from knowledge and by the improvement of performance.

## 2.2 Knowledge and Innovation Management

Little researches have been carried out regarding the relationship of knowledge and innovation management to which the results of some of them are referred in the continuation.

In order to support the role of knowledge management in the organization, Dorroch has taken attention to collect the empirical evidences. He states that knowledge management, as the mechanism of the compatibility/harmony leads to more efficient usage of the resources as well as innovation. Mc Adam (2004) raises the knowledge management as a mediatory variable of innovation.

Gloet & Terziowzki (2004) assert that the knowledge management contributes in the innovation performance when the soft approaches of the human resource management and hard functions of the information technology are implemented simultaneously. Carnerio (2000) has evaluated positively the effect of the knowledge management on the innovation.

Plesis (2007) expresses that knowledge management plays an important role in the innovation and paying attention to it leads to more effectiveness/efficiency of the innovation process. Rodan (2002) raised this subject that if the intersection/coincidence of the elements of the implicit and explicit knowledge takes into consideration, knowledge management has the positive effect on the innovation.

In the London post offices, Peterson's research (2008) showed that placement of the knowledge management system and its components assist much more melioration of the creativity and innovation conditions in the organization and, more than each another component, establishment of relationships (socialization) and combination (mixture of the new correct information with the past knowledge of organization) assist the innovation in the organization and afflict the abolished methods of conduct the task with great challenges and changes through which even the reinforcement of the spirit and occupational satisfaction of the employees are assisted noticeably.

Chang Joun's studies connected to relationship of the knowledge management with the creativity and innovation of employees suggested that: knowledge management and its components have a positive and significant relationship with creativity and innovation of the employees and each two components of the internalization and combination have the maximum route of role in the increase of creativity and innovation of employees. Mirzapur (2009), in his own research, reached this conclusion that there exist a relationship between the knowledge management and innovation in FARS center Radio & Television organization and components of socialization and internalization are appropriate predictors for innovation. Hamidinasab's research (2008) under the topic of the effect of the knowledge management system on the innovation of organization of Tehran province, the result of this research also showed that the existence of the knowledge management system has a positive and significant effect on the innovation of the organization and the components of the combination, socialization and internalization are appropriate predictors for the organization's rate of innovation.

Darroch & Mc Naughton, through the separation of the components of the knowledge management, took action to collect the conducted research regarding the effect of each these components on the innovation which the results of their researches have been presented in the Table (1).

Table1: Effect of the knowledge management on the innovation

Components of innovation knowledge management	Effect of innovation
Knowledge	It affects positively on the innovation
Knowledge dissemination	The studies which have studied the aspects of the dissemination of knowledge and innovation found that the elements of the knowledge dissemination affect on the innovation combinatively
Knowledge creation	It has no effect on the innovation
Reaction to knowledge	It affects on the innovation

Therefore, it will be fair or equitable to conclude in such a way that relationship between the knowledge management and innovation has not been understood well and none of the researches have described clearly and transparently the relationship between these two structures. (Factors) as a result, most researches have been encountered with failure in the explication of the relationship among the varieties of innovation, including gradual one or border-breaking one end knowledge management (Darroch & Mc Naughton, 2002, p.211). And despite the clarification of the importance of the border-breaking innovations by most researchers, research on the competences, capacities, organizational regulations and processes of the knowledge management, which an organization requires to acquire, admit and reinforce in order to create the border-breaking innovations, is still immature and locates in the primitive step. In fact, very few number of the studies have surveyed that how border-breaking innovations have

been created from the landscape of the knowledge management (Hernandez, 2007, p.42). For example, Darroch's and Mc Naughton's research is referred to in order to explain the relationship between of the components of the knowledge management with border-breaking innovation. Darroch and Mc Naughton (2002) divided the functions of the knowledge management into three classes of knowledge acquisition, knowledge dissemination and response to knowledge.

In fact, these groups of the researchers have looked at the education and nurture and higher education by a new vision. Because following the competitiveness of today world, these researches seek for creation of the competitive advantage in the Ministry of Education and higher education creation of the superior brands in the educational organizations and even schools up to universities, increase of the quality of Ministry of education (education and nurture), nurture of the superior talents with high capability and capacity of learning, creativity and innovation which can own the competition in such a manner in each arena for itself and country, and they believe that this job can be done using the knowledge management.

Of the researchers who have worked in this arena, Serbam and Luang (2002) kidwell, Linde and Johnson (2000), Chronin and Daven port (2001), Lyman (2001) and Gilliland Swetland can be named.

There are other researchers who consider the knowledge management as the agent for the expansion of the capabilities to teach. From amongst the researchers who have been active in this arena, Petridz and Nedi (2003) and Okli (2003) can be named.

Table 2: function of knowledge management

Knowledge management		
Knowledge acquisition	Knowledge dissemination	Reaction to knowledge
<ul style="list-style-type: none"> <li>❖ Giving value to value to outlooks and beliefs of employees and encouraging the employees in order to raise their skills</li> <li>❖ Having a developed financial reporting system</li> <li>❖ Concentration on the market by means of obtaining the information of industry and customer</li> <li>❖ Being sensitive to the information related to the market changes</li> <li>❖ Employment and keep a lot of the trained individuals or experts in the engineering or mathematics sciences</li> <li>❖ Working in collaboration with international customers</li> <li>❖ Taking of information from the market's studies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Dissemination of the market's information availability regarding company</li> <li>❖ Knowledge dissemination related to job</li> <li>❖ Usage of the technology (such as electronic conference, video</li> <li>❖ Conference grouping tools) in order to facilitate the communications</li> <li>❖ Preference of the written communications using techniques such as quality cycle</li> <li>❖ Being as trainer</li> <li>❖ Written case notes</li> </ul>	<ul style="list-style-type: none"> <li>❖ Response to knowledge of customers</li> <li>❖ Response to technology of competitor</li> <li>❖ Response to knowledge of technology</li> <li>❖ Having developed marketing function</li> <li>❖ Being flexible and opportunity based</li> </ul>

Resource: (Darroch and McNaughton, 2002, p.215-216)

At the end, organization for economic cooperation and development (OECD) carried out a basic research connected with knowledge economic implications on the teaching and learning which they obtained results support this logic that knowledge management goes ahead or progresses in this path to be become an inseparable elements of the education and educational plans (Sutton, 2007, p.26). In the continuation, some researchers concerning the approach of educational system in the knowledge management are referred to.

Kutay and Aurm (2005) reached this conclusion that usage of the knowledge management correlates with instruction increasingly.

Also, they emphasized that it is important for the educational organizations to perceive the application of the strategies for the management of the knowledge resources and the possibility of the appropriate gain access to these information in the field or education and nurture.

Serim and Loan (2002) stated that some universities and educational systems have had some progress in the implementation of the knowledge management. The portals have been used so that gaining access to nurture/education reservoir and evaluation techniques, evaluation of the students and reconsideration in the educational plans are possible. But, naturally, such an incident has not been occurred in the education and nurture system as extensive as the universities.

Kidwell et al (200) conceptualized the potential applications and advantages of the knowledge management, also, they express that there exist a noticeable value for educational institutes provided that they can developed their own innovations in order to share out the knowledge to gain access to the business objectives.

According to the Petridz's opinion (2003), managers of the educational institutes must research for the effective methods of converting the data into the useful knowledge.

Martin, Coakes and Sugden (2000), as the designers of the plans of knowledge management, believe that the education and nurture systems (ministry of Educations system) don't manage well the information generally. They feel that the educational institutes don't incline to lose information, get involved in the failure to exploit it, only copy or fare it and don't identify the knowledge as an asset. These problems occur because of the traditional culture and structure of the education and nurture systems (systems of Ministry of Education). The focus of the educational systems and knowledge workers is on the policies which lead to the reinforcement and capability of response to the opportunities in order to exploit from their own knowledge and capacities for more useful usage from the knowledge (Golden, 2009, p.33-34). Okli (2003) considered the knowledge management for the educational departments as an auxiliary element in order to publish the documented instruction and, also disseminate society (Saton, 2007, p.26). for the reasons, including the existence of the supra border inter course researches, cultures and domain (range) management, the knowledge management is from the foreign relationship for the educational and nurtural institutes (Golden, 2009, p.36). In the knowledge management system the educational institutes must provide the clear responses for questions, including knowledge transferring mechanisms, how to create the knowledge aims, knowledge targeted groups, how to reserve the knowledge, usage of knowledge again, speed of having access to it, value of the knowledge goals and how to use exactly from the correct knowledge through which the required knowledge is to be provided to make better decisions and improve the knowledge-based performances. The documents and witnesses show that the designations of the educational process of the education and nurture institutes (as one of the advantages of employing the knowledge management leaves two important effects on the capabilities of the individuals engaged in the innovative activities by the technical competence and domination over the analytical tools for the future entrepreneurs and other individuals who will participate in the activities related to innovation and growth. And, in other hand, the instruction can stimulate the creativity and imagination power of the individuals and facilitate to use it. But, there are hypotheses based on this affair that the educational methods which lead to from one of these advantages may, in fact, prevent from implementing another research (Baumol, 2004, p.3).

Even though the main mission of the creation, keeping, unity, transfer and application of the knowledge is not change, achievement of each these roles, by itself, is a change and has not been attributed to universities up to now and instruction, research and service raise generally under the title of the principal mission of the universities; but, activities of creation, keeping, unity, transfer and application of knowledge, as the evident reality of 21th century can be more basic roles for education and nurture system (system of Ministry of Education) which is responsible for the education and upbringing of the children and forms up to limit their personality. If we adopt the more contemporary language of the information technology, educational institutes may be labeled as knowledge server too which can provide the knowledge services (i.e. creation, keeping unity, transferor application of knowledge) as the same quantity as requires for the contemporary society. The classes can replace through efficient and proportional learning experiences. The origin of such a change may be students, by themselves. In the 21th century, it is good that the teachers realize the necessity of changing their own role from the teacher into the role of the learning designers from experience and environment. In addition, the future education and nurture and schools systems deny basically the presenter unique style of learning the experiences in which students in cline to learn through reading, writing and solving the problem and propagate the collective knowledge which students work together, learn together and the members of the education and nurture and school systems only have the role of the consultant (Duderstadt, 2007, p.78).

### 3. METHODOLOGY (MATERIALS AND METHODS)

#### 3.1. Hypotheses of the Research

##### Main Hypothesis

There exist a relationship between the application of the components if the knowledge management and innovation in the organization of Ministry of Education of the Gilan province

##### Special Hypotheses:

- 1- There is a relationship between the socialization and innovation in the organization of the Ministry of Education.
- 2- There exists a relationship between the externalization and innovation in the organization of Ministry of Education.

- 3- There is a relationship between the combination and innovation in the organization of the Ministry of education.
- 4- There exists a relationship between the internalization and innovation in the organization of the Ministry of Education.

**3.2. Variables of research: Predictor variable**

**Predictor Variable:** Components of the knowledge management are the predictor variables of this research, including four components of (socialization, internalization, combination and externalization). *Component of the socialization* through questions numbers 1,7,13,16,19 and 23, *component of the internalization* through questions Numbers 4,5,9,11,14,17,20,22 and 24, *component of externalization* through questions numbers 2,3,6,8,21 and *components of combination* through questions numbers 10,11,12,15, and 18 of Nonakavtakochi’s knowledge management questionnaire are to be assessed and studied.

	Innovation	Socialization	Externalization	Combination	Internalization
1) Innovation		** 0/310	** 0/199	** 0/230	** 0/221
<i>Predictor variables</i>					
2) Socialization			** 0/721	** 0/228	** 0/357
3) Externalization				* 0/125	** 0/346
4) Combination					** 0/206
5) Internalization					

**Criterion Variable:** The criterion variable of this research is innovation which is to be assessed and studied through questions of the innovation questionnaire. (50 five-choice questions of the Likert’s spectrum).

**3.3. METHOD**

Method of this research is descriptive and of the correlative type. The statistical society of the current research consisted of the entire employees of the organization of Ministry of Education of the Gilan province in academic year of 2010-2011, numbering 1604 individuals. The sample volume was determines 310 individuals based on the Morgan’s table and by the random-stratum sampling method. Two library and field methods were used to collect the data and information. Tool of collecting the data and information in this research includes two scales of:

**a) Knowledge management:** which has 24 five- choice questions which have been regulated based on the Likert’s spectrum and asses and studies four dimension of (socialization, externalization, combination and internalization). This scale is standard and has been designed by Nonaka a Takeochi (1998).

**b) Innovation:** this questionnaire has 50 response-package questions of the Likert’s spectrum and has been designed by Griffin (1984) and assesses and surveys three (structural, cultural and human) dimensions. Validity of questionnaires was obtained contentedly and after the study and performance of the required correlations wanted by the experts and reliability of the questionnaires was calculated through the Chorombach’s Alpha coefficient of the knowledge management’s questionnaire was estimated to be equal to 92% and Chorombach’ alpha coefficient of the innovation’s questionnaire to be equal to 89%.The collected data were analyzed using the multiple regression analysis tests (step by step model) and Pearson’s correlation coefficient.

**4. Analysis of Findings**

There exists a relationship the application of components of the knowledge management and innovation in the organization of the Ministry of Education of the Gilan province. In order to respond to the hypothesis of the above research the multiple regression analysis tests with (progressive step by step method) has been used.

**Table (1): The mutual correlation of the criterion variable (innovation) and predictor variables and components of the knowledge management (socialization, externalization, combination and internalization)**

\*\*Significance Level in the Level of  $p < 0.01$

\*Significance Level in the Level of  $p < 0.05$

The data of Table (1) show that:

- 1- There exists a positive and significant relationship between socialization and innovation ( $P=0.01$ ,  $r=0.310$ ).
- 2- There is positive a significant relationship between externalization and innovation ( $P=0.01$ ,  $r=0.199$ ).



3- There exists a positive and significant relationship between combination and innovation ( $P=0.01$ ,  $r=0.23$ ).

4- There is a positive and significant relationship between the internalization and innovation ( $P=0.1$ ,  $r=0.221$ ).

Paying attention to the results of table (2) shows that because the calculated (t) to survey the significance of the slope of the regression line (b) for the socialization variable is significant of predicting the socialization for innovation is thus significant statically and, also, calculated (t) to survey the significance of the slope of the regression line (b) for the combination variable is significant in the level of 0.05 ( $P=0.05$ ,  $t=3.810$ ) statically. Also, power of predicting for the innovations is significant statically.

Also, the results of the table (2) show that, considering the step by step/progressive model. The socialization variable has been entered into the regression equation as the most effective variable in the innovation and abled to predict at the rate of 31 percent of the changes of the criterion (innovation) variable, while on unit of change in the standard deviation of the socialization variable causes that standard deviation of the innovation variable is to be changed at the rate of 0.257. also the results of table (2) show that, considering the step by step model in the second step, combination variable predicts 16.8% of the changes of the innovation variable, while one unit of change in the standard deviation of the combination variable causes that the standard deviation of the innovation variable is to be changed at rate of 0.460.

Table (2): Regression Analysis (Variables which have been exerted into the regression a equation using the step by step model)

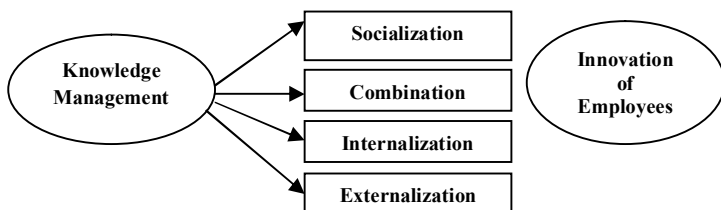
	Index of the Changes' Resource	Separating Coefficient of Regression (B)	Standard Error	The Standard Coefficient of regression separation (B)	T test for the significance of the slop of the regression line	Significance level
The first step	Constant quantity	98/629				
	Socialization	1/469	0/257	0/310	5/723	0/001
The second step	Constant quantity	81/816				
	Socialization	1/288	0/260	0/272	4/952	0/001
	Combination	1/406	0/460	0/168	3/056	0/002

### 5. FINDINDINGS AND RESULTS

The results of the research showed that there exists a positive and significant relationship between the application of the components of the knowledge management and innovation in the organization of the Ministry of Education and, in the first model of regression, the socialization model entered into equation as the most effective variable in the innovation and, in the second model, the combination variable was added to the socialization variable and could predict 16.8% percent of changes of the criterion (innovation) variable. Also, findings of the research showed that:

- There exists relationship between combination and innovation at the rate of ( $r=0.230$ ) and this relationship is positive and direct in the level of 0.05; e.g., through increase of the score of the combination, score of the innovation increase and vice versa.
- There is a connection between internalization and innovation at the rate of ( $r = 0.230$ ) in the organization of Ministry of Education and this relationship is positive and significant in the level of 0.05; that is, through increase of the internalization's score, innovation's score increases and vice versa.
- There exist a relationship between socialization and innovation at the rate of ( $r= 0.310$ ) in the organization of Ministry of Education and this relationship is positive and significant in the level of 0.05.
- There is a relationship between the externalization and innovation at the rate of ( $r = 0.199$ ) in the organization of Ministry of Education and this relationship is positive and significant in the level of 0.05; that is, through the increase of the score of externalization, score of the innovation increase and vice versa.

### 6. The suggested model of the research





## 7. DISCUSSION AND CONCLUSION

In all over the world, individuals are aware of this fact that the economical situation of the countries is to be determined directly due to the quality of their learning systems. More efficient producing agent is human capital which is to be expressed because of the knowledge, competences, capabilities of the creativity and the moral attributes of the society's members and all of them are shaped extensively by educational system. A commodity under the name of the knowledge is a necessary tool for the function of the existing industry. Therefore, knowledge management must be located in a basic position in the knowledge and instruction systems, today, in the arena of the organization of Ministry of education, the electronic learning raises which is the ground work/foundation of the knowledge management; it improves the learning and provides this opportunity for the teachers to increase the educational functions, change and class experiences through the student-basement and participatory educations. In other words, usage of the technology, research and development in the organizations of Ministry of Education produces and collect the knowledge and makes it ready for the accession of other players in the society, there are diversified ways to transfer the knowledge one of the most important channels of transferring in instruction and training of the employees of the organization of Ministry of Education and teachers beside the students which increases the knowledge of the working force. Also, this affair may reinforce the capacity of at attracting the private section and lead the improvement of the performance of the innovation. Findings obtained from the few researches show that some components of the knowledge management, including flexibility, being opportunity-based being sensitive to the information relate to market's changes, working with the international customers collectively, application of the technology to disseminate the knowledge, dependence to knowledge related to the technology have the positive effect on the innovation and having the developed financial reporting system has the negative effect the basic innovations. This research counts as an introduction in connection with the role of the knowledge management in the innovation and, for the future researchers, the more accurate survey of the relationship between these two structures and explication of the executive approaches for managers of the organizations are suggested in this domain. Necessity of being innovative or Innovator of the organization of the Ministry of Education is manifest more than past because of their knowledge –based nature. Organizations of Ministry of Educational because of being active in a very competitive environment and, also, are responsible for the strategical role of educating/nurturing the future managers, they are thus effective on the productivity of the total economy and must benefit from the uncommon approaches. This research also in addition to the past researches showed that there exists a significant relationship between the application of the components of the knowledge management and innovation in the organization of Ministry of Education an each four components of (socialization, combination, internalization and externalization) correlate positively and significantly with innovation and out of these components, the components of the socialization and combination are able to predict the rate of the innovation's changes. In the direction of these findings, the researches of Peterson (2008), Chang chi oun (2005), Mirzapur (2009) and Hamidinasab (2008) show that there exists a positive and significant relationship between the knowledge management and its components with the innovation in the organizations and components of the knowledge management can predict the innovation's changes. In fact, among these components of socialization and combination are the most effective components of the knowledge management which cerate the major changes in the rate of innovation in the organization. In other words, establishment of the social relationship with other organizations and individuals and acquisition of information and knowledge from them, through this friendly and close relationships and survey and analysis of the obtained information and combination of information and the correct knowledge which acquired from this way with available knowledge in the organization makes it possible that they discover new ways to solve problems and express the new ideas using the new knowledge and information and create the basic changes in the process of execution of the organization's affairs.

## 8. Applied Suggestions

1- It is suggested that those who are in charge of the organization to encourage the employees to express the opinion and create the new ideas regarding performance of the tasks and following the surveys of the multiple opinions, support the best among them.

2- It is suggested that organization of the Ministry of Education to deal with the best abolishment of the relationship with other organizations of society, specially educational and researching ones and to take action toward the knowledge and information acquisition in the working field.

3- It is suggested that the correct and friendly relationships are to be established among the managers and employees in the organization and the free space is to be provided for the employees, way from the encouragement, reprimand dismissal, in order to discuss and the exchange of the ideas so that the organization is able to use the entire ideal opinions and viewpoints.

4- It is advised that the working teams are to be formed in the organization and the employees encouraged to conduct the research and study collectively, and, also, they learn the group work and participation in order to gain access to more reliable opinions and information through the intellectual collaboration and putting them at organization's disposal.

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