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BARRIERS TO KNOWLEDGE MANAGEMENT IMPLEMENTATION IN UNIVERSITIES

ROYA DARABI
ASST. PROFESSOR
DEPARTMENT OF ACCOUNTING AND MANAGEMENT
SOUTH TEHRAN BRANCH
ISLAMIC AZAD UNIVERSITY
TEHRAN

AHMAD GHASEMI
MASTER'S DEGREE STUDENT OF ACCOUNTING
SOUTH TEHRAN BRANCH
ISLAMIC AZAD UNIVERSITY
TEHRAN

ABSTRACT

Today knowledge is counted as the most important assets of organizations. Therefore knowledge management is the challenge of discovering individual knowing and turning it as a piece of information so that it can be saved on a data base, to share it with others and to apply it to daily works. This study aims to investigate and identify these barriers and to come up with some solutions applicable in Universities of Iran. This study is field type and a descriptive- survey research. A questionnaire was randomly distributed among universities managers. Population sample of the research is universities in 2011. The findings indicated that the development and implementation of knowledge Management Universities of Iran face with human, structural, cultural, technical and technological barriers. To overcome the barriers the required solutions for the implementation of knowledge management should be adopted and employed by the executive's managers.

KEYWORDS

Barriers to Knowledge Management, Cultural Barriers, Knowledge Management, Technical Barriers, Technological Barriers.

INTRODUCTION

One of the issues communities and organizations have had to face with is the advent of new phenomena and changes. Their occurrences exert remarkable impact on the performance of the communities and organizations. More importantly, appropriate response and paying attention to them or not play a major role in their success or failure (Jasimuddin, 2008). Changes is a constant and vital variable in all human attempts and experiences (Omekwu and Eteng, 2006). Successful organizations are those that are always a step ahead of these changes. Nowadays those organizations which have intangible capitals on their agenda and knowledge on its top will succeed. Such organizations need a new style of management which is referred to as "knowledge management". It is not a new concept in the history of human growth (Lundvall and Nielsen, 2007). The most important goal of it application in different institutes is to adapt quickly to the changes of the environment in order to improve efficiency and profitability (Plessis, 2007). Therefore knowledge management refers to the process of creation, dissipation and application of knowledge; in other words, the ultimate objective of knowledge management is to share knowledge among staff to improve its added value in an organization (Brachos et al., 2007). It is a structured approach to identification, evaluation, arrangement and saving and help apply knowledge to meet needs and achieve organizational goals (Davenport and Marchand, 1999). Changes are so quick that in near future we will observe organizations basically different from our expectations of a typical one.

Growth of modern technologies particularly IT, business investment in IT sector, internet growth and its widespread use, change in citizens' expectations and businesses, globalization and pressures from competition has made knowledge and its management a basic requirement for the success of present-day organizations and communities. Reliance upon tangible assets like physical capitals no longer yield result and nowadays the organizations that have intangible capitals on their agenda and knowledge on its top will succeed (Maqsood and Finegan, 2009).

Today knowledge is counted as the most important assets of organizations. Therefore knowledge management is the challenge of discovering individual knowing and turning it as a piece of information so that it can be saved on a data base, to share it with others and to apply it to daily works. It is to achieve organizational goals through optimum use of knowledge and or capabilities of an organization to apply individual knowledge and experience and collective knowledge to actualize goals through processes like knowledge production, knowledge share and its use by technology. It is the secret of success in organizations 21st century (Berkes, 2009). To succeed each organization tries to use the set of the knowledge before every individual staff and has been stored in their mind; otherwise, it should be expected to see failure in organizations or to pay high costs stemming from repetition of some decision-making processes and inappropriate use of practical experiences and decisions.

To take advantages of knowledge management it is necessary to study its barriers and challenges and to come up with solutions to remove them. Iran universities as an organization that is attempting to adapt itself to the changing environment should move toward knowledge management. To do this, it has some challenges and barriers. The present study seeks to investigate and identify these barriers and to come up with some solutions applicable to leadership at universities of Iran. If not identified, Iran universities will not succeed in its application. As a result it will have problems to take advantage of knowledge and its management.

REVIEW OF LITERATURE
KNOWLEDGE MANAGEMENT

The importance of knowledge in today global and complicated commercial environment cannot be ignored. The organization that know how to collect, distribute and manage information are the leaders of their own business. Today we are heading for an era in which competitive advantage is not only information access but also knowledge development (Davenport and Klahr, 2009). Knowledge is more than data and information. It refers to a set of information, practical solutions, related education, results of its application to different decision-making, individual's attitudes in careers and their responsibilities (Krogstie et al., 2006). A person's knowledge may differ from other person's. Knowledge is the foundation of skill, experience and expertise. It is a new thinking method about organization and share of creative and innovative recourses (Chen et al., 2009). It refers to systematic efforts to find, organize and make accessible intangible assets of an organization and to improve culture of continuous learning and share knowledge. Many organizations are seeking to have its advantages by focusing and investing on information technology and attempting to improve their performance through knowledge management implementation (Jasimuddin, 2008). Attention to knowledge management in organizations has been rapidly growing due to its role in dynamic and competitive environment. It is systematic and its successful implementation requires a comprehensive and full scale attitude towards organizational factors. Different factors play a role in its implementation. They are strategy, organizational culture, IT infrastructure, team work and the like. In all the role of leadership is remarkable (McBriar et al., 2003). Unlike past organizations, modern ones need to capture, manage and exploit knowledge and information to improve efficiency, render

better service to customer and manage and track endless changes more effectively. It is a tool by which organizations can manage knowledge and information better (Yannis et al., 2008). Unlike other techniques its definition is not an easy task since it covers a wide range of concepts, managerial roles, technologies and activities. On the other hand rapid changes in the PC technology and electronic communication over the past decade have enabled us to create, collect, manipulate, save and transfer information (Skyrme, 2003). It is an interdisciplinary commercial model which deals with all aspects of knowledge including creation, coding, sharing, application to learning improvement and innovation (Switzer, 2008). It concerns with both technological tools and current organizational trends.

ADVANTAGES OF KNOWLEDGE MANAGEMENT

Implementation of knowledge Management has many positive Advantages such as detection of shortages, more efficiency of human capitals, more effective learning, provision of value added services and goods, more customer satisfactions, prevention of mistakes repetition, reduction of redoing, time saving, encouragement of innovation and creation, establishment of closer contact with customers.

PROCESS OF KNOWLEDGE MANAGEMENT

Put it simply, knowledge Management is development of structure to turn implicit knowledge to transferable explicit knowledge. Such a structure helps to increase a person's knowledge by sharing knowledge among staff of an organization and its subunits and to develop new knowledge by their integration (Vandaie, 2008); in other words, it is the ability of an entity to use the intellectual capital (Personal knowledge and experience of the staff and collective knowledge to achieve organizational goals. Its processes can be divided into seven stages:

1. Acquisition: All organization use collaboration to gain knowledge and document department plays a central role in this process
2. Knowledge Implementation: obtained is used if helpful and appropriate and it is not important who has introduced it.
3. Industries learning (from Knowledge process): The organization that help learning happens in their processes would have better performance in knowledge Management. Members of an organization can learn lesson from past experiences.
4. Knowledge sharing and exchange: Knowledge transfer and exchange among members of an organization are of great importance.
5. Knowledge Evaluation: Organizations assess their knowledge assets through learning and evaluation of annual performance.
6. Knowledge creation and stabilization: Capability of an organization to create and stabilize knowledge. Collaboration and participation of staff in this process are good means to stabilize knowledge.
7. Optimum use of Knowledge: Prior to hiring new personnel it should be attempted to employ the current knowledge and skills of organization and when the required skills and expertise cannot be found in the organization it would be appropriate to provide it from external sources, by so doing knowledge will be used optimally.

BARRIERS TO KNOWLEDGE MANAGEMENT

The challenge that there is here is that knowledge management is systematic. Its successful implementation requires a comprehensive and full scale attitude towards various organizational factors. Many organizations that are seeking to implement knowledge management have invested on information and communication technology (Balestrin et al., 2008). It should be noted that information technology is just one part of knowledge management. Its successful implementation requires various organizational factors including organizational structure, technology and human resources have specified features and the required coordination (Wen, 2009). Gaps and lack of coordination are barriers to successful implementation of knowledge management. Therefore identification of the status of organizational factors in terms of the required characteristics to implement knowledge management is of the initial measures which can form a strong foundation for the next steps. Creation and transfer of knowledge require a specific structure in an organization. Internal structure of an organization can both encourage knowledge management and obstruct its implementation. Previous studies on the issue indicate that decision concentration, high bureaucracy in processes and work relations can function as barriers to knowledge creation and new thoughts. On the other hand power distribution and flexibility lead to knowledge creation and facilitate knowledge transfer (Claver-Cortes et al., 2007). Knowledge creation and transfer necessitate an organizational culture in which people and groups are willing to collaborate and share information to satisfy mutual interests. Individualistic culture in an organization make people reluctant to share knowledge while trust, collaboration and knowledge sharing culture among staff help to increase knowledge creation and information exchange. Emphasis on learning in an organizational culture empowers an organization to create new knowledge. Organizations can help staff to take more active role in knowledge creation by stressing upon learning (Richter and Niewiem, 2009). To succeed in knowledge management organizations should develop learning culture and provide opportunity for constant learning. Informational and communicational technology due to high capabilities plays a very significant role in knowledge creation and transfer in an organization. Appropriate infrastructure of information and communication technology and staff's knowing and awareness of these technologies facilitate knowledge creation and transfer. To develop knowledge management organizations have many barriers and challenges (Damandoran and Olphert, 2000). To succeed in knowledge management and to achieve predetermined goals leaders play a remarkable role. Moreover, it is a mechanism for leadership to achieve goals. The followings represent this reciprocal relationship and the role and the relationship between knowledge management and leadership. Generally speaking the barriers to knowledge management are (Kimble and Bourdon, 2008):

- Organizational culture (lack of trust, communication and knowledge sharing).
- Lack of awareness, understanding and insight of knowledge management.
- Motivation.
- Size of organization.
- Geographical spread.
- Structure of organization.
- Structure of Human resources.
- Culture and values.

The main challenge of knowledge management is not knowledge creation but knowledge possession and dissipation and in fact knowledge that is not dissipated is of little value. Traditional method of knowledge dissipation was face to face dialogue but today it is virtual. Traditional methods are very slow and ineffective (Shaw and Edwards, 2005). Therefore it is necessary to employ technology to flow knowledge. Another challenge is to codify staff experiences and beliefs in an applicable way that (Gao et al., 2008). The followings are some barriers to knowledge management implementation in organizations

1. Human factors: One of the main barriers to knowledge management is that people do not like to share knowledge and prefer to use it exclusively. It might be due to this false reasoning: since knowledge is power it should not be lost (Fielden & Malcolm, 2006).
2. Organizational factors: The main factors of this group are:
 - Structural factors: Hierarchical and inflexible structures cannot be a good place to implement knowledge management
 - Managerial factors: Chief executives' lack of belief in and support to knowledge management, their short term attitudes, atomistic view and inappropriate management styles can prevent its successful implementation.
 - Occupational factors: Inappropriate descriptions of occupations, repetitious and routine occupations, ambiguity and conflict in role can effect negatively on knowledge management.
 - Salary and wages systems: People will dissipate knowledge if they have enough financial motivation and return.
 - Educational systems: In turning traditional systems into a learning organization, educational programs play a critical role. Inappropriate educational programs can function as a barrier to knowledge management (Tseng, 2008).
3. Cultural factors: Without appropriate collaborative and trust-based Culture knowledge management cannot be implemented successfully. If an organizational culture does not strengthen knowledge sharing and distribution, knowledge management will face with unpleasant challenges in that organization (Nevo and Chan, 2007).
4. Political factors: Political stability or instability of a country and managerial stability in an organization influence upon knowledge management. Open atmosphere in which people can express their thoughts freely can have a positive impact on it (Szulanski, 2003).

5. Technical and technological factors: Experts divide knowledge into tacit and explicit knowledge. As highlighted by Nonaka, organizational knowledge is the outcomes of the interaction between these two types of knowledge and the interaction should be continuous. The created knowledge should be kept well. Knowledge centers in an organization are in fact a place to collect, organize and disseminate it. They can be either physical or virtual. Their purpose is to direct people toward knowledge resources in and outside of organization. In them knowledge maps are prepared, kept and updated (Nonaka et al., 2000).

RESEARCH METHODOLOGY

Research orientation is applied and its purpose is to determine barriers to knowledge management in universities. It is quantitative, field and library review type. It is based on research on internet, article, book, journal, theses and other valid

Scientifics resources review. Its statistical population is executives of universities in 2011. Sample has been selected by classified sampling method. To collect data research on internet, article, book, journal, theses and other valid Scientifics resources have been reviewed. A questionnaire was designed and administered and data analysis has been performed by SPSS software and parametric statistical tests.

RESEARCH OBJECTIVES AND HYPOTHESES

Generally speaking, the purpose of the present study is to investigate and determine current barriers to knowledge management in universities of Iran and to suggest solutions for them. In brief the objectives are:

1. The study of human, structural, cultural and technical technological barriers to knowledge management implementation in universities of Iran.
2. Determination and explanation of the role of these barriers in success or failure of knowledge management projects in universities of Iran.
3. Suggestion of solutions to overcome them.

There are four main and eleven secondary hypotheses:

1. Human barriers influence on knowledge management in universities of Iran.
 - 1.1. Managerial barriers have an effect on knowledge management in universities of Iran.
 - 1.2. Occupational barriers (descriptions of inappropriate occupations, repetitious and routine occupations, ambiguity and conflict in role, salary and wages systems) can effect negatively on knowledge management.
2. Barriers related to staff influence on knowledge management in universities of Iran.
 - 2.1. Structural Barriers exert an influence on knowledge management in universities of Iran.
 - 2.2. Hierarchical structure exerts an influence on knowledge management in universities of Iran.
 - 2.3. Current organizational processes affect upon knowledge management in universities of Iran.
3. Size of an organization affects upon knowledge management in universities of Iran.
 - 3.1. Cultural Barriers exert an influence on knowledge management in universities of Iran.
 - 3.2. Collaborative Culture affects upon knowledge management in universities of Iran
 - 3.3. Chief Executives' support affects upon knowledge management in universities of Iran.
 - 3.4. Creation and innovation –based organizational Culture affects upon knowledge management in universities of Iran.
4. Technical and technological Barriers exert an influence on knowledge management in universities of Iran.
 - 4.1 There are appropriate knowledge software banks for knowledge management in universities of Iran.
 - 4.2 There are appropriate educational systems and programs for knowledge management in universities of Iran.

RELIABILITY AND VALIDITY

To measure the reliability of the questionnaire first the intended criteria extracted through exact evaluation of the literature on the issue and included in it. Then six experts reviewed and confirmed the questionnaire.

Cronbach's coefficient alpha was employed to measure data reliability. In general it is a valid measure and its value is more than 0.7 and its total value were obtained to be 0.857.

RESULTS

DATA ANALYSIS

To analyze data the SPSS 13 for windows was used. Statistical analysis techniques in the form of normal distribution test and regression test were employed to test hypotheses. The Results are as follows:

NORMAL DISTRIBUTION TEST

268 executive's managers of universities participated in the survey. According to statistical theories if number of the samples is more than 30 samples then the distribution will be normal. Therefore its data distribution is normal. Statistical analysis of data has been performed at 0.05 level of significance by regression test. With regard to the confirmation of validity of the model based on analysis results (Column F) which is higher than 0.05 the results are not accidental and are reliable. At 0.05 % level of significance with regard to Sig. column in SPSS if the value is less than 5% ($p < 0.05$ %) then the hypothesis is confirmed; otherwise rejected. About the confirmed hypotheses Analysis of the results are carried out with regard to correlation coefficient (R) which shows the relationship between dependent and independent variable and square correlation coefficient (R^2) which indicates to what extent changes of dependent variable can be explained by independent variable. The more R would be, the stronger the correlation between dependent and independent variable.

H₁: Human barriers influence on knowledge management in universities of Iran. At 0.05 % level of significance with regard to Sig. column the value is ($p < 0.05$ %). Therefore the hypothesis is confirmed and human barriers influence on knowledge management in universities of Iran. Correlation coefficient of the hypothesis variables i.e. human barriers and knowledge management in universities of Iran is high (0.762) and 0.581 % of knowledge management in universities is accounted for by human barriers. Therefore at 0.05 % level of significance the hypothesis is confirmed (table 1).

H₁₋₁: Managerial barriers have an effect on knowledge management in universities of Iran. At 0.05 % level of significance according to Sig. column the value is ($p < 0.05$ %). Therefore the hypothesis is confirmed and managerial barriers influence on knowledge management in universities of Iran. Correlation coefficient of the hypothesis variables i.e. managerial barriers and knowledge management in universities of Iran is high (0.809) and 0.655 % of knowledge management in universities is accounted for by managerial barriers. Therefore at 0.05 % level of significance the hypothesis is confirmed (table 1).

H₁₋₂: Occupational barriers (descriptions of inappropriate occupations, repetitious and routine occupations, ambiguity and conflict in role, salary and wages systems) can effect negatively on knowledge management. At 0.05 % level of significance according to Sig. column the value is ($p < 0.05$ %). Therefore the hypothesis is confirmed and Occupational barriers influence on knowledge management in universities of Iran. Correlation coefficient of the hypothesis variables i.e. Occupational barriers and knowledge management in universities of Iran is high (0.625) and 0.391 % of knowledge management in universities (R^2) is accounted for by Occupational barriers. Therefore at 0.05 % level of significance the hypothesis is confirmed (table 1).

H₁₋₃: Barriers related to staff influence on knowledge management in universities of Iran. At 0.05 % level of significance according to Sig. column the value is ($p < 0.05$ %). Therefore the hypothesis is confirmed and Barriers related to staff influence on knowledge management in universities of Iran. Correlation coefficient of the hypothesis variables i.e. Barriers related to staff and knowledge management in universities of Iran is high (0.764) and 0.391 % of knowledge management in universities (R^2) is accounted for by Barriers related to staff. Therefore at 0.05 % level of significance the hypothesis is confirmed (table 1).

TABLE 1: CORRELATION COEFFICIENT

variables	level of significance(sig)	Correlation coefficient(R)	square correlation coefficient (R ²)	Hypothesis
human barriers	./000	./762	./581	confirmed
Managerial barriers	./000	./809	./655	confirmed
Occupational barriers	./000	./625	./391	confirmed
Staff barriers	./000	./764	./583	confirmed

H₂: Structural Barriers exert an influence on knowledge management in universities of Iran.

At 0.05 % level of significance according to Sig. column the value is (p<0.05 %). Therefore the hypothesis is confirmed and Structural barriers influence on knowledge management in universities of Iran. Correlation coefficient of the hypothesis variables i.e. structural barriers and knowledge management in universities of Iran is high (0.748) and 0.559 % of knowledge management in universities (R²) is accounted for by structural barriers. Therefore at 0.05 % level of significance the hypothesis is confirmed (table 2).

H₂₋₁: Hierarchical structure exerts an influence on knowledge management in universities of Iran. At 0.05 % level of significance according to Sig. column the value is (p<0.05 %). Therefore the hypothesis is confirmed and hierarchical structure influence on knowledge management in universities of Iran. Correlation coefficient of the hypothesis variables i.e. hierarchical structure and knowledge management in universities of Iran is high (0.862) and 0.743 % of knowledge management in universities (R²) is accounted for by hierarchical structure. Therefore at 0.05 % level of significance the hypothesis is confirmed (table 2).

H₂₋₂: Current organizational processes affect upon knowledge management in universities of Iran. At 0.05 % level of significance according to Sig. column the value is (p<0.05 %). Therefore the hypothesis is confirmed and Current organizational processes influence on knowledge management in universities of Iran. Correlation coefficient of the hypothesis variables i.e. current organizational processes and knowledge management in universities of Iran is high (0.703) and 0.494 % of knowledge management in universities (R²) is accounted for by current organizational processes. Therefore at 0.05 % level of significance the hypothesis is confirmed (table 2).

H₂₋₃: Size of an organization affects upon knowledge management in universities of Iran. At 0.05 % level of significance according to Sig. column the value is (p>0.05), (0.190). Therefore there is no significant correlation between size of an organization and knowledge management in universities of Iran. Correlation coefficient of the hypothesis variables i.e. size of an organization and knowledge management in universities of Iran is low (0.183) and 0.034 % of knowledge management in universities (R²) is accounted for by size of an organization. Therefore at 0.05 % level of significance the hypothesis is rejected (table 2).

TABLE 2: CORRELATION COEFFICIENT

variables	level of significance(sig)	Correlation coefficient(R)	square correlation coefficient (R ²)	Hypothesis
Structural Barriers	./000	./748	./559	confirmed
Hierarchical structure	./000	./862	./743	confirmed
Current organizational processes	./000	./703	./494	confirmed
Size of organization	./190	./183	./034	Rejected

H₃: Cultural barriers exert an influence on knowledge management in universities of Iran. At 0.05 % level of significance according to Sig. column the value is (p<0.05 %). Therefore the hypothesis is confirmed and cultural barriers influence on knowledge management in universities of Iran. Correlation coefficient of the hypothesis variables i.e. cultural barriers and knowledge management in universities of Iran is high (0.752) and 0.565 % of knowledge management in universities (R²) is accounted for by cultural barriers. Therefore at 0.05 % level of significance the hypothesis is confirmed (table 3).

H₃₋₁: Collaborative culture affects upon knowledge management in universities of Iran. At 0.05 % level of significance according to Sig. column the value is (p<0.05 %). Therefore the hypothesis is confirmed and Collaborative culture influences on knowledge management in universities of Iran. Correlation coefficient of the hypothesis variables i.e. collaborative culture and knowledge management in universities of Iran is high (0.748) and 0.559 % of knowledge management in universities (R²) is accounted for by collaborative culture. Therefore at 0.05 % level of significance the hypothesis is confirmed (table 3).

H₃₋₂: Chief Executives' support affects upon knowledge management in universities of Iran. At 0.05 % level of significance according to Sig. column the value is (p<0.05 %). Therefore the hypothesis is confirmed and chief executives' support influences on knowledge management in universities of Iran. Correlation coefficient of the hypothesis variables i.e. chief executives' support and knowledge management in universities of Iran is high (0.759) and 0.576 % of knowledge management in universities (R²) is accounted for by chief executives' support. Therefore at 0.05 % level of significance the hypothesis is confirmed (table 3).

H₃₋₃: Creation and innovation –based organizational Culture affects upon knowledge management in universities of Iran. At 0.05 % level of significance according to Sig. column the value is (p<0.05 %). Therefore the hypothesis is confirmed and creation and innovation –based organizational Culture influences on knowledge management in universities of Iran. Correlation coefficient of the hypothesis variables i.e. creation and innovation –based organizational Culture and knowledge management in universities of Iran is high (0.752) and 0.565 % of knowledge management in universities (R²) is accounted for by creation and innovation –based organizational Culture. Therefore at 0.05 % level of significance the hypothesis is confirmed (table 3).

TABLE 3: CORRELATION COEFFICIENT

variables	level of significance(sig)	Correlation coefficient(R)	square correlation coefficient (R ²)	Hypothesis
Cultural barriers	./000	./752	./565	confirmed
Collaborative culture	./000	./748	./559	confirmed
Chief Executives' support	./000	./759	./576	confirmed
Creation and innovation –based organizational Culture	./000	./752	./565	confirmed

H₄: Technical and technological Barriers exert an influence on knowledge management in universities of Iran. At 0.05 % level of significance according to Sig. column the value is (p<0.05 %). Therefore the hypothesis is confirmed and technical and technological barriers influences on knowledge management in universities of Iran. Correlation coefficient of the hypothesis variables i.e. technical and technological barriers and knowledge management in universities of Iran is high (0.625) and 0.391% of knowledge management in universities (R²) is accounted for by technical and technological barriers. Therefore at 0.05 % level of significance the hypothesis is confirmed (table 4).

H₄₋₁: There are appropriate knowledge software banks for knowledge management in universities of Iran. At 0.05 % level of significance according to Sig. column the value is (p>0.05 %). Therefore the hypothesis is rejected and there are not appropriate knowledge software banks for knowledge management in universities of Iran. Correlation coefficient of the hypothesis variables i.e. appropriate knowledge software banks and knowledge management in universities of Iran is low (0.022) and only 0.005% of knowledge management in universities (R²) is accounted for by appropriate knowledge software banks. Therefore at 0.05 % level of significance the hypothesis is rejected (table 4).

H₄₋₂: There are appropriate educational systems and programs for knowledge management in universities of Iran. At 0.05 % level of significance according to Sig. column the value is (p>0.05 %). Therefore the hypothesis is rejected and there are not appropriate educational systems and programs for knowledge management in universities of Iran. Correlation coefficient of the hypothesis variables i.e. appropriate educational systems and programs and knowledge management in universities of Iran is low (0.036) and only 0.015% of knowledge management in universities (R²) is accounted for by appropriate educational systems and programs. Therefore at 0.05 % level of significance the hypothesis is rejected (table 4).

TABLE 4: CORRELATION COEFFICIENT

Variables	level of significance(sig.)	Correlation coefficient(R)	square Correlation coefficient (R ²)	Hypothesis
Technical and technological Barriers	./000	./625	./391	confirmation
appropriate knowledge software banks	./160	./22	./005	rejected
appropriate educational systems and programs	./285	./036	./015	rejected

DISCUSSION AND CONCLUSION

Iran universities are seeking to make changes to achieve its goals. To do so it is inevitable to focus upon knowledge management. On the other hand universities are of great importance in every organization in general and Iran universities are of no exception. On the other hand little progress has been happened in Iran universities over recent years. The present study attempts to investigate its reasons. The results show that knowledge management in universities of Iran face with human, structural, Technical and technological and cultural Barriers. To develop knowledge management in this organization more attention should be focused upon it. Executives' role in knowledge management development is vital. Their support can provide the ground for its implantation. Development of Collaborative culture, team work and the required cultural background are needed. In other areas the need for construction of the required instructors in terms human, technical and technological dimension are highly felt. As mentioned before this is the first academic study on the issue in universities of Iran .The selection of the topic is for the want for its application in universities of Iran. Therefore for its implementation other studies are needed to be conducted on the issue to improve its efficiency.

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