

## Investigating the Inefficiency Causes of Educational Institution in the Field of Knowledge Transfer

Seyede Mahla Hejazi<sup>1</sup>, Homa Zanzanizadeh Azazi<sup>2\*</sup>, Alireza Estalaji<sup>3</sup>

1. PhD Student, Department of Sociology, Science and Research Branch, Islamic Azad University, Tehran, Iran.
2. Associate Professor, Department of Social Sciences, Ferdowsi University, Mashhad, Iran.
3. Professor, Department of Human Geography, Imam Khomeini Shahre Rei Branch, Islamic Azad University, Tehran, Iran.

### Article history:

Received date: 2022/01/31

Review date: 2022/01/11

Accepted date: 2022/03/17

### Keywords:

Inefficiency, Education, Knowledge Transfer

**Purpose:** Considering the role and importance of knowledge and its transfer in education, the purpose of this research was to investigate the inefficiency causes of education in the field of knowledge transfer.

**Methodology:** This study in terms of purpose was from type of applied and in terms of implementation method was from type of qualitative. The research population was education specialists, principals, teachers, parents and high school students of Iran in the 2019-20 academic years. The sample size was considered 20 people which from each of the five group number of 4 people were selected as a sample by available sampling method. The research tool was a semi-structured interview whose validity was confirmed by the triangulation method and its reliability was obtained by the agreement coefficient method between the two coders 0.87. Data were analyzed by open, axial and selective coding method in MAXQDA software.

**Findings:** The results showed that the inefficiency causes of educational institution in the field of knowledge transfer had 184 open codes or indicator, 16 axial codes or component and 7 selected codes or categorical. The category of objective had two components of human education and training, the category of teacher had four components of material and spiritual rights, selection, moral commitment and professional commitment, the category of student had two components of motivation and learning, the category of curriculum had two components of content and curriculum and settings, categories of educational methods had two components of teaching methods and teaching aids equipment, the category of educational environment had two components of educational space and secondary education space and the student's psychological category had two components of family and social status. Finally, based on them a pattern of inefficiency causes of education in the field of knowledge transfer was designed.

**Conclusion:** According to the identified indicators, components and categories for the inefficiency causes of education in the field of knowledge transfer, planning is necessary to reduce the inefficiency of the mentioned institution in the field of knowledge transfer.

**Please cite this article as:** Hejazi SM, Zanzanizadeh Azazi H, Estalaji A. (2022), Investigating the Inefficiency Causes of Educational Institution in the Field of Knowledge Transfer, *Iranian Journal of Educational Sociology*. 5(1): 160-171.

\* Corresponding Author Email: [homa009@yahoo.com](mailto:homa009@yahoo.com)

## 1. Introduction

The recent decades of the world have experienced risky, changing and revolutionary years, and the education system is no exception to this rule and since 1990, UNESCO has called on all countries of the world to reform education and improve the quality of education systems with the slogan of education for all (Sekerci, Yoruk & Karatas, 2020). Today, in most societies, in addition to the family, the education system is responsible for the education of children and teenagers (Guclu Yilmaz, 2021). Educational organizations play an important role in the development of human, social, and economic capital, and the educational institution is one of the educational organizations that require coherent and organized planning to remain stable in a competitive environment and achieve set goals (Jiswal & Arun, 2021).

The official education and training institution is an organized social, cultural and political institution that is considered the most important factor in transferring the expansion and promotion of culture in the society and is responsible for the appropriate and worthy preparation of students for life in the society (Karabulut, 2018). The document on the fundamental transformation of education considers the institution of education as a progressive, interactive, gradual, integrated process based on Islamic standards (Zahabion, Saedian & Keshtiarai, 2021). The education institution is one of the important and sensitive social institutions and organizations in any society, which cannot be satisfied with just formulating a strategy to fulfill its mission. In fact, only formulating a suitable strategy in the organization cannot guarantee the efficiency of an organization, but the efficiency of the organization is more dependent on its effective implementation. Therefore, education and training is considered one of the most important and vital organizations in all societies due to its educational role (Azizi & Mohammadi, 2012).

One of the most important topics in educational organizations, including educational institutions, is the discussion of knowledge and its transfer, which is considered an important and key factor for efficient and effective knowledge management programs (Yang, Cheng & Huang, 2021). Knowledge management has three parts: knowledge creation, knowledge transfer, and knowledge application. Knowledge transfer as one of the parts of knowledge management means the learning of an organizational unit from the knowledge and experiences of other organizational units (Chen, et al, 2020). One of the most important assets of any organization is knowledge and how to manage and use it, which plays an important and significant role in the productivity and success of the organization. Many researchers consider knowledge transfer as the most important knowledge management process. Because knowledge transfer enables the organization to develop skills, expertise and competencies and create, sustain and enhance competitive advantages (Rosby, et al, 2021). Knowledge transfer is a structured and systematic activity to transfer and exchange knowledge and experience between members of a group or organization with a common goal (Atzeni, Meleddu & Vannini, 2020). Knowledge transfer is influencing a person or department by other people or departments, which refers to a process of exchanging knowledge, information and skills between people in an active, conscious and systematic way (Wang, Wang & Zhang, 2019). Without effective knowledge transfer, organizations cannot manage and organize their employees' knowledge, skills, and ability to perform innovative and complex tasks (Wang, Huang, Davison & Yang, 2018). Knowledge transfer in organizations causes faster personal and organizational learning, expands innovation and creativity, and improves personal and organizational performance (Plangger, et al, 2020).

By examining the policy making process in education, we come across a kind of discontinuity in the plans, in a way that in a period, the top managers of the organization formulated and implemented a specific plan, but in the coming years, with the change of the top managers of this ministry, the plans were forgotten despite spending time and money, and new plans and New expenses were introduced to this organization (Hasanpour, Imani & Oladian, 2020). For various reasons, Iran's education is unable to meet the needs of the society. Getting rid of the existing deficiencies and inefficiencies and achieving dynamic, successful and effective education requires a deep and radical transformation in this vast and fateful institution so that by rereading and reproducing all the visible and hidden factors of this system, it can be realized by optimally

using the opportunities, resources and facilities of the field. Facilitate and accelerate goals (Askari Deefe, Salehi & Yousefi Saeedabadi, 2020).

Although there have been researches about the inefficiency of the educational institution, but no research was found about its inefficiency in the field of knowledge transfer, and the results of related researches are reported below. Imanzadeh & Ebadi (2020) concluded in a research that the most important reasons for the ineffectiveness of Arabic language education include five main themes and eleven sub-themes of obstacles related to students (with two sub-themes of students' lack of interest, especially in fields other than humanities, in Arabic lessons and The lack of appropriateness of textbook content with the academic, emotional and psychological needs of learners), obstacles related to teachers (with three sub-themes of rule-based teaching and in the theoretical framework of textbooks, insufficient mastery of Arabic conversation by teachers and less use of it in the course of teaching and lack of specialization), Obstacles related to society and culture (with two sub-themes of negative attitude towards Arab societies and social valuing), obstacles related to the educational system and curriculum (with three sub-themes of less teaching time, low credit in-service training courses and lack of educational facilities and materials in schools) and obstacles related to educational evaluation (with a sub-theme of mismatch of evaluation with educational goals).

Sharif, Ghafoori & Salehi (2020) while researching the career issues of education teachers including unfavorable organizational conditions, managerial interferences and restrictions, unfavorable working environment conditions, lack of salaries, benefits and amenities, reduction of students' interests and preferences to the learning process, degradation of dignity and They introduced the position of the teacher and the lack of educational and career development. Shamsaee & Nazari (2019) concluded that knowledge transfer barriers included knowledge source, knowledge recipient, knowledge characteristics, organizational context, and knowledge recipient. Akbari, Nooshinfard & Hariri (2018) introduced the barriers to the flow of knowledge in libraries, including management factors, knowledge sources, organizational factors, time factors, communication channels, individual factors, technology factors, and knowledge characteristics.

Babashahi & Mohammadnezhad Federdi (2017) concluded in a research that the causes of organizational training inefficiency included ten sets of causes of process, content, management, structural, behavioral-communication, attitudinal, human resources, financial resources, audience and educational media. Khesali, Salehi & Bahrami (2016) while researching the reasons for the ineffectiveness of the descriptive evaluation program by primary teachers introduced three main themes and ten sub-themes, which include issues related to the drop in students' and teachers' motivation (decrease in the amount and quality of students' effort, severe drop in motivation in diligent students and teachers' problems), issues related to the tools used in performance evaluation (unintelligibility of evaluation items and problems of end-of-semester evaluation lists) and issues related to the effects and consequences of the implementation of evaluation in the classroom (unintelligibility and unfamiliarity of evaluation results for students and parents and the need for reinterpretation by the teacher quantitatively, the difficulty of determining the level of students, mistrust of the educational system, questioning the dignity of the teacher as an evaluator, and the lack of literacy of students according to the type of evaluation).

Patil & Kent (2014) named the most important obstacles to the establishment of knowledge management, including the lack of commitment of senior management, the lack of integration of knowledge in business processes, and the lack of an appropriate organizational structure for creating and sharing knowledge.

Azizi & Mohammadi (2012) researched the obstacles to the implementation of strategic management in education from the point of view of managers and education experts, including perceptual, attitudinal and skill barriers (individual barriers) and lack of organizational resources, organizational structure inefficiency, organizational culture inefficiency, ineffectiveness of training courses, They introduced the inefficiency of the organization's top management and the non-continuity of monitoring and evaluation (organizational background obstacles).

Kalantari & Gholami (2011) in a research concluded that the causes of ineffective education in English language teaching include curriculum content, use of educational technology, teacher's interest, socio-

cultural factors, educational factors, students' participation in group discussions, teacher-student interaction, integrated training of four skills, evaluation, classroom management, teaching methods and extracurricular activities.

Education is one of the basic institutions of the society, which has a great impact in all dimensions such as individual character development and cultural, social, political and economic growth, and the remarkable progress of all industrial and advanced societies has been made in the shadow of attention to education. Also, in recent decades, the solution of education issues has not only been desired by the officials of the countries, but its impact on cultural, social, political and economic development is always becoming more obvious. In recent decades, the educational institution has faced many problems and challenges, and since the transfer of knowledge is one of the most important factors in the said institution, therefore, investigating the causes of the ineffectiveness of the educational institution in the field of knowledge transfer can help in better understanding the state of education. Another important point is that conducting this research can help education specialists and planners in designing suitable programs for reforming and improving the education institution. As a result, according to the mentioned materials, the purpose of this research was to investigate the causes of the inefficiency of the educational institution in the field of knowledge transfer.

## 2. Methodology

This study was applied in terms of purpose and qualitative in terms of execution method. The research community was education specialists, managers, teachers, parents and students of secondary school in Iran in the academic year of 2019-20. The sample size was considered to be 20 people, and 4 people from each of the five groups were selected as samples using the available sampling method. To carry out sampling with the available method, the researcher selected some of the five groups of the research community who had the desired criteria and had access to them as samples; So that 4 people were selected from the group of education specialists, 4 people from the group of administrators, 4 people from the group of teachers, 4 people from the group of parents and 4 people from the group of secondary school students. The demographic information of each of the five sample groups was presented in Table 1.

**Table 1.** Demographic information of each of the five sample groups

Groups	gender	Age	Years of service	degree of education	Major
Education specialists	Man	47	28	PhD	Education Management
	Man	58	35	PhD	Math
	Man	52	32	PhD	Sociology
	Female	49	30	Masters	Educational Planning
Managers	gender	Age	Years of service	degree of education	Major
	Female	45	18	Masters	English language
	Man	53	33	Masters	Persian Language and Literature
	Man	48	28	Masters	Education Management
teachers	Female	50	23	PhD	Sociology
	gender	Age	Years of service	degree of education	Major
	Female	51	29	Masters	Math
	Female	48	25	Masters	Persian Language and Literature
parents	Female	42	18	Masters	biology
	Man	54	29	Masters	social Sciences
	gender	Age	Job	degree of education	Major
	Man	44	Farmer	Associate degree	Accounting
students	Female	41	professor	Masters	social Sciences
	Female	45	free	diploma	Humanities
	Female	43	housewife	Masters	Business Management
	gender	Age	Type of school	Major	Grade
Boy	16	Governmental	Mathematical Physics	Eleventh	

Girl	16	Sample	Humanities	Eleventh
Girl	12	Governmental	---	the seventh
Girl	15	Governmental	Science	the tenth

The way of conducting the present research was that after the finalization of the title, the theoretical foundations were examined and questions were designed for the interview. In the next step, the samples were identified by considering the desired criteria and 4 people were selected as samples from each of the five groups related to education specialists, managers, teachers, parents and secondary school students. For the samples, the importance and necessity of the research was expressed and necessary coordination was made regarding the time, place and manner of interviewing them. The interviews were conducted individually with each member of the sample and during the interview, in addition to recording the key points; the audio of all 20 interviews was recorded for review. After completing the interviews, the interviewees were thanked with a gift.

In this research, there were two tools, the first tool was the demographic information form that was prepared by the researcher and was completed by all 20 interviewees and their summary is presented in Table 1. The second tool was a semi-structured interview. The interviews were conducted individually and the duration of the interview with each of the 20 people was about 30-50 minutes. In order to conduct the interview, the first question was stated by the interviewer and then the interviewee was asked to answer within the framework of the question. When the interviewer answered, he recorded the key points in addition to recording the interview. If the interviewee went out of the scope of the question, the interviewer guided him directly or with the help of guiding questions, and after finishing the first question, the interviewer asked the interviewee the next question. The validity of the interviews was evaluated with the appropriate triangulation method. Triangulation methods include data source triangulation (using multiple sources of data in a study or research), researcher triangulation (using more than one researcher to collect, analyze, analyze, and interpret data) and theoretical or theoretical triangulation (using multiple perspectives to interpret data). The validity of triangulation in this study was that interview questions with two experts were used and at the same time the study of theories, information sources and documents were also used. In addition, the reliability of the interviews was obtained by the method of coefficient of agreement between two coders of 0.87.

The data obtained from semi-structured interviews were analyzed with open, central and selective coding method in MAXQDA software.

### 3. Findings

After their completion, the interviews were analyzed with the open, central and selective coding method, and the summary of the results of the interviews regarding the investigation of the causes of the ineffectiveness of the educational institution in the field of knowledge transfer was presented in Table 2.

**Table2.** Summary of the results of open, central and selective coding about the investigation of the causes of inefficiency of the educational institution in the field of knowledge transfer

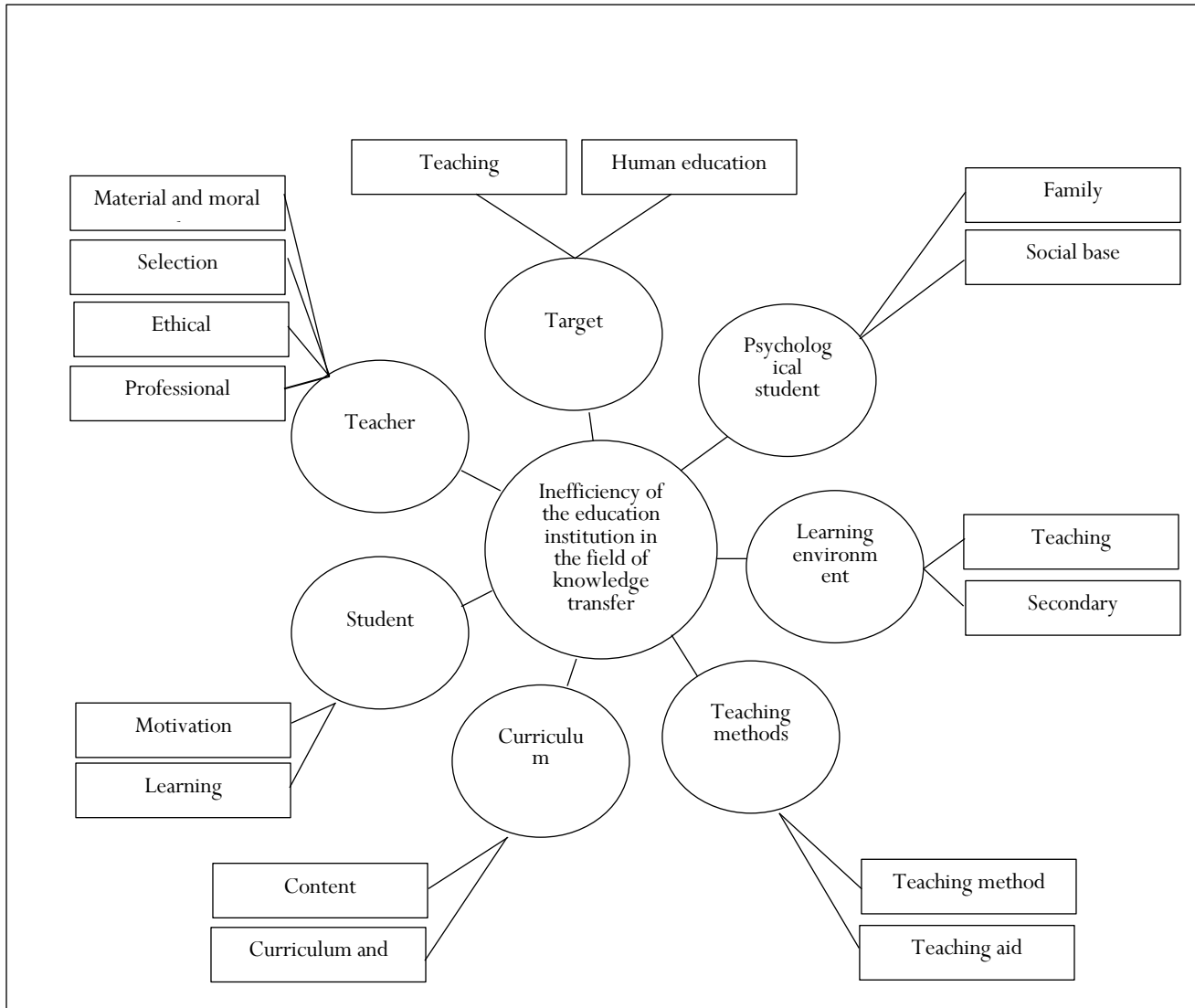
Selective coding (category)	axial coding (component)	open coding (index)
Target	Human education	1. Obedient and submissive, 2. Failure to raise informed citizens, 3. Education only in the field of study-contest, 4. Lack of creativity, and 5. Falling behind in ten skills.
	Teaching	1. Pretending to participate, 2. Competitiveness, 3. Lack of positive implementation of team programs, 4. Focusing on grades, 5. Teacher's lecture spirit, 6. Emphasis on memorizing material, 7. Deficiency in learning and 8. Deficiency in lesson planning.
Teacher	Material and moral rights	1. Inefficient economic status of teachers, 2. Teachers not enjoying their real dignity, 3. Being pressured by managers, 4. Lack of motivation of teachers due to the behavior of society and parents, 5. Career promotion with concurrent service, 6. Fatigue. The teacher

		because of the parents' behavior, 7. Not seeing the teacher's work process and 8. The teacher's discouragement
	selection	1. Lack of attention to the level of knowledge and ability of teachers in the field of recruitment and distribution in cities and villages, 2. The presence of old teachers, 3. Dissatisfaction of teachers with the situation of recruitment, selection, distribution and employment, 4. The presence of unprecedented and newly hired teachers in the villages. 5. Lack of appropriate and legal assessment of interest and commitment to the teaching job during service and 6. Career promotion with concurrent service.
	Ethical commitment	1. Depression from work, 2. Fatigue from work, 3. Teacher's bad attitude, 4. Low level of teacher's attitude, 5. Low orientation, 6. Teacher's psychological pressure on students, 7. Teacher's bad attitude, 8. Teachers' lack of motivation, 9. Teachers' lack of satisfaction, 10. Some teachers are not humanistic, 11. Teachers are influenced by the social status of the family, 12. Teachers' lack of interest and boredom in doing work, 13. Lack of commitment and 14. The effect of courses and fields of study and the type of schools on the level Teachers' interest in their jobs
	professional commitment	1. The non-specialization of teachers in the teaching profession, 2. Inefficient teaching methods, 3. Disinterest of students in lessons due to the low professional level of teachers, 4. Entrance test-based system, 5. Weak teamwork and teamwork of teachers and 6. Better performance of teachers in the city. Because of being under surveillance
student	motivation	1. Humiliating behavior of some teachers, 2. Encouraging behavior of some teachers, 3. Lack of cooperative atmosphere in school, 4. Insufficient bell for fun, 5. Lack of freedom of action in the educational system, 6. Teacher's treatment based on his personality, 7. The teacher's lack of proper understanding of developmental psychology, 8. The need for attractive teaching methods and lesson concepts, 9. The teacher's authority in the bell of fun, 10. The low motivation to learn in regular school students, 11. Punishing and suppressing students, 12. Worrying about power Hidden curriculum of students, 13. Lack of motivation of wealthy students, 14. Difference in motivation between girls and boys and 15. Removal of science, social and literature lessons.
	learning	1. Interest in the lesson based on the teacher's performance and teaching method, 2. Students' interest in practical, rote and easy lessons, 3. Better learning of practical lessons, 4. Students' interest in art, sports and literature lessons, 5. Student's desire to learn Depending on the interest in the type of course, 6. Students' lack of interest in basic science lessons, 7. Students' concern about their own learning, 8. Results-oriented nature of certain schools, 9. Students' lack of enthusiasm and interest in learning due to the presence of the media, 10. Under the influence Placement of students' learning based on the teaching environment and teacher's method, 11. Students' interest in lessons with active teaching methods, 12. Students' interest in practical lessons due to greater freedom of action and creativity, 13. Students' low interest in new methods and 14. Students' interest in group participation classes
curriculum	content	1. Problem in the way of teaching and performing mathematics, 2. Lack of appropriateness and attractiveness of the content of mathematics books, 3. Lack of advancement of the content of science lessons, 4. Lack of practical, laboratory and practical content of science lessons, 5. Superficiality of Persian books, 6. Lack of Fundamental transformation of textbooks, 7. Lack of homogenization of textbooks, 8. Lack of revision and updating of textbook concepts, 9. Difficulty of mathematics course, 10. Political atmosphere of Persian literature, 11. Need to revise textbooks to include valuable content, 12. Inadequacy Book titles for students scientifically and 13. High volume of course titles
	Curriculum and settings	1. Limited time for math, 2. Limited time for science lessons, 3. Need for more Persian time, 4. Lack of attention to artistic passion in art lessons, 5. Limited hours for art lessons, 6. Exclusion of sports, art, profession, dictation, essay Defense education, technology, Quran, human, environment, social, thinking, health and seemingly unimportant lessons, 7. Insufficient hours of sports lessons, 8. Lack of teaching equipment in schools, 9. Need to work and learn more reading, spelling, essay and writing, 10. Limited sports equipment and facilities, 11. Lack of expert and interested teachers, 12. Lack of sufficient facilities in madrasas, 13. Oldness of school sports facilities, 14. Teacher and school grade oriented 15. Need to identify and discover Curricular and extracurricular talent, 16. The teacher's

		authority to change the curriculum, 17. The large number of textbooks, 18. The lack of sports teachers and 19. The lack of sports infrastructure in the school.
teaching methods	teaching method	1. The limitation of teachers in using the collaborative method, 2. The imposition of the teacher's educational method, 3. Teacher-centeredness, 4. The lack of attention to the meaningful learning of the student, 5. The inappropriateness of the teacher's teaching method for conceptualizing and teaching mathematics, science and Farsi lessons, 6. The inappropriateness of the math teaching method, 7. Students' lack of interest in math lessons, 8. The need for literature lessons with modern teaching methods, 9. The in-service courses are not up to date, 10. The lack of education updates, 11. The lack of group evaluation in basic lessons, 12. Lack of teachers with laboratory science graduates, 13. Need for the intelligence of the school, teacher and manager, 14. Lack of motivation to implement the methods of the educational day by the teacher and 15. Lack of educational justice in the school.
	Teaching aid equipment	1. Failure to modify and revise methods in accordance with modern educational methods in the world, 2. Lack of equipping schools with equipment, 3. Educational use of equipment dependent on the school principal, 4. Using traditional and old methods in teaching, 5. Lack of patience of teachers. In using new methods, 6. Incompatibility of methods with modern educational methods, 7. Very little use of equipment and educational aids to convey concepts, 8. Ceremonialist of educational equipment and equipment in school, 9. Lack of necessary skill in using equipment, 10. Lack of educational aids and equipment, 11. Students not benefiting from modern educational materials, 12. Students not benefiting from educational aids and equipment, 13. The need for a laboratory to teach science lessons, 14. Lack of attractiveness of teaching methods, 15. Lack of teachers' ability to use the laboratory and 16. Lack of preparation of equipment infrastructure and smart facilities
Learning environment	Teaching environment	1. The need to change the educational system, 2. Inadequate school space, 3. Lack of suitable schools in the city, 4. Lack of educational space, 5. Lack of spatial and physical standards of schools, 6. Lack of emphasis on reading and writing for elementary students. 7. Weakness in evaluation rules, 8. Pressure on the principal and teacher to increase the pass rate, and 9. Weakness in how to attract students.
	Secondary education space	1. Not having a laboratory in schools, 2. Not having a science class in the laboratory, 3. Inactivity of the library, 4. Limited or no library in schools, 5. The ceremonial aspect of having a library most of the time, 6. Lack of laboratory equipment, 7. Inability to use laboratory equipment, 8. Failure to update non-curriculum resources, 9. Lack of librarian and 10. Failure of students to study due to little time.
Student psychology	Family	1. Inefficient economic status of the family, 2. Low understanding of the parents, 3. Cultural poverty of the parents, 4. Illiteracy of the parents, 5. Family, 6. Helping the expenses of the students by the parents, 7. Early marriage, 8. Failure of the family to pay for the students. , 9. The unimaginable future of students' careers, 10. Mismanagement of the family, 11. Religious and traditional differences, 12. Early marriage and 13. The rapid entry of students into the labor market.
	Social base	1. Lack of motivation, 2. Dropping out of school, 3. Depression from work, 4. Fatigue from work, 5. Working conditions, 6. Dropping out of school, 7. Working outside the home, 8. Psychological pressure of the student, 9. Unclear future, 10. Unemployment after education, 11. The unimaginability of students' future careers, 12. The borderline of the student and 13. Disruption of the student's learning.

The findings of Table 2 showed that the causes of the ineffectiveness of the educational institution in the field of knowledge transfer had 184 open codes or indicators, 16 core codes or components, and 7 selective codes or categories. The goal category has two components of human education and education, the teacher category has four components of material and spiritual rights, selection, moral commitment and professional commitment, the student category has two components of motivation and learning, the educational program category has two components of content and curriculum and settings, the methods category Education had two components of teaching methods and teaching aids, the category of educational environment had two components of curriculum space and extracurricular space, and the psychological category of the student had two components of family and social base. According to the identified components and categories, the model

of the causes of inefficiency of the educational institution in the field of knowledge transfer was presented in Figure 1.



**Figure 1.** The model of the causes of the inefficiency of the educational institution in the field of knowledge transfer

#### 4. Conclusion

Considering the importance of knowledge and its transfer in educational organizations, especially education and training organizations, the purpose of this research was to investigate the causes of inefficiency of education and training institutions in the field of knowledge transfer.

The findings of this research showed that the ineffectiveness of the education institution in the field of knowledge transfer had 184 indicators, 16 components and 7 categories; So that the category of goal has two components of human education and education, the category of teacher has four components of material and spiritual rights, selection, moral commitment and professional commitment, the category of student has two components of motivation and learning, the category of educational program has two components of content and curriculum and settings. The category of educational methods had two components: teaching methods and teaching aids, the category of educational environment had two components: curriculum space and extracurricular space, and the psychological category of the student had two components: family and social base. Although no research was found on the inefficiency of the educational institution in the field of



knowledge transfer, the findings of this research are in agreement with the findings of Imanzadeh & Ebadi (2020), Sharif, et al (2020), Shamsaee & Nazari (2019), Akbari, et al (2018), Babashahi. & Mohammadnezhad Federdi (2017), Khesali, et al (2016), Patil & Kent (2014), Azizi & Mohammadi (2012) and Kalantari & Gholami (2011) were consistent.

In the interpretation and explanation of the findings of this research, it can be said that the goal is one of the roots of the ineffectiveness of the educational institution in the field of knowledge transfer. The goals of education include academic progress and improvement of the scientific level and meaningful learning of students and preparing them for tomorrow's society. In this way, school administrators such as teachers, managers and other educational members are agents of knowledge transfer to students to guide them in the right direction. Through the investigations, it was found that although the set goals of the educational institution are appropriate, but adequate efforts and performance have not been made to realize them, therefore, the poor performance and reduced academic progress of secondary school students is a proof of the lack of proper training and education of the students, which is the failure of the educational institution. It shows in the field of knowledge transfer.

The teacher is another effective factor in the ineffectiveness of the educational institution in the field of knowledge transfer. Teachers are the most important and practical element of education in knowledge transfer and students' learning is directly influenced by the teacher and his abilities and skills. This is despite the fact that the investigations indicated the ineffectiveness of teachers in the field of professional ethics and moral commitment and unfair distribution in schools, job dissatisfaction and lack of proper assessment and evaluation, all of which directly affect the level of learning and transfer of knowledge to students and the amount It reduces the academic progress of students.

Another effective factor in the inefficiency of the educational institution in knowledge transfer is the student. Students are the main goal of the educational institution and the future human capital of the society, so the country's educational system is an important bastion of education in order to transform them into pious and effective people. Meanwhile, the findings showed that students' performance is at a low level, and students are not satisfied with the educational system, teachers, and other educational elements, and all these factors caused them to enjoy learning without meaning, as well as the motivation and passion for education among them. Should be reduced, therefore students' lack of motivation and interest in learning and school was one of the main reasons for the ineffectiveness of the education institution in the field of knowledge transfer.

Curriculum is another root cause of ineffectiveness of education institution in the field of knowledge transfer. Curriculum is one of the most important achievements determined to implement the proper process of teaching, learning and transferring knowledge to students. Therefore, the more the educational program uses regular and effective frameworks, the more students are expected to achieve academic success. This is despite the fact that the findings indicate the lack of appropriateness of the educational program in developing the content, insufficient curriculum hours, and the removal of effective courses needed by students. For this reason, one of the inefficiencies of Iran's education institution in transferring knowledge has been the development of an inappropriate curriculum that is outside of the educational and learning needs of students, which reduces the strength and desire to learn in students instead of increasing it.

Among other factors of inefficiency of the educational institution in the field of knowledge transfer, we can mention educational methods. Educational methods include teaching methods and teaching aids, which if used correctly and on time for students by the respective teachers, it is expected that the level of progress and academic success of students will be strengthened. This is despite the fact that based on the existing findings, the teachers' teaching methods are ineffective, traditional, teacher-oriented, non-participatory and impractical, while the educational equipment is not worthy of attention and cannot be used. These limitations and deficiencies in the school have caused the transfer of knowledge to proceed very slowly and unsuccessfully. Therefore, one of the roots of the inefficiencies of the education institution in the field of knowledge transfer for students is inappropriate and ineffective teaching methods.

The educational environment is one of the other roots of the ineffectiveness of the educational institution in the field of knowledge transfer, which has a wide role in transferring knowledge to students and also improving their learning level. Educational facilities and space in every school are considered to be the main elements of teaching and learning. Because it affects the level of students' motivation to learn knowledge, and if the educational environment is in a poor condition and cannot meet the students' needs, then lack of motivation and unwillingness to study, learn, and even continue education can be formed. The findings indicated that the educational environment of the schools was inappropriate and sometimes even out of the basic standards and frameworks; So that the students did not enjoy the proper use of the educational environment and this dissatisfaction caused the school space and its spatial limitations and facilities to be considered as a vacuum for the students. In addition to that, existing limitations have negatively affected the fields of knowledge transfer, learning and education, and for this reason, one of the inefficiencies of the education institution in knowledge transfer is actually the educational environment.

The last known root or causes of the ineffectiveness of the educational institution in the transfer of knowledge was the students' psychology. Despite the fact that in the fundamental change document, the mental and psychological character of the students is mentioned and emphasized, but unfortunately, we still see students dropping out and even dropping out, and this is not only due to their family and social status, but also due to indifference. The wide spread of the education institution and somehow ignoring them towards such students is very remarkable and at the same time worrying. This is while the educational institution is responsible to the students, and in order to prevent students from dropping out and failing, it is necessary to establish extensive communication with families and parents in order to improve the psychological condition of students who have been challenged. Therefore, the lack of attention of the educational staff and the educational institution not only affects the transfer of knowledge, but also causes some students to drop out of school, and for this reason, one of the inefficiencies of the educational institution in the transfer of knowledge is the psychological issue of the student, which needs attention and has a review.

In general and according to the findings of this research, it can be said that the educational institution has not been able to achieve various goals, including the educational goals mentioned for it, and the aforementioned goals still remain in the form of an idealistic goal. Students are irreplaceable human resources and considering that secondary school students will enter the society very quickly and the society expects fundamental changes from them in the economic, social, cultural and political fields and this is while the education of these valuable human resources They suffer from a lot of inefficiency and decline, which is very harmful for the developing society of Iran. Therefore, it is suggested that the custodians of the education system, specialists of educational institutions and other agents should try to examine and analyze the atmosphere of the educational institution and look for practical and real fundamental change in it. While paying attention to the elements of knowledge transfer such as teachers, educational tools and equipment, they should spread the curriculum and educational facilities in the schools in the standard frameworks and in accordance with the world's knowledge in order to witness the academic progress of the students and their success. The trustees of the education system, experts of educational institutions and other agents of the educational institution can, through the indicators identified for the causes of the ineffectiveness of the educational institution in transferring knowledge, provide the basis for improving the educational system by reducing the identified inefficiencies, and in this way, a step towards creating a transformation in the educational institution take away.

### **Acknowledgments**

At the end, all five groups of interviewees including education specialists, administrators, teachers, parents and secondary school students are thanked for participating in the research.

## References

- Akbari A, Nooshinfard F, Hariri N. (2018). Identifying and prioritizing the barriers to knowledge flow in university libraries based on the maturity model of knowledge management belonged to the American Productivity and Quality Center. *Library and Information Science Research*. 8(2): 129-146. [Persian]
- Askari Deefe J, Salehi M, Yousefi Saeedabadi R. (2020). Investigating the components of servant leadership in Tehran Education. *Jundishapur Education Development Journal*. 11: 200-212. [Persian]
- Azizi N, Mohammadi Sh. (2012). The obstacles of strategic management implementation in the Kurdistan's organization of education: A reflection on the managers' and senior experts' views. *Journal of Educational Sciences*. 18(2): 51-74. [Persian]
- Babashahi J, Mohammadnezhad Federdi M. (2017). Investigating the causes of inefficiency of organizational training in the public sector: Research based on integrated strategy. *Education in the Humanities*. 1(2): 127-144. [Persian]
- Chen Y, Li C, Gong L, et al. (2020). A deep neural network compression algorithm based on knowledge transfer for edge devices. *Computer Communications*. 163: 186-194.
- Concu GB, Atzeni G, Meleddu M, Vannini M. (2020). Policy design for climate change mitigation and adaptation in sheep farming: Insights from a study of the knowledge transfer chain. *Environmental Science & Policy*. 107: 99-113.
- Guclu Yilmaz F. (2021). Innovative practices in Turkish education system according to teacher perceptions. *Anatolian Journal of Education*. 6(1): 175-190.
- Hasanpour E, Imani MN, Oladian M. (2020). Presenting a leadership model of performance in the Ministry of Education. *Jundishapur Education Development Journal*. 11: 184-199. [Persian]
- Imanzadeh A, Ebadi Z. (2020). Lived experiences of Arabic language teachers on the inefficiencies of teaching Arabic language: A phenomenological study. *Curriculum Researches*. 9(2): 1-26. [Persian]
- Jiswal A, Arun CJ. (2021). Potential of artificial intelligence for transformation of the education system in India. *International Journal of Education and Development using Information and Communication Technology*. 17(1): 142-158.
- Kalantari R, Gholami J. (2011). Investigating the causes of education inefficiency in English language teaching and comparing public schools and private schools. *Language and Translation Studies*. 44(3): 51-81. [Persian]
- Karabulut N. (2018). The Greek education system and implications for the Turkish education system. *Journal of Education and Training Studies*. 6(3): 78-90.
- Khesali A, Salehi K, Bahrami M. (2016). Analyzing the teachers' perceptions and lived experiences about the causes of inefficiency of descriptive evaluation scheme in primary schools: A phenomenological study. *Educational Measurement and Evaluation Studies*. 5(12): 121-152. [Persian]
- Patil SK, Kant R. (2014). Ranking the barriers to knowledge management adoption in the supply chain using the fuzzy AHP method. *International Journal of Business Innovation and Research*. 8(1): 52-75.
- Plangger K, Montecchi M, Danatzis I, et al. (2020). Strategic enablement investments: Exploring differences in human and technological knowledge transfers to supply chain partners. *Industrial Marketing Management*. 91: 187-195.
- Rosby LV, Schmidt HG, Tan GJS, et al. (2021). Promotion of knowledge transfer and retention in year 2 medical students using an online training exercise. *Advances in Health Sciences Education*. 26(3): 1059-1074.
- Sekerci R, Yoruk T, Karatas S. (2020). Evaluation of the Turkish education system in the context of learning organisations according to the opinion of the candidate teachers. *African Educational Research Journal*. 8(2): 360-365.
- Shamsaee M, Nazari F. (2019). Examine the barriers to knowledge transfer of officials sectors to new personnel and in design in the departments of Persian Gulf Martyrs hospital environment in Bushehr base on Szulanski model. *Journal of Studies in Library and Information Science*. 11(3): 113-128. [Persian]
- Sharif S, Ghafoori A, Salehi K. (2020). Analysis of job issues of education teachers. *Quarterly Journal of Teacher Education*. 3(2): 39-68. [Persian]

- Wang X, Wang J, Zhang R. (2019). The optimal feasible knowledge transfer path in a knowledge creation driven team. *Data & Knowledge Engineering*. 119: 105-122.
- Wang Y, Huang Q, Davison RM, Yang F. (2018). Effect of transactive memory systems on team performance mediated by knowledge transfer. *International Journal of Information Management*, 41: 65-79.
- Yang X, Cheng PY, Huang YM. (2021). Understanding teacher learning through teacher-created knowledge products and transactions. *SAGE Open*. 11(3): 1-10.
- Zahabion L, Saedian N, Keshtiarai N. (2021). Validating the talent management model of elementary school teachers in the formal and public education system of Iran based on the fundamental reform document of education in the Islamic Republic of Iran. *Applied Issues in Islamic Education*. 6(1): 73-98. [Persian]