The Investigation of the Relation between the role of the application of Information Technology and Communications in Systematic Thinking of Khoram Abad Education Organization Staff of Regions 1 and 2

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Abstract

This research is conducted to investigate the role of the application of information technology and communications in systematic thinking by correlation among the education organization staff of region 1 and 2 of Khoram Abad. The population of this research encompasses all the 160 staff of Khoram Abad educational staff of regions 1 and 2 from which 112 people were chosen using Morgan Table as the sample. Two questionnaire packages were used to collect data. Information Technology and Communication questionnaire were self-regulation and organizational learning questionnaire was chosen from Diana Sterha. Consistency numbers of these questionnaire based on Cronboch’s alpha were 0.992 % and 0.941 & respectively. For analyzing the data, Pearson Correctional Coefficient test and SPSS were applied. The results of this research show that between the role of the application of information technology and communications in systematic thinking of educational staff of regions 1 and 2 in Khoram Abad, there is a positive correlation.

Keywords: Information Technology, Communications.
Introduction:

The necessity of turning organizations to learning organizations is caused by the increase in the complexity and pace of environmental changes. In fact, lack of confidence in surroundings has increased and as a result, organizations need wide expertise and awareness of surroundings more in order to adjust themselves to environmental changes. So, education organization staff should angle for approaches of learning organizations and due to the importance of education in development and progress of society, the increase in the level of the awareness of educational managers and staff regarding environmental changes in different fields using information technology and communication, should be taken into serious consideration. Issues and controversies of contemporary education have increased compared to two decades ago. The existence of issues like the fall in quality of education, globalization of learning goals, using international experiences of learning, concerns of international competition, lack of awareness of changes, the increase of gaps and so on have made the existence of information technology and communications for improving the level of organizational learning in order to minimize educational problems necessary (Solgi 1389).

One of the necessities of this research is the staff’s awareness of information technology and communications regarding organizational learning in terms of the degree of success in achieving organization goals and presenting useful proposals for improvement of staff’s learning level. The staff’s awareness of the issue that subject matter of information technology and communications and educational learning especially during past two decades as one of the crucial subject matters with top priority in education has been taken into consideration and it has produced different practical research aspects. The staff’s preparation for embracing changes in organizations as an integral part of organizational life, familiarizing the unfamiliar staff with the impact of information technology and communications on organizational learning, talking to the staff about this fact that learning based on professional progress and constant development is a human asset, the managers’ attention to this important fact that without necessities and facilities of information technology and communications organizational learning does not take place completely, giving the staff the awareness of utilizing the provided references regarding information technology and communications and not wasting the them, using the new means of technology to make the old methods obsolete and not repeating the old false methods to improve staff’s educational learning, this research determines the positive impacts of using information technology and communications in the fields of staff’s organizational learning. The importance of this issue is due to the applicability of research in the population under study. As a result, for improving the level of organizational learning of Khoram Abad staff of regions 1 and 2 is necessary that the managers and staff with regard to aforementioned points and utilization of information technology and communications obviate the weaknesses and drawbacks of organizations to achieve their goals faster and more effectively. This point should be taken into account that the application of information technology and communications is one of the important factors of boosting the level of organizational learning so nowadays; the staff cannot do their work effectively without applying information technology and communications. By increasing the capacity of learning in organizations, the probability of changes becomes likely.
Khoram Abad educational organization should coordinate itself with the changes and be able to use information technology and communications properly to facilitate the learning of the staff. The aforementioned issues regarding information technology and communications and educational learning caused this research to be conducted with the high degree of importance and because of the importance of systematic thinking in Khoram Abad educational organization, it was treated delicately.

**Methodology:**

This research was conducted in order to investigate the role of application of information technology and communications in systematic thinking through correlation among educational staff of regions 1 and 2 of Khoram Abad. The population of this research encompasses all 160 educational staff of Khoram Abad in regions 1 and 2 from which 112 people were chosen as the sample using Morgan and Kerjesi table. In order to collect the data, two questionnaires were adopted. Information technology and communications were self-regulation and organizational learning questionnaire was chosen from Diana Sterha.

**Results:**

Table 1: The distribution of frequency regarding the experience of staff

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>15</td>
<td>21</td>
<td>13</td>
<td>19</td>
<td>37</td>
<td>7</td>
</tr>
</tbody>
</table>

**Graph 1:** The distribution of frequency regarding the experience of staff
The data regarding the experience of staff can be seen in table 1 and graph 1. Accordingly, from among 112 people in the sample, 15 people have 1 to 5 years of experience, 21 people have 6 to 10 years of experience, 13 people have 11 to 20 years of experience, 19 people have 21 to 25 years of experience, and 7 people have 26 or more years of experience.

Is there any significant relation between information technology and communications in systematic thinking of educational staff of regions 1 and 2 of Khoram Abad town?

Table 2: The results of Pearson Correctional Coefficient test between information technology and systematic thinking

<table>
<thead>
<tr>
<th>Variables</th>
<th>number</th>
<th>correlation coefficient</th>
<th>level of significance</th>
<th>r²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information technology and systematic thinking</td>
<td>112</td>
<td>0.610</td>
<td>0.001</td>
<td>37.2</td>
</tr>
</tbody>
</table>

In table 2, the results of Pearson Correctional Coefficient test of variables between information technology and systematic thinking of staff are shown. According to the data in table 2, Pearson Correctional Coefficient between these two variables is 0.610 and alpha is 0.001. Therefore null assumption is rejected and the other assumption regarding information technology and systematic thinking of educational staff is confirmed. Based on the obtained coefficient, the common variance between information technology and systematic thinking among staff is 37.2 percent.

Conclusion:

The results of investigation using Pearson Correctional Coefficient test based on table 2 show that the coefficient correlation between information technology and systematic thinking and communications of educational staff of regions 1 and 2 of Khoram Abad is 0.610 and alpha 0.001. These results alongside the result of research by Sharifi and Esalamie (1387) show that between information technology and communications and systematic thinking in Grammar Azad University, there is relation and also the results of research by Taslimi et la. (1387) showed that in Iran Oil Distribution Company, appropriate organizational learning mechanisms are used for the recognition and fulfillment of learning needs, progress, and the implementation of learned knowledge. According to Basios research (1389), there is no relation between information technology and communications with systematic thinking of the staff and managers of Water and Power Company of Khoram Abad. Apparently there are some reasons that there is a similarity between the results of the research, the first reason is that with regard to Managerial system of education organization of Khoram Abad and Water and Power Company of Khoram Abad, systematic thinking among the staff of education organization is more. The second reason is that systematic thinking is one of the basic goals of education organization of Khoram Abad in regions 1 and 2 in order to improve the learning level of students and it is not taken into account in companies. The last reason is that the staff of education organization has a higher level than staff of Power and Water company in terms of educational degree, experience, and educational
category and it can cause the increase in the level of systematic thinking of the staff of education organization compared to the staff of Power and Water Company.
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