



The Impact of Information and Communication Technologies to Improve Education Among all Teachers in the Kashmar City

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ABSTRACT

The purpose of this research is to investigate the effects of information technology on improvement of education among the entire high school teachers of the city of Kashmar. One of the domains which have undergone a basic change through information technology is the domain of education. With respect to the defining role of IT in different dimensions of education such as virtual education and optimization of different educational affairs, organizations will be able to effectively perform their educational programs by employing information technology. This research is applicable and is also performed under descriptive-survey methods. The population includes the entire high school teachers of the city of Kashmar as 400 individuals among whom, a number of 196 individuals were selected as the sample. Data were collected through questionnaires and were respectively analyzed through t-test. Results indicated that information technology plays a significant role in design and planning, execution, learning, educational assessment and structure of education and the department of education and training should provide a suitable context for implementation of information technology in education.

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Introduction

The world of 21st century is in fact the world of new technology of information and the world of accelerated history in terms of changes and several scientific, economic, cultural and politic advancements. A community or society's educational systems are not able to separate themselves from form other social institutes and vast deployed international interactions in the global village (Aali, 2003: 6). Information and communications technology (ICT) is an instrument for storage, processing and transfer of electronic data based on a number of Medias.

Innovation in teaching methods and application of ICT in schools have led to development of students' corporate learning, amplification of the spirit of searching and researching, practicality of education, providing suitable contexts for education and lifetime learning (Same reference, 112).

Nowadays, by implementing different information and communicative technologies, human being is able to make rapid communications and rapidly exchange data and information compared to the past. Wherever people are, they are able to receive the last updated of information regarding any context they need. But undoubtedly, the most significant effects of emergence of information and communicational technologies were witnessed on educational environments (Asnafi and Hamidi, 2008: 1). Information is the most important factor of production in the process of formation of information society. Countries which are able to synchronize themselves with rapid global changes as well as being able to be equipped with characteristics of new environments and also are provided with access to new

information; have gained significant successes especially in the 21st century. The slogan of computers for everyone, Internet for everyone and electronic government has attracted the attentions of several organs which intend to turn into an information community (Ahadian, 1999).

The role of information technology in education

It's been experienced that information and communications technologies play a significant role in educational systems. Technology may be able to free the teaching to learn process from limitations of curriculums or even make a bridge between learning in educational institutes and out of educational institutes and provide a basis for the concept of learning for a better living along others.

The concept (learning for existence) points to the issue that the implied learning which is formed in related classes, will find its legitimate place in educational institutes in future (Moazi, 2010).

Nowadays, the importance of an educational system which is compatible to people's needs is felt more than ever. Because the world which features integrated information systems requires a working force who know how to use information technology as an instrument for increase of efficiency and creativity. Such a skill is defined as inference according to information; A process in which the reliable source is identified and then it is transferred to others. In addition, employers expect the employees to have skills of collaboration and division of labor and exchange of data in global networks, in other words analysis of issues in multidisciplinary approaches. Since these networks are international, employers seek employees who are able to make effective interactions with people

from different languages and cultures and ultimately, the employees of the age of knowledge should be flexible and able to learn with the speed of change of dynamic working environments (Ganji, 2011).

Previous researches in this context:

Mohaghegh Zadeh and Abdullahi (2005) investigated the faulty members', employees' and students' manners of utilization of Internet facilities of University of medical sciences of Shiraz and its related qualitative and quantitative effects scientific activities.

Sultani (2002) investigated the effective elements on implementation of information technology in scientific and educational activities of faculty members of universities of Shahid-Beheshty and Tehran Universities during 2004 and concluded that: 1) with an average of 1.99, the amount of implementation of IT by faculty members of this university is low and 2) with an average score of 2.19, the level of faculty members' familiarization with these technologies is also low (Extracted from Moazi's paper, 2010).

Arabi (2004) investigated the effects of information technology on optimization of education in Shahid Sattari's Aerial sciences university and concluded that most significant effects are evident in terms of designing, planning and learning and it cannot have a significant role in terms of educational assessment. Also employing computers for storing expert information for educational planning is highly important.

Methods

In terms of purpose, the present research is an applicable study and in terms of methods, it's a survey research. The population includes the entire high school teachers of the city of Kashmar as 400 individuals. Among the population, a number of 196 individuals were selected as the sample through Morgan table and a simple random sampling method.

Indexes of the research are selected according to performed studies and related researches in addition to ideas and suggestions of scholars of the context of information technology and education. By incorporating these elements, a researcher made questionnaire was prepared. For determining the validity, this questionnaire was distributed among 15 experts and by their corrective suggestions, the final questionnaire was prepared. The validity was approved by professors and scholars of the domain of information technology and after running the pre-test, the reliability was also determined via Cronbach's alpha. Analysis of data was also performed via means, standard deviation and one-sample t-test.

Findings

First hypothesis

Application of information technology is influential in planning curriculums with the needs of the organization. For analysis of this hypothesis, the t-test was used and results indicated that the outcome is larger than the T of the table and also the significance level is less than 0.5. Therefore, the hypothesis of influence of information technology on design of curriculums is approved under a confidence level of 95 percent.

Second hypothesis

Implementation of information technology in design of curriculums is relevant with educational standards and purposes. For analysis of this hypothesis, the t-test was used and results indicated that the outcome is larger than the T of the table and also the significance level is less than 0.5. Therefore, the hypothesis of impact of information technology in performance of educational programs with standards and purposes is approved under a confidence level of 95 percent.

Third hypothesis

Information technology is effective on increase of students' learning. For analysis of this hypothesis, the t-test was used and results indicated that the outcome is larger than the T of the table and also the significance level is less than 0.5. Therefore, the

hypothesis of impact of information technology in increase of students' learning is approved under a confidence level of 95 percent.

Fourth hypothesis

Information technology is effective in flexibility of educational structure. For analysis of this hypothesis, the t-test was used and results indicated that the outcome is larger than the T of the table and also the significance level is less than 0.5. Therefore, the hypothesis of impact of information technology in flexibility of educational structure is approved under a confidence level of 95 percent.

Fifth hypothesis

Information technology is effective in educational assessment of employees. For analysis of this hypothesis, the t-test was used and results indicated that the outcome is larger than the T of the table and also the significance level is less than 0.5. Therefore, the hypothesis of impact of information technology in educational assessment of employees is approved under a confidence level of 95 percent.

Discussion and conclusions

Results have shown that information technology is influential in different aspects of education. The most important role of this paper was to clarify the effects of information technology on different functions of education. Results of the present research, while approve some of the findings of the research conducted by Arabian (2004) regarding effects of Information technology in the domains of design and planning, at the same time disapprove lack of information technology's effective influences in the context of educational assessment. After passing of sometime after the research conducted by Arabi and increase of implementation of Information technology in different contexts of education including educational assessment the validity of impacts of information technology on the context of educational assessment is approved. The research carried out by Bazaz Jazayeri (2006) was focused on the department of education and training and although that during the recent years, department of education and training has done much activities towards implementation of It, in comparison with high education, implementation of information technology especially at the time of that research, was less compared to the present time and therefore, its results seem rational.

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