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The Influence of Culture to Use ICT in Primary Schools: Trends to Smart One

Zohrhe Khoshneshin[1],Vahid Mansouri[2], Maryam Safara*[3]
[1]Assistant professor, Department of Educational Technology, Faculty of Psychology and education, Kharazmi University, Tehran, Iran
[2]Master of educational technology, Kharazmi Univ. lecturer of Payam Nour university, Zanjan, Iran
[3]Women Research Center, Department of Psychology, Alzahra University, Tehran, Iran

***Corresponding Author:**
Maryam Safara
Email: safara_maryam@yahoo.com

Abstract: There is an upcoming trend to the use of Information and Communication Technology (ICT) in Iran schools, which has provided the backdrop to the creation of smart schools. Iranian classical kind of schools needed to organize the requirements established in the knowledge-based societies and are the key approaches to develop knowledge and skills in these schools. It is a research organized for estimate of mentioned schools readiness to embrace ICT and establishment of technological trends requires for their promotion as smart school in future. Level of Karaj (Second big city of Iran) schools readiness to ICT establishments from the teachers and principles' point of views are scrutinized through a surveying method. The sample of the study selected randomly as 300 teachers and 20 principles. Two sets of questionnaires were designed for the study: one kind of questionnaire was distributed among teachers and another among principles, to ascertain their views on the different aspects of ICT establishment. Questionnaires' Reliability estimated by Cronbach's alpha (0/87). It is revealed by the findings of study that the cultural dimension of ICT usage designed on the basis of their familiarity with equipment, approach to facility and their attitude is desirable.
Keywords: Information and Communication Technology (ICT), Iran schools, smart schools, Karaj.

INTRODUCTION

Organizational culture as a concept has a fairly recent origin. Although the concepts of "group norms" and"climate" have been used by psychologists for a long time [1], the concept of"culture" has been explicitly used only in the last few decades. Katz and Kahn [2], in their second edition of The Social Psychology of Organizations, referred to roles, norms, and values but presented neither climate nor culture as explicit concepts [2].

Information and Communication Technology (ICT) has significantly distribution to use in an ever increasing speed and precision in different economic and social tasks. Exposure of ICT as a technology with educational systems as the organization relies upon dynamic and informational input from its surround and processes this input to achieve an output which the larger society needs.The notion of culture and having an approach to promote it as main tools for primary schools at its classic form needed to seek to control their environs and extend their boundaries. ICT systems are able to solve the problems of such organizations. Experience from organizations across the world show that ICT easily solves many problems related to information orientated organizations, and it also provides powerful tools in doing so. This technological advance during the past two decades adds to use internet has greatly influenced the flow and storage of information. This great tool, internet, has rendered the world into a small village where people can easily communicate across long distances and share each other's' findings [3].

Primary schools as an educational system in society must adopt with other institutions according to its ideology and responsibilities, therefore must be able to adapt to changes. Research reaffirmed that when teachers and employees learn the essential skills, they will start utilizing information and communication technology and tools in their responsibilities and projects [4, 5]. Mashhadi and collogues concluded in a research that meaningful relationship exists between ages, work experience, computer and internet related skills, and peoples' perspective towards information and communication technology with the amount of usage of ICT [6]. Moreover, Yaghoobi and chizari in a research in 2005 reported that the usage of ICT is directly related to factors such as age, gender, computer literacy, specialization, knowledge of and access to the internet, their perspective of the internet, and the level of relationship with coworkers [3].

According to Zhang efficient usage of the internet is proportional to age, gender, and amount of education. He found that women tend to be more nervous when using the internet compared to men, on the other hand when comparing mean values he saw that those with a bachelor's degree are more confident in using the internet in comparison to those with secondary level of education, also older employees are less confident in using the internet compared to their younger colleague [7].

MATERIALS AND METHODS

The research was conducted as a descriptive research based on surveying method. The sample of the study selected randomly as 300 teachers and 20 principles. Questionnaire was designed and distributed among teachers to ascertain their views on the different aspects of ICT establishment. Questionnaires' Reliability estimated by Cronbach's alpha (0/87). Researcher developed questionnaire using Likert spectrum 0 to 5 (agreed –disagreed) for collecting the necessary information. The questionnaire consisted of: (1) teachers' familiarity with the application of information and communication technology during teaching activities and (2) the attitude to ICT usage by teachers. The reliability of the questionnaire was approved by over viewing of teachers and professional experts of ICT usage in schools. In order to approve the validity of the questionnaire a Cronbachs alpha test was carried out and the internal consistency of the statements in the scale was calculated to be (0/87) showing that the foundation of the questionnaire was acceptable. Finally, data analysis was done by using the SPSS software in two parts of descriptive statistics and inferential statistics, X^2formula used to analysis of data.

FINDINGS

Table-1: level of teachers' agreement to culture dimension of ICT usage

K	*Fo*	*Fe*	*O_E*
Disagreed	370	1700	-1330
undecided	1372	1700	-328
Agreed	3358	1700	1658
N	5100	-	-

Table-2: final results

X^2	df	Sig
2720/85	2	0/001

As it is visible on the table 1 the level of findings on agreement to culture and ICT usage through teaching and learning process is higher than the others. Refer to the table 2 findings of research revealed that this level has meaningful significant for agreement to ICT usage. So the cultural dimension of ICT usage in future to have an approach for being developed primary schools at classic form to smart one would be probable.

COCLUSION

Primary schools asan educational system need to have the professional personnel with qualified backdrop and culture to promote the system of education.The level of familiarity with and usage of ICT in organizational activities can be an appropriate indicator forrecognizing the level of development of Information and Communication Technology in educational organizationsand structures within a country.Certainly individuals with higher levels of education are more familiar with professional software and thus usethem more frequently.Findings of research indicated on the presence andfamiliaritywith ICT facilities of teachers as a cultural dimension of ICT usagewhich have a proper position through the trends of classical shools toward smart one.

The finding explored the teachers' familiarity with equipmentand their approach to facility reffered to their attitude to use ICT is desirable.The research findings concerned with the effect of attitude on ICT usage at the same way interpreted the finding of Goos, Galbraith, Renshaw, Geiger, 2003 and Shaft, Sharfman &Wu whom in 2004 asserted that attitude as the only way to predict behaviors related with the integration of ICT in the classrooms[8,9].Khoshneshin and collegues in 2015 in their research affirmed onthe effects of attitudes as the main priority of Kharazmi University according to the teacher points of views which could empower ICT approaches through teaching and learning process[10].

In classic model of primary schools afterimproving standards of buildings, departments and installing required technology (IT labs, projection machines etc) teachers' willingness could be improved even if to a high motivation through professional support programs.

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