Reviewing the relation of information technology with management styles among the managers of Shiraz high schools

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Abstract

As we are in information era, information technology is becoming comprehensive in light of communication technology and is changing the world, and also bring about a broad view to the world, which affected the whole dimensions of 21st human life, including: political, military, economic, social, cultural and educational, and maybe it has the greatest influence on educational dimension. For this purpose, educational system undertakes the tremendous responsibility in order to applying, guide and direct the technological evolutions. In this regard, the manager is a key person in this system, who should be along with this tremendous evolutions to do his/her job in the era of explosion of information, in order not to be separated from this phenomena of the century. Reviewing the relation between information technology with management styles in Shiraz high school has been investigated in this paper. Two questionnaires have been used in this study, one author-made, which is related to the IT questions, that is responded by managers and the other one is related to the leadership styles, that is fulfilled by teachers. The statistical population consisted of managers and teachers of four educational and training areas of Shiraz. They have been selected by use of clustering method. The questionnaires have been analyzed by use of SPSS software. The results indicated that there is meaningful different between the average information technology scores and the management styles of managers. There is meaningful relation between information technology and arbitrary style. However, there is no meaningful difference between the average scores of managers' educational documents and information technology. Finally, there is no meaningful relation between managers generic state and information technology.

Keywords: Information Technology, arbitrary Style, benevolently Style, Consulting Style, Participatory Style, Educational Management

Introduction

In the light of emergence and development of information technology (IT), the process of global evolutions, by the centrality information and knowledge, is going towards development. Although, this phenomena has started of military environments, but, not lasted so long that influenced in economical, trading and even political field by developing e-business and also e-government and etc. it is more than one decade that it influenced in education and training, and making involved the educational system and put the training environments into challenge.

By reduction of education and training quality, the objects of education and training is become global, keeping identity being worry, high costs, broad competition and deep gaps, in such a situation, education and training decision-making system, always is confronted with the earlier decades, and side-by-side of so many problems and challenges of the last and now, it should welcome to the future and prepare to confront with it. This is not possible, because of current mechanisms of decision-making. Sharp evolutions of different parts of contemporary life have formed the motto of global village and globalization theories and definitely this situation will make us to be confronted with a vast wave of new problems and challenges.

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One of the rational and logical way to confront with information revolution, could be trying to promote education and training, which should promote the human ability to meet with them and so train him/her that he/she could be adapted with continuous changes, and by promoting the view, make active the human knowledge and view and enhanced the personal and social skills and also effective, in order to be ready to confront with evolution and changes. (Ebadi, 2005, p. 13).

Furthermore, pay attention to technology and managing the information in recent years, have been increased, so that if our country can't go side-by-side it, undoubtedly would be left behind of life circle and the world of ultra-industrial and also scientific and technological capabilities. Today, as Marshal McLohan said: we live in the time of electronic, the time, in which, information has transferred from one place to another by the speed of light. Today information era is increasingly reform the thoughts, society opinions, and managing the education. These changes are so that some believed that this era of electronic shock and the revolution of digital would be influenced (quoted by the mangers of IT schools, 2002, p. 16)

The Place of IT in Education and Training

Information technology has made comprehensive evolutions in different fields of military, political, economic, social, cultural and educational. Although, these evolution have begun from military area and mainly come to exist by keeping the military secrets. But gradually, because of its deep affection, entered in scientific and university environment and by its considerable speed and quality, completely influenced in universities and scientific environments.

The changes which information technology has made in other areas including business, trading, and communication and most important of them, influenced in production and spreading f knowledge and information, and basically it can change the bed of getting knowledge and process of training and educating.

Considering the following points, in order to determine the dimensions of evolution, could be helpful.

Knowledge is the most important resource of wealth and power

21st century is the century of knowledge and information, and information population is forming. knowledge as the most important wealth, make power and the resource of power in human, social, and economic exchanges, national.

Tofler has interesting points in case of 21st century and the context of the power of knowledgein the famous book about the movement of power, and said:

The movement in power consist of two main parts: movement in power of business and the power of movement in political power.

These two extremes are the fundamental ones, which include the extremes of life and education and training is a part of main generators of knowledge and information in society and after higher education system, it is the second and broadest generator institute of knowledge.

Moreover, fundamentally, education and training has enjoyed of a system and great of informing and knowledge which by collecting data, knowledge and knowledge, storing and evaluating and processing it and also generating the educational contain and the recourses and spreading it, has the main role.

Educational system and the necessity of change
One of the characteristics of 21stcentury, is the process of becoming in all areas of personal and social life. Although, during human history, the case of change, always was along with human. But in recent years, communication technology and ICT information have been developed and have enjoyed of speed, quality and further facility, so of characteristics of today's era, are speed, quality and changeability.

Experts and scholars are believed that, we can't ignore this group and left it behind so easily, rather, they emphasize on this point that should be completely prepare for this change and possibly revolution. They believed that education and training is the most important point for this change. (Tofler, 3rd wave, pp. 421 and 414).

At first the power of human confronting should be promoted and individual so trained to adapt him/her with continues change. Human should learn about the repeated, long term and certain opportunities for future.

So, it is necessary that the process of training changed by being affected by informative society. Today educational systemis faced with challenge of prepared people for informative society and one of its most important objects, is accessing to information.

The Role of information technology in human resource development

The second and the greatest institution of generating information and knowledge is education and training, which is increasing by developing information technology, volume and the speed of knowledge and being informed.

Although we are arriving in knowledge era, but this comment has so many hidden secrets which should be uncovered. What we can understand of the word :knowledgeis knowledge and information. There is no doubt that providing by knowledge and information, is kind of wisdom, which if we lack it, this wisdom would not be accessed. Butknowledge by itself, or having the information, have no efficiency by themselves. If it comes with ability, meant the methods of applying and enjoying of knowledge and information, it becomes curtailed, if we combined knowledge with ability, they yield efficiency, and efficiency is the hidden making alike which is required by knowledge era and education and training is the most important institution which undertake the responsibility of providing and training the human resource in society.The more deep this ability, the more society would go towards sustain development and creativity, so information technology would be able to help education and training to do this responsibility. If the only responsibility of IT, was training the genius, ability and changing the human skills in education and training, the necessity and importance of paying attention to it, was not enough. Today, it is expected that education and training and educationalsystem, thinking of training the creativity and innovation, that is provided easily by developing information technology.

Making quality in education and training and information technology

Of fundamental challenges of the society, especially in developing countries, making quality is the responsibility of education and training. Increasing the population in recent decades, developing the urban culture and modernity in societies, increasing the educational costs, promoting the competition between nations and countries, developing the gap between rich countries and developing countries from the facilities point of view, being left behind of some countries from the facilities and resources and tools of which developed countries have them, brain escaped, and thoughts because of low facilities and resources and likely wrong political economical, and cultural policies, cause the low

educational capabilities and despite of high costs in training, it has low quality and efficiency (The report of youth national organization, p. 445).

The necessity of developing it in education and training

As technology is changeable and its high influence on economic growth, national security, globalization and adjusting the difficulties of informing, is one of the most dynamic and debatable branches of science and technology. Improvement of life quality, knowledge for knowledge, knowledge for future and training for achieving human high goals and desirable, is the main guideline of IT policy.

The society which is trained on the basis of IT, do not recreate the technology; rather by using of techniques and its applications, create new values and techniques which are applied side-by-side of old values and techniques. This technology and its application, originated of unique characteristic of IT, and show how human valueoriented besides of mechanical abilities, can make so great changes in traditional behaviors.

One of the main characteristics of IT, which more uncover the necessity of its development in education and training, is its power of coexistence or its comprehensive vision. It is natural that the education and training of every country, took the primary steps in training its human resources.

But what is important in this training is being informed of right decision making towards the objects of education. Recognizing the objects, by itself is kind of knowing and decision-making also requires true, careful, and reliable information. The value of every decision-making is depend on knowledge and literacy the responsible of it. Now, it is necessary to present information in order to be informed of far objects by suitable and necessary methods of decision-making. It is obvious that the made decisions which are taking on basis ofintelligence and knowledge, would have the least disadvantages.

This suitable method, is IT. Therefore,education and training which undertakes the responsibility of educating and training millions students, required helpful and suitable information, more than any other organization. In fact, it can be said that there is no any family in country who did not spend half of its age without being involved with the cases related to education and training. So, this statistics is not comparable in other organizations. Consequently, the potential facilities and capabilities of

IT can be helpful in solving so many problems and difficulties of education and training, or it can be effected in adjusting and reducing them. (Mohammadi, 2002, p. 28).

The managers of education and training are one of the main and key factors in this organization, which are oriented toward the objects of education and training and managers in this system can be cause of increasing knowledge and capability of students and teachers by applying correct and logical style in the process of education and training, and help the education and training in its most important mission, it means training capable and efficient human resource more than anytime in order to reach the highest level of its national wealth towards developing country.So, the scholar in this investigation is aimed on reviewing the relation between information technology with management styles (leadership), investigated the managers so that identify the most desirable style that the principal by considering the explosion information era in its managerial process.

Research Questions

The Main Question

1- Is there a meaningful relation between information technology and management styles?

Sub-Questions

2- Is there a meaningful relation between information technology and managers who have arbitrary style?

3- Is there a meaningful relation between information technology and managers who have benevolently style?

4- Is there a meaningful relation between information technology and managers who have consulting style?

5- Is there a meaningful relation between information technology and managers who have participatory style?

6- Is there any correlation between using of information technology and the educational documents of managers?

7- Is there any correlation between using of information technology and the managers' generic state?

Methodology

By taking the subject of the study into account, in order to collect the required data, the descriptive investigation is applied. In descriptive investi-gation, the aim is describing the conditions or phenomena (Sarmad et al., 2005) which in this regard, data collecting for responding the questions and also examining the hypotheses are conducted. One of the descriptive investigation (Sarmad et al, 2005) is measurable investigation, in which the responses of questionnaires in investigated samples (teachers and managers) in the level of Shiraz high schools were determined, collected and analyzed.

Statistical Population

The statistical population in this study were all 1800 teachers and managers of Shiraz governmental high schools. The list of statistical population and the addresses of schools were obtained from education and training office of any district.

The Method of Sampling

As the statistical population which is investigated in this study are all managers and teachers of Shiraz governmental high schools, and because of developing statistical population, cluster sampling is used for all four districts and 15 manager of every districts, totally 60 individuals and 3 teachers are selected randomly of every school, totally we have 60 managers and 180 teachers.

IT questionnaires werecontributed among managers and the leadership style of managers we-redistributed among teachers and then, all questionnaires were collected. 59 of 60 managers completed the IT questionnaires, while the Kokaran formula was used for the volume of sample.

Data Collection method

Data collection was done by considering the objective of the study, and also its method and the characteristics of sample. Different methods were used for required data. For data collection, in field of information technology, applied concepts, define the key concepts, the library method were applied and in field of theories, tools such as books, journals, articles, thesis and internet sites were applied.

Instruments of the study

The tools of measurement and data collection, the questionnaires were used which are project-ed by the author according to the Likert evaluating 5-scores. These questionnaires were distributed between the subjects. One of these questionnaires is about information technology, whichwas completed by managers and the other one which is about the styles of managerswas completed between teachers.

IT questionnaires including 20 questions, which most of these questions are from the Information Technology, written by Steeve Slight and the rest of questions were designed by studying the information technology books.

By taking into account that the standardized questionnaires are designed in management styles, but as the questions of this investigation are divided into four styles: arbitrary, benevolently, consulting and participatory, the combination of many standardized questionnaires were used in form of one questionnaire consist of 30 questions about the styles of management.

The Method of Stability and admissibility

In order to achieve the stability of these questionnaires, after performing the test of achieved Cronbach alpha coefficient, which the coefficient of IT alpha is 88% and management style is computed 89%, it seems that would be enough for investigative objects. So, it can be seen that questionnaires are authoritative and in order to find admissibility in this study, the theories of expert masters are applied.

Data Analysis method

In order to analyze data, we obtained the total percentage of every one of data by using of descriptive statistics of mode distribution table, and then, the score is distant, for questions 1-6, the analysis of one way variance and for questions 2-5, Pearson correlation coefficient and for question no. 7, t-test is used for independence groups.

Results

Table 1. Descriptive statistics of respondents to arbitrary style.

Question	Teachers			High level (%)
	low	Average	High	
1	77	45	51	29/5
2	79	45	49	28/3
4	30	46	97	56/1
5	72	47	54	31/2
7	99	36	38	22
26	69	28	76	43/9
27	72	35	66	38/2
28	18	50	105	60/7
Total	516	332	536	39%
Total Percentage	37%	24%	39%	

Table 2. Descriptive statistics of respondents to benevolently style.

Question	Teachers			Level (%)
	Low	Average	High	
8	19	57	97	29/5
9	32	55	86	28/3
10	20	36	117	56/1
11	11	56	106	31/2
12	47	59	67	22
19	58	58	57	43/9
24	4	28	141	38/2
30	24	40	109	60/7
Total	215	389	780	56%
Total Percentage	16%	28%	56%	

Table 3. Descriptive statistics of respondents to consultation style.

Question	Teachers			Level (%)
	Low	Average	High	
13	19	57	97	29/5
17	32	55	86	28/3
21	20	36	117	56/1
22	11	56	106	31/2
23	47	59	67	22
25	58	58	57	43/9
39	4	28	141	38/2
30	24	40	109	60/7
Total	215	389	780	73%
Total Percentage	7%	20%	73%	

As can be seen of table 4, 39% of managers have arbitrary, 56% benevolently, 73% consultation, and 67% participatory styles.

According to table 5, we can see that 57% of managers have evaluated the information technology at the high level, and 10% of them, believed that the exist resources related to technology in schools, has adapted with the need of students, teachers and also staff, and 93/3% of managers believed that the role of information technology in optimization of training and management processes is necessary and the same numbers of them believed that information technology in schools facilitate the achieving to educational objects.

Table 4. Descriptive statistics of respondents to the participatory styles.

Question	Teachers			Level (%)
	Low	Average	High	
3	9	40	124	71/7
6	15	45	113	65/3
14	12	36	125	72/3
15	9	39	125	72/3
18	8	35	130	75/1
16	19	37	117	67/6
20	28	64	81	46/8
Total	100	296	815	67%
Total Percentage	8%	25%	67%	

Table 5. Descriptive statistics of respondents to the utility of information technology.

Question	Managers			Level (%)
	Low	Average	High	
1	4	25	30	50%
2	0	3	56	93/3%
3	17	22	20	33/3%
4	24	15	20	33/3%
5	16	35	8	13/3%
6	0	15	44	73/3%
7	12	22	25	41/7%
8	2	8	49	81/7%
9	13	34	12	20%
10	5	14	40	66/7%
11	26	23	10	16/7%
12	18	35	6	10%
13	1	9	49	81/7%
14	12	31	16	26/7%
15	0	3	56	93/3%
16	2	17	40	66/7%
17	1	4	54	90%
18	0	5	54	90%
19	0	4	55	91/7%
20	6	27	26	43/3%
Mode of Distribution	159	351	670	57%
Total Percentage	13%	30%	57%	

Q1: Is there any relationship between information and leadership styles?

In order to verifying of this question's data, at first mean and standard deviation of information technology in leadership styles are being used. Its results are shown in the below table.

Table 6. Descriptive statistics of respondents to leadership style questionnaire.

Standard Deviation	Mean	items	
5/18	63/78	19	Arbitrary Style
10-75	71/909	11	Benevolently style
6/53	79/50	20	Consultation Style
7/51	72/44	9	Participatory Style
9/59	71/94	59	Total

As it can be seen in above table, the total mean of information technology in managers styles is 71/94, whereas the mean of information technology in arbitrary style is 63/78, which is very low than total mean of technology and also, the mean of technology in benevolently style is 71/909, that has very small different with total technology. But, the mean of technology in consultation style is higher than total mean of technology and is 79/50 and the mean of technology in participatory style is 72/44 and it is almost equal to total mean of technology.

In order to obtain the meaningful difference between the scores of information technology and management styles of managers, ANOVA analysis was used.

According to table 7, the amount of F is 15/203 and the level of meaningful of the test is /001, which as the obtained result of the level of meaningfulness is lower than /05, so it can be say the supposition of zero is rejected and the opposed supposition of the meaningful difference between the mean scores of information technology and management styles is confirmed.

Q 2: Is there any relation between information technology and the managers who have arbitrary style?

In order to answer to this question, the statistical method of Pearson correlation coefficient for determining the relation between information technology and arbitrary style is applied and its results are shown in table 8.

Table 7.One way ANOVA for information technology and management styles of managers.

Sig.	F	The mean of squares	Df	Sum of squares	
/001	203/15	802/519	3	2707/55	Between groups
		52/787	55	2903/28	Inter groups
			58	5310/84	Total

Table 8. Pearson correlation coefficient for the relationship between information technology and arbitrary style.

Variable	Pearson corre-lation coefficient	Sig.	Number
Information technology	-0/799	/001	59
Arbitrary style			

As it can be seen, the correlation coefficient between these two variables is -/799 and the level of significance of the test is /001, which is lower than /05, so it can be said that there is a meaningful relation between information technology and arbitrary style, but as Pearson correlation coefficient is negative, the relation between these two variables is, reverse.

Q 3: Is there any meaningful relation between information technology and managers who have benevolently styles?

In order to answer this question, the statistical method of Pearson correlation coefficient for determining the relation between information technology and benevolently style is applied and its results are shown in the below table.

According to table 9, the coefficient of Pearson correlation between two obtained variables is /089 and the level of meaningfulness of the test is /0501. So, there is no meaningful relation between information technology and benevolently style.

Table 9. Pearson correlation coefficient for the relationship between information technology and benevolently style.

Variable	Pearson correla-tion coefficient	Sig.	Number
Information technology	/089	/501	59
benevolently style			

Q 4: Is there any meaningful relation between information technology and managers who have consultation style?

The correlation coefficient between information technology and consultation style is /434 and the level of meaningfulness of the test is /001, which is lower than meaningfulness level of /05 and it can be said that there is meaningful relation between information technology and consultation style.

Q 5: Is there any meaningful relation between information technology and managers who have participatory style?

Table 10. Pearson correlation coefficient for the relationship between information technology and benevolently style.

Variable	Pearson correla-tion coefficient	Sig.	Number
Information technology	/434	/001	59
Consultation style			

Table 11. Pearson correlation coefficient for the relationship between information technology and participatory style.

Variable	Pearson correla-tion coefficient	Sig.	Number
Information technology	/392	/002	59
participatory style			

According to the above table, the correlation coefficient between information technology and participatory style is /392 and the level of meaningfulness of the test is /05. So, there is meaningful relation between information technology and participatory style.

Q.6: Is there any relation between information technology and the educational degrees of managers?

In order to answer this question, at first the mean and standard deviation are applied.

Table 12. Descriptive statistics for information technology and the educational degrees of managers.

Standard Deviation	Mean	items	
9/19	69/50	2	associate of arts degree
9/21	71/80	41	Bachelor Degree
11/04	73/26	15	M. A. Degree
9/58	72/10	58	Total Individuals

As it can be seen of above table, the total mean of information technology and the educational documents of managers are 72/10. Whereas the mean of information technology and the associate of arts degree educational document is 69/50% which is very lower that the total mean and the mean of information technology in Bachelor Degree is 71/80 which has no considerable variance with total mean of technology and the managers educational degrees and also, the mean of M.A. Degree is 73/26 which his higher than the total mean of technology.

In order to find meaningful difference between the mean of technology scores and the managers educational degree, one way ANOVA is applied that its results are presented in below table.

Table 13. One way ANOVA for technology scores and the managers educational degree.

The Level of Meaningfulness	The Amount of F	The Mean of squares	DF	Total of squares	
/820	/199	18/75	3	37/507	Between groups
		94/39	55	5191/872	Inter groups
			75	5292/37	Total

According to the above table, the amount of F is /199, and the level of meaningfulness of the test is 820%, which is higher than the level of meaningfulness of /05. So, there is not meaningful relation between managers educational degrees and information technology.

According to the table, we have 42 women and 16 men and the mean of technology between women is 70/64 and the mean score of men technology is 74/81 and in order to verifying the mean of managers generic state and information technology, t- test is used.

Table 14. Descriptive statistics for the managers generic state.

Standard deviation	Mean	Items	Indicator / Variables	
9/46	70/64	42	Women	Information technology
9/50	74/81	16	Men	

Q.7: Is there any relation between information technology and the managers generic state?

In order to answer this question, at first mean and standard deviation are applied, which its results are presented in table 14.

Table 15. Independent sample t-test for managers generic state and information technology.

Sig.	df	t
0/14	56	-1/49

As it can be seen from the above table, the obtained t is -1/49 and the meaningful level of the test is 0/14. So, there is no meaningful relation between usage of information technology and the managers generic state.

Conclusion

First Question: Is there relation between information technology and management styles of managers?

Variance analysis is used for the first question. The variance of information technology mean through leadership styles are verifying at first. Total mean of technology between leadership styles is 71/940, which by considering technology mean in arbitrary style which is 63/789 and it is low, it evaluated by total mean of information technology, the high score of evaluated management styles indicate that the high total mean of technology, arbitrary style would be low. Whereas, total technology mean in benevolently style is 71/909, which has very small variance with total mean of information technology and that is to say that information technology has not considerable influence on benevolently style.

On the other hand, consultative style is 79/50 which is higher than total technology. It means, the more managers use of consultation style, they use more of information technology and also, whereas the mean of technology in participatory style is 72/44, which has no considerable variance with total mean of technology and in order to obtain the meaningful variance between the scores of information technology and leadership styles, one way-variance analysis is applied, which has shown the meaningful variance between information technology and leadership styles on the level of 0/001.

Second question: Is there meaningful relation between information technology and arbitrary style?

In order to answer this question, Pearson correlation coefficient is applied. The correlation coefficient between these two on a meaningful level of 0/001 is 0/799. It shows the relation between information technology and arbitrary style and also as correlation coefficient is negative, so the relation of these two variables is reverse. It means, the more arbitrary style of managers, the low they use of information technology.

Third question: Is there meaningful relation between information technology and benevolently style?

Correlation coefficient between these two variables is 0/89 and in meaningful level is /501, which indicate that there is no meaningful relation between these two variables.

Forth question: Is there meaningful relation between information technology and consultation style?

For determining the relation between these two variables, correlation coefficient is applied. The correlation coefficient between these two variable is /434 and in the meaningful level, 0/001 is obtained that is lower than meaningful level of /05. So, it can be said that there is meaningful relation between these two variables.

Fifth question: Is there relations between information technology and participatory style?

Pearson correlation coefficient is applied to determine the relation between information technology and participatory style, which is 0/392 and it is obtained in a meaningful level of 0/002 that is lower than 0/05. So, there is meaningful relation between these two variables.

Sixth question: Is there relation between information technology and managers educational documents?

One way ANOVA was applied to obtain the answer. Total mean of information technology and educational documents is 72/10. Whereas, total mean of associate of arts degree educational document is 69/5, which is lower that total mean. The Bachelor Degree mean is 71/80, which has no considerable variance with total mean. M. A. Degree mean is 73/26, which is higher than total mean. Bachelor Degree mean is 71/80% which has no considerable variance with total mean. The M.A. Degree is 73/26% which is higher than total mean of information technology.

In order to find meaningful variance between information technology and educational documents, variance analysis is applied, which is in a meaningful level is /820%. So, there is no meaningful variance between managers documents and information technology.

Seventh question: Is there relation between information technology and managers generic state?

T-test is used to answer this question. Information technology mean in women is 70/64% and men is 74/81. Which indicate that the mean of using information technology is higher in men than women. The obtained T with the degree of freedom is 56, which is equal to -1/49. Whereas, meaningfulness level of the test is 0/140%. So, there is no meaningful relation between women and men managers in using of information technology.

Suggestions

• Identifying the countries which are successful in IT and usage of it in education and training.

• Making managers to be familiar with nets and databanks .

• Making the authorities and managers to be

familiar to the importance of information technology influence in training and learning

• Establishing the training classic classes for managers and teachers by considering their need to IT

• Establishing a central computerize site in the Ministry of Education and Training and connect it to the all country schools to transfer the newest information during the least time.

• Employing the expert human resource in IT and training the basis of it to the other individuals in education and training

• Providing more facilities in the field of IT in the schools of country.

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