



## The Effect of Virtual E-Learning on the knowledge absorption capability and Job Progress in Managers and Teachers of Ahvaz City

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### Abstract

The aim of this study was to investigate the effect of virtual e-learning on knowledge absorption capability and Job Progress in Managers and Teachers in Ahwaz city in 2017. The statistical population of this study consisted of 76 schools and 196 teachers, 30 managers and 30 teachers. To collect information, a questionnaire including 57 questions on the constraints of in-service distance education courses, the effectiveness of knowledge absorption training courses, the benefits of distance service distance training courses, the willingness to attend specialist courses And general distant-distant education and tendency toward virtual courses in distance service and standard knowledge management questionnaire. The results obtained from the hypothesis test after the data analysis showed that there is a significant correlation between knowledge education e-learning etiquette, the power of integration, the power of knowledge conversion, the power efficiency of knowledge and the career progression of managers and educators. In conclusion, the main hypothesis of the research showed that there is a significant relationship between virtual e-learning on the level of knowledge absorption capability and Job Progress in Managers and Teachers in Ahwaz city.

**Keywords:** Virtual E-Learning, knowledge absorption capability, Job Progress, Managers and Teachers of Ahwaz city.



## Introduction

The Education Organization is one of the largest and most sophisticated social organizations in each country. This organization has long played a constructive and fundamental role in the survival and survival of human culture and civilization, and today the underlying rock is the cultural, social and economic development of any society (Jahanian, 2001). Obviously, this development must be done by humans, and so those who are supposed to accomplish this should be self-developed and up-to-date. In order for the human resources of the organization to be updated, they must be continuously trained. Staff training is one of the most important factors in improving the organization and activities of each organization. As long-term employee training plays an essential role in the quality of employee performance and, as a result, more efficient organization, it is worth taking a serious look at it. By examining the shortcomings and crises of the country's long-term in-service training system, a step towards improving the capability Absorbing the knowledge of the employees and thus, by raising the level of the scientific community of the people, will not only result in individual career development but also the country's comprehensive development (Fathi Vajargah, 1997). Providing distance instruction of managers and teachers is an essential element for implementing educational programs in the country that seek to achieve goals such as: raising the level of knowledge and professional skills, creating the necessary specialties appropriate to the field of education, improving teaching methods, creating the spirit of study and Research and innovation, updating knowledge and information, creating opportunities, appropriate growth areas for job promotion, and creating the necessary background for staff adaptability to change so that the benefits of job training can be accessed. Virtual distance education for employees is of such importance that, often in different organizations, employees are forced to leave their jobs to attend various training courses, which creates serious problems for organizational tasks and tasks. In addition, existing educational facilities are not enough to cover all employees, and financial and administrative bottlenecks seriously distract employees from training and extend their development (Fathi Vajargah, 1997). Since the tendency toward the virtual educational system is essential, goodness in recognizing and implementing it can have irreparable damage. This is in the distance education system, which "is part of continuing education of the staff from the time of entry to the organization until retirement, which causes them to build their knowledge, ability, and attitude" (Fathi Vajargah, 1997). ) Now more than ever, it becomes clear that learning will be the most important element in future educational systems. The importance of efforts for global and international cooperation to increase collaboration and hold the global classroom by utilizing the global communications network is unmistakable. Remote learning has been around for about a hundred years in developed countries, but in underdeveloped countries this record is not much. In the populous, underdeveloped countries of the world, learning provides many important opportunities for education. The lack of infrastructure and professional competence hinders the advancement of distance learning. However, this form of providing educational services remains sustainable, and many countries view distance learning as a major strategy for access development, quality increase, and cost-effective education (UNESCO, 2002). The pursuit of distance education in an era that has been extraneous and with many complexities in interpersonal and interpersonal relationships, and on the other hand, the need of man to learn more, first of all, respects his humanity and perfection. It is the focus of man in civilization (Sufis, 2004). The entry into the knowledge-based world and the increasing need of humanity to education have increased the need for "independent learning throughout life." Semi- and in-person tutoring not only completes in-person training, but also brings an unlucky opportunity for updating content and flexibility in learning and teaching methods (Al-Husseini, 2005). Responding to the increasing demand for knowledge, increasing demand for equal and free access throughout the country, the optimal use of information and communication media, and eliminating the economic, social and cultural constraints that prevent the continuation of education, the need for the use of modern methods The need for distance education in the context of its advancement through the use of information and education technology in the form of the World Wide Web and the World Wide Web has evolved to the degree that online classes and virtual universities are considered as suitable alternatives for the normal classes of schools and universities



Traditional in Capacity is taken and daily updates proves its necessity. Therefore, the need to address this issue and to investigate and analyze its attitude is felt more than ever. Hence, the research seeks to find out whether virtual e-learning has an impact on the level of knowledge absorption capability and job progress in managers and teachers in Ahwaz city.

### Research Methodology

The present study aims to investigate the effect of virtual education on the absorption of knowledge and career progression among teachers and teachers, and this research is descriptive with a survey approach. The information gathering in this research was carried out according to the topic of both library and field methods. All topics related to the literature of the research were developed and compiled through a library study including the review and review of written sources (dissertation, article, magazine, quarterly, research journal, and internet sites). The necessary information for studying the attitude of managers and teachers was obtained through field study. Multi-stage sampling will be used for field study. As a result, several high schools were selected as the final sample from different areas of the Ahwaz-Ahwaz Office of Education and Research. The tool for collecting information for this research is a researcher-made questionnaire on the constraints of distance attendance training courses, the effectiveness of distance attendance training courses, the benefits of distant-distance education courses, the willingness to attend specialist courses, and General distance education, distance learning, and tendency toward virtual distance learning distance education and standard knowledge management questionnaire. Data analysis was done on two levels of descriptive and inferential statistics. In the data section, the distribution of frequency and percentage, mean and standard deviation and inferential part of Pearson and regression tests in the Spss21 software proof of research hypothesis was used.

### Research hypothesis

There is a significant relationship between e-learning on knowledge absorption capability and job progress in managers and teachers in Ahwaz city.

### Results

Descriptive findings including the mean of statistical indicators, standard deviation, minimum and maximum score for the knowledge management and job improvement questionnaire of the managers and educators of Ahwaz city are presented in tables 1 and 2.

**Table 1: Descriptive statistics of knowledge management questionnaire**

	Variable	No	Average	S.D	Max	Min
Managers	knowledge management	30	62.80	9.05	80	47
	Learning knowledge	30	13.24	1.68	17	11
	Embedding	30	22.31	3.83	29	16
	Conversion of knowledge	30	19.68	3.59	30	14
	Knowledge application	30	7.57	1.24	10	5
Teachers	knowledge management	30	63.43	8.7	82	50
	Learning knowledge	30	13.44	1.09	18	11
	Embedding	30	22.46	3.69	29	17
	Conversion of knowledge	30	19.79	3.51	30	14
	Knowledge application	30	7.74	1.3	11	5

**Table 2: Descriptive indexes related to the job improvement questionnaire**

	Min	Max	S.D	Average	No
Managers	30	119.37	32.57	168	79
Teachers	30	106.33	29.14	161	85



To investigate the main hypothesis of the research, it is necessary to examine the relationship between e-learning and the level of knowledge absorption and career progression in the managers and teachers of Ahvaz education through Pearson correlation test. The results of Pearson correlation test showed that e-learning on knowledge absorption and career progression in managers is shown in Table 3.

**Table 3: Correlation between e-learning and education on knowledge absorption and job progression in managers**

		Managers e-learning	Job Manager Progress	Managing Knowledge Management
Managers e-learning	correlation coefficient	1	0.752	0.831
	Significant level		0.00	0.00
	No	30	30	30
Job Manager Progress	correlation coefficient	0.752	1	
	Significant level	0.00		
	No	30	30	
Managing Knowledge Management	correlation coefficient	0.831		1
	Significant level	0.00		
	No	30		30

The results of Pearson correlation test show that in the education managers of Ahwaz, the correlation of electronic education on knowledge absorption is 0.831, and the correlation of electronic education with job improvement is 0.752. The acceptable level of sig (sig) should be below 0.05 and, as can be seen, in this test, a significant level of 0.00 is meaningful. Therefore, it must be said that there is a strong, positive and significant relationship between e-learning on knowledge absorption and career progression in managers. In order to investigate the effect of different research variables, regression analysis is used.

**Table 4: Regression of e-learning on knowledge absorption in managers**

Model	Non-standard coefficients		standard coefficients	t	Sig.
	B	Std. Error	Beta		
1 Constant	21.002	5.374		3.908	0.001
1 E-Learning Managers	0.276	0.035	0.831	7.899	0.000

Dependent variable: Managers knowledge management

By analyzing the regression test, the regression equation can be used to accurately predict the values of the dependent variable. To generate the regression equation, the regression coefficient must be unrelieved (B) and calculated as follows.

$$\text{Knowledge absorption rate (knowledge management)} = 21 + 0.276(\text{Virtual e-learning}) \quad (1)$$

For analysis, it can be said that by upgrading a unit of each independent variable to a given coefficient, the dependent variable will be upgraded. In other words, by upgrading virtual e-learning, by 0.276 units, the standard deviation of KM will be improved. Thus, virtual e-learning predicts knowledge absorption in managers.

**Table 5: Regression of e-learning on career progression in managers**

Model	Non-standard coefficients		standard coefficients	t	Sig.
	B	Std. Error	Beta		
1	Constant	16.343	17.866	0.915	0.368
	E-Learning Managers	0.702	0.116	0.752	6.046

Dependent variable: Managers knowledge management

By analyzing the regression test, the regression equation can be used to accurately predict the values of the dependent variable. To generate the regression equation, the regression coefficient must be unrelieved (B) and calculated as follows.

$$Job\ progress = 16.34 + 0.702(Virtual\ e-learning) \quad (2)$$

For analysis, it can be said that by upgrading a unit of each independent variable to a given coefficient, the dependent variable will be upgraded. Or, in other words, by upgrading virtual e-learning, by 0.702 units, the standard deviation of career progression will be improved. Thus, virtual e-learning predicts career progression in managers.

**Table 6: Correlation between e-learning and the extent of knowledge absorption and career progression in teachers**

		Teachers E-Learning	Teachers Job Progress	Teachers Knowledge Management
Teachers E-Learning	correlation coefficient	1	0.749	0.756
	Significant level		0.00	0.00
	No	30	30	30
Teachers Job Progress	correlation coefficient	0.749	1	
	Significant level	0.00		
	No	30	30	
Teachers Knowledge Management	correlation coefficient	0.756		1
	Significant level	0.00		
	No	30		30



The results of Pearson correlation test show that in the education teachers of Ahwaz, the correlation between electronic education on knowledge absorption is 0.756 and the correlation of electronic education on job improvement is 0.749. The acceptable level of sig (sig) should be below 0.05 and, as can be seen, in this test, a significant level of 0.00 is meaningful. Therefore, it must be said that a strong, positive and significant relationship between e-learning on the level of knowledge absorption and career progression among teachers also exists and the main hypothesis of the research is confirmed. In order to investigate the effect of different research variables, regression analysis is used.

**Table 7: Regression of e-learning on knowledge absorption in teachers**

Model	Non-standard coefficients		standard coefficients	t	Sig.	
	B	Std. Error	Beta			
1	Constant	24.177	5.439	4.445	0.00	
	Teachers E-Learning	0.259	0.035	0.756	7.329	0.00

By analyzing the regression test, the regression equation can be used to accurately predict the values of the dependent variable. To generate the regression equation, we use the standardized regression coefficient (B) and calculate the following.

$$\text{Knowledge absorption (knowledge management)} = 24.177 + 0.0.259(\text{Virtual e-learning}) \quad (3)$$

For analysis, it can be said that by upgrading a unit of each independent variable to a given coefficient, the dependent variable will be upgraded. Or in other words, by upgrading virtual e-learning, by 0.259 units, the standard deviation of KM will be improved. Thus, virtual e-learning predicts knowledge absorption in teachers.

**Table 8: Regression of e-learning on career progression in teachers**

Model	Non-standard coefficients		standard coefficients	t	Sig.	
	B	Std. Error	Beta			
1	Constant	18.670	17.713	1.054	0.301	
	Teachers E-Learning	0.689	0.115	0.749	5.985	0.000

Teachers Job Progress

By analyzing the regression test, the regression equation can be used to accurately predict the values of the dependent variable. To generate the regression equation, we use the standardized regression coefficient (B) and calculate the following.

$$(\text{Virtual e-learning}) 0.689 + 18.67 = \text{career progression} \quad (4)$$

For analysis, it can be said that by upgrading a unit of each independent variable to a given coefficient, the dependent variable will be upgraded. Or, in other words, by upgrading virtual e-learning, by 0.689 units, the standard deviation of career progress will be improved. Thus, virtual e-learning predicts the career progression in teachers.

## Conclusion

Heidegger says technology is the inevitable human destiny. According to this statement, the phenomenon of e-learning will inevitably come to naught in one day in many parts of the world. Perhaps e-Learning, as well as many of the changes that technology has created in our lives, will cause concern among some experts. Perhaps this kind of training reduces the interaction between the teacher,



the student and the content and, as a result, leads to a student or student drop in education. But given the fact that the basis of e-learning is student-centered, even with regard to the verbally meaning of a student's word meaning a person who should seek knowledge and knowledge, e-learning provides the correct meaning of the word. Interactions in cyberspace are not confined to classroom walls, books from one or more libraries, and a limited number of professors and students, but they provide the classroom with a vast amount of virtual space without time and space constraints. The web has a great deal of convergence and lower costs in delivering educational content. The concept and structure of the Wide Web has been the source of information storage and recovery tools.

While e-learning technology is not limited by time and space, the social interaction space expands collaborative learning and creates a change in its structure. From an educational perspective, e-learning should be considered from the point of view of the nature of the interaction between the teacher and the student. The non-synchronous nature of e-learning (for the sake of more users using an unconnected type) provides opportunities for participation or non-participation.

E-learning encompasses both synchronous and non-synchronous human interaction that is provided by a bunch of telecommunication technologies, especially audio and video conferencing and computer conferencing. The ability of networks to use a variety of human skills to improve interactions in cyberspace is increasing. Creating content and knowledge both individually and collectively, while discussing content, assignments, and projects.

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