



**THE RELATIONSHIP BETWEEN THE UNDERSTANDING OF SOME ASPECTS  
OF ICT USE IN EDUCATION AND SPORTS FARS PROVINCE, IRAN**

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**ABSTRACT**

This study was to determine the relationship between the understanding of some aspects of ICT and its use in education, sports, Fars province, Iran, took place.

This research is descriptive, and it is a correlation. Therefore, using the method of cluster sampling, and random number 567 coach, the athletic community in Fars province, which has been active, and qualify, select, and questionnaires to understand the ease Teo et al (2007) understand the usefulness Teo et al (2007), the attitude of Information and Communication Technology Teo et al (2007), and practical experience of Lee (2003) and Park (2003), and the actual use of ICT Fagan (2004), was completed. The data, using simultaneous multiple regression analysis, were studied.

The results showed that some of the factors affecting the acceptance and application of technology can the actual use of technology in education, sports Fars province, anticipate. ( $P \leq 0.05$ ).

Finally, given that, of the variables, application and attitude toward technology, the largest in anticipation of the actual use of technology, it is recommended that special attention to this important issue

**Key words: Understanding the Ease and Perceived Usefulness, Functionality, Technology, Attitude toward the Use of Technology, Experience in the Use of Technology, The Actual Use of Technology**

**INTRODUCTION**

The category of science and technology, the most important development of the country's infrastructure, and tools to compete seriously in the different fields and

noble ideals of the Islamic Revolution, such as the revival of the great Islamic civilization, the manufacturer, and a leading activist among the nations and prepare for

the establishment of justice and spirituality in the world, depends on all-round development in science, science that has three characteristics of justice, spirituality and rationality. Today, educational systems, to the emergence of the phenomenon of information and communication technology, and according to its knowledge, all critical factors of these systems, overshadowed, so that the use of technology, staff training and operating systems, in the transfer of knowledge has evolved, and the concept of learning has changed, and even teachers are employed in these systems, and how to use them, have sufficient knowledge, to promote the use of learning tools, such as information technology and the Internet, in the by itself, provide [1].

In the last two decades witnessed the development of information and communication technology, has been in various fields. Global adoption of information technology in education, and work, to a large extent due to the economic needs of human resources efficiently, in the context of national development in different countries, respectively. Information technology in education, skills and knowledge as a means to prepare students for achieving the goals of economic development, is used. Harvy, the effectiveness of the use of computers in education, the main factor determining for

the success of countries in achieving their long-term goals, knows. Of course, the use of technology in education, it is very difficult, it seems. Byliver and Rechy pointed out, regardless of the complexity of technology, information technology, regardless of skills, knowledge, attitudes of teachers in information and communication technology for effective use of technology in education, and impossible [2].

The most prestigious models of technology acceptance, "Davis Technology Acceptance Model," which deals with the factors at the individual level [2]. In this study, the Technology Acceptance Model Davis will be used. This model is a powerful tool to measure the adoption and application of new technology by users.

Recent studies indicate that successful implementation depends on a lot of technology and technology training for instructors to determine how to use this technology in class. Teachers develop a positive attitude to ICT in teaching and learning are the main cause of promoting computer use and computer use will reduce distance coaches of resistance [3].

Mohammadi (2012), the attitude of the Iranian national team coaches, to the application of science and technology in sport, were investigated. The study was performed on 132 patients, showed that elite coaches, aware of the importance of sports

science, sports and the use of technology, especially in education, positive attitude, but not necessarily a positive attitude even when they use information technology to other activities, in practice competitive sports environment, do not carry. Finally, we can say that the attitude towards technology is very positive, therefore, finding strategies to encourage coaches, the practical use of existing technology, is necessary [4].

However, today, it is no secret to anyone that the progress on various issues, particularly in the discussion of sports and fitness training topics without information technology, it is impossible, so that a variety of factors related to the actual use of technology, One of the topics of interest to researchers in the new era, to identify these factors, the use of these technologies, their prosperity. Therefore, this study, with the use of literature in this area, to examine the relationship between the understanding of some aspects of ICT and its use in the province's sports community education, so as to take advantage of these technologies, effective steps be taken

## SUBJECTS AND METHODS

This study is a descriptive study of correlation type the statistical population in this study, all coaches are active in the province, of which the number of players in the form of 567 randomly selected as sample and questionnaire study completed.

The data of the study, questionnaires understanding the ease Teo et al (2007), the perception of the usefulness Teo et al (2007), the attitude of ICT Teo et al (2007) [5], experience and application Lee (2003) [6] and Park (2003) [7] and the actual use of ICT Fagan et al (2004) [8] respectively. To analyze the data, the Kolmogorov-Smirnov test (KS) Leuven test for normality and homogeneity of variances to determine, and then simultaneously test multiple regression analysis were used. It should be noted that, for data analysis, SPSS version 19 was used and a significant level of 0.05.

## RESULTS

Information on variables is provided in table 1. According to the table below, the average perception of ease of 15.16, 15.80 average perceived usefulness, the average use of technology 32.57, mean attitude towards using technology to 30.11, 13.54, and the mean average experience of technology use the actual technology 13.75.

The results of analysis of variance, and regression statistical characteristics, the factors affecting the acceptance and application of technology and the use of technology in education, sports coaches, is presented in Table 2. According to the results, 48% of the variance associated with the use of technology in education by teachers, by the factors affecting the acceptance and application of technology, to

be established ( $R^2 = 0.48$ ). This means that 48% of changes in the use of technology in education by teachers, the factors affecting the acceptance and application of technology, is expected. Table analysis of multiple regression analysis simultaneously, indicating that factors affecting the acceptance and application of technology, according to the level of significance, can change the use of technology in education by teachers, predict ( $P = 0.000$ ).

Simultaneous regression analysis is shown in Table 3. Due to a significant level, understanding the ease and perceived usefulness, application of technology, attitudes to technology, information technology experience, can change the use of technology in education by teachers, predict ( $P \leq 0.05$ ). In addition, the table shows that, applicability, and the attitude, the largest in the anticipated use of technology in education have.

Table 1: Information on the factors, the use of technology

Factor	Mean	Standard Deviation	Minimum	Maximum
Understanding facilities	15.16	1.95	9	19
Perceived usefulness	15.80	1.66	11	20
Application of Technology	32.57	2.49	25	35
Attitude towards using technology	30.11	2.75	53	35
IT experience	13.54	1.29	9	15
The actual use of technology	13.75	1.38	9	15

Table 2: characteristics of the factors affecting the acceptance and application of technological regression and the use of technology in education

Index	R	R <sup>2</sup>	F	P
Regression	0.69	0.48	106.219	0.000

Table 3: Summary table of regression factors affecting the acceptance and application of technology and the use of technology in education

Variable	Index	Non-standard regression coefficient (B)	Standardized regression coefficient (β)	t	P
Understanding facilities		0.049	0.070	2.260	0.024
Perceived usefulness		0.071	0.086	2.611	0.009
Application of Technology		0.281	0.508	14.850	0.000
Attitude towards using technology		0.168	0.335	9.584	0.000
IT experience		0.109	0.102	2.827	0.005

## DISCUSSION

In general, this study showed that some aspects of ICT can use it in the sports community in Fars province, predicted. The result of the research, Roodaki (2010), Lopez and Manson (1997), Ruth (2000),

Yang (2003), Fagan (2004), Sen (2005), Porter and Donthu (2006), Shiue (2007), Yusoff et al (2009), Delice (2009), Mayorga (2010), is consistent [8,9,10,11,12,13,14,15,16,17,18]. In fact, it can be argued that, if the technology is easy

and without great effort, more coaches were encouraged to use the technology, and the use, improve their performance, in such circumstances, the players benefit Extend the technology. In this study, the effect of perceived ease of understanding of the direct benefits, means that the teachers believe that the use of a system or technology does not need a lot of effort and hard, easy and convenient, therefore, their perception of the usefulness and the usefulness of the system increases, and vice versa, the amount of time that teachers spend learning to use the technology, if very heavy and tedious, they conclude that the use of technology not only beneficial but, time consuming, and ultimately, they do not use the technology is pushed.

On the other hand, their attitude toward the use of information and communication technology and the use of the technology is to a large extent related to ease of use. When teachers believe that the use of ICT requires a lot of effort is not spent a lot of time to practice them, gradually, a positive attitude toward technology carrier, occurs, and vice versa, when Teachers perceived that the use of information and communication technology requires large initial effort, leads, felt bad for the use of information and communication technology, they exist, and therefore the entry information and communication technology

and its use in teaching, show resistance, and prefer that the actual use of ICT, regardless, and traditionally, their education.

While understanding the usefulness Member beliefs about the performance, efficiency, and effectiveness of the relationship, and it is logical that the coaches believe that, using the technologies, efficiency and effectiveness to improve, and their performance will increase, as a result, feel good in their attitude towards the use of ICT is strengthening.

Finally, this study showed that, among the factors that influence the actual use of the technology to be effective, the applicability can have the greatest impact on the actual use of technology, and then also, the attitude, the greatest impact and so on. Given the importance of information technology in learning and teaching various subjects, including sport science, should be both practical and attitudes towards technology and sensitive information revealed. Second hypothesis among the factors affecting the acceptance and application of technology and the use of technology in education, sports, Fars province, there was a significant relationship.

In the end, given the importance of the subject, the trainers suggest that, at all stages of the teaching-learning process,

athletes and recruits to encourage or require the use of the technology.

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