

The Effect of Technology on Teachers' Performance with the Role of Mediating Organizational Culture (Case Study: Education in Tehran)

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Abstract

The aim of this study was to investigate the effect of technology on teachers' performance with the mediating role of organizational culture in education in Tehran. The research method was applied in terms of purpose and descriptive-correlational in terms of data collection method. The statistical population of the present study included all education teachers in Tehran, whose number was equal to 897,000 people. The sample size was estimated using 384 teachers using Morgan table and multi-stage cluster sampling method. Data were collected in two sections: library and field. In the data collection section, data were collected using three questionnaires of Mahmoudi Information and Communication Technology (2013), Patterson Job Performance Questionnaire (1992; Shokarkan and Arshadi Translation, 2007) and Denison (2000) Organizational Culture Questionnaire. In order to assess the validity, face validity and content validity was used, which indicated that the instrument was valid. Also, the reliability of the instrument was calculated using Cranach's alpha coefficient, which showed the reliability of the measuring instrument. Data analysis was performed in two parts: descriptive and inferential (structural equation test). The results showed that due to the mediating role of organizational culture, technology has an effect on the performance of education teachers in Tehran; the implicit findings of the study also showed that technology has an effect on teachers' performance. In fact, technology affects organizational culture and in addition, organizational culture affects the performance of education teachers in Tehran.

Key Words: Technology, Performance, Organizational Culture, Teachers

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Introduction

In the 21st century, the use of information technologies [IT] has become a necessity in many everyday tasks. In fact, technology is used in almost all everyday tasks (Muir-Herzig, 2004). The reflections of the intensive use of information technologies have made it necessary to make certain changes in the use of technology in education (Nam & Smith-Jackson 2007; Kim 2007). This process of change in the use of technology in education is carried out by the Ministry of National Education [MoNE] within the scope of the FATİH project.

Use of technology in education is of great importance for both realizations of effective learning-teaching processes and raising individuals possessing competences necessary for being a member of the 21st century society. There are many variables that affect the use of technology in education. These variables include educational institutions, infrastructure facilities, curriculum, student, teacher count, competences of students and teachers related to technology use, skills related to classroom management and technology use, sufficient in-service training for teachers and adequateness of technical support (Muir-Herzig, 2004; Yıldız, Sarıtepeci & Seferoğlu, 2013). Effective classroom management, one of these variables, is a substantial precondition for providing meaningful technology integration (Lim, Pek & Chai, 2005). On the other hand, it can be said that IT

has also some effects on classroom management. Teaching and management processes in classrooms, which may be defined as an environment specific to the teacher and the learner, change shape and direction with the design of instructional technologies (Morrison, Ross & Kemp, 2013).

At first glance at the science of educational technology, what usually comes to mind is the use of educational tools in human education. But experts do not believe so and see it as a mechanical approach to the scope of technology and education. According to educational technologists, educational technology goes beyond the use of educational tools. They believe that educational technology includes a systematic approach, design, implementation, evaluation and problem solving of educational programs. This point is made possible by using the findings of various sciences such as psychology, human communication and the simultaneous use of human and non-human resources and its ultimate goal is deep, sustainable and effective learning (Mohammadi, 2008: 116).

Information and communication have also become of great strategic importance in the 21st century. Information and communication technology has affected many aspects of our daily lives and today we are forced to use a variety of information technologies (Naghizadeh and Ghaffari, 2017: 88).

The role of technology in today's world is so dramatic and complex that the present age is called the age of information explosion. On the other hand, for this reason, the use of information and communication technology in organizations is expanding rapidly and organizations, especially educational organizations such as schools in Tehran are expanding rapidly and organizations need to use to achieve their goals and sustain their survival. These are the technologies. Also, the rapid growth of technology has affected all aspects of educational organizations in some way. Rapid changes in technology have changed the nature of work and fully automated devices have replaced routine jobs (Abtahi and Abesi, 2016: 114).

Among them, teachers are recognized as the most important and effective factor in school and are responsible for their performance and students' academic progress, and purposeful actions in the organization. Therefore, teachers have to be motivated and motivated to achieve high job performance. Motivation influences individual success on the overall effectiveness of schools (Wentzel, 2002: 93). Most researchers have focused their efforts on teachers' study, in order to understand and identify the factors that affect their performance. Accordingly, performance is one of the important attitudes that have had a very high position in the study of organizational behavior.

Also, performance is the main variable in the field of industrial and organizational psychology. Much of its research requires its employees to do their jobs at an acceptable level of productivity. From a social perspective, the best industrial and organizational psychologists have been concerned with identifying, evaluating, or promoting job performance. Every organization to achieve the goals that each person wants for organizations, has employees who do their job well (Papi, Taylor, Tyler and Laski, 2020: 366).

Good performance increases the productivity of the organization and this directly promotes the national economy as well as the organization's services. Organizational culture is one of the variables affecting job performance (Walombo, Morrison and Christensen, 2012: 959). In other words, organizational culture determines the way things are done in the organization for employees and is the same perception of the organization that is observed in all members of the organization and represents the usual and fixed characteristics that distinguish each organization from the other (enthusiasm, flame and Soleimani, 2018: 73).

Looking at successful organizations, we find the existence of key and common factors between them that have been the basis and perhaps the main factor of their success. Researchers such as Shine (1992), Williams and Dobson (2010) and Peter and Waterman (1981) consider organizational culture as

one of the factors for organizational success (quoted by Shine and Shine, 2016: 219). Since knowledge of the state of technology, teachers' performance and organizational culture is the first step in planning to strengthen them, and given that there was no accurate information about the state of technology, performance and organizational culture among teachers in Tehran, Therefore, the researcher decided to first examine the extent and status of technology, teacher performance and organizational culture with respect to some demographic variables. On the other hand, identifying the status of technology, teachers' performance and organizational culture at different levels of education, age, service history, gender and employment status is crucial and can be used by senior organizational managers and human resource managers to plan careers, chart teachers' careers and Alternative parenting also helps, as focusing solely on interviews and other common methods of promoting teachers' careers is not an effective tool and will not lead to organizational productivity. In this regard, it should be noted that many organizational problems, which have very serious consequences for the future of the organization, are due to inappropriate job promotion, lack of attention to justice in the organization and improper identification of human resources.

Employees are seen as part of an organization that are involved in the organization day-to-day actions to ensure that the organization

continue to survive or exist (Abdullahi et al., 2020; Wambugu, 2014). Wambugu (2014) claimed that employees are vital component of an organization, and organization success depends on employee performance (EP). It cannot be overstated that workers are the main thrust of every organization since they manage any other factors that keeps it running. Employees has to be proactive, responsive, hard-working and diligent to ensure that they remain completely ahead of their rivals (Ramly, 2018).

Therefore, having an open and accurate view of human resources from all aspects and taking into account various effective factors, including demographic factors, is inevitable. Therefore, considering the importance of the impact of technology on teachers' performance with the mediating role of organizational culture and the fact that schools today are run in a very competitive environment with amazing changes and transformations, and Tehran School of Education are no exception. Must be in tune with these changes; The best tool that helps school principals is human resources (teachers) and the process of creating high job performance by paying attention to the variables of technology and organizational culture and due to lack of information and research in this field and the importance of the concept of job performance of teachers in the Ministry of Education And upbringing, the researcher is concerned about doing this research. On the other

hand, due to the lack of such research in Tehran schools of education, especially with the statistical community that includes teachers in Tehran and also the interest of researchers in this field and the growing need of the Ministry of Education for positive returns that All indicate the importance and necessity of the subject; The researcher decided to answer the question: "To what extent does technology affect the performance of teachers by mediating the organizational culture of education in Tehran?"

Research questions:

The main question

To what extent does technology affect the performance of teachers by mediating the organizational culture of education in Tehran?

Research sub-questions

To what extent does technology affect the performance of education teachers in Tehran?

To what extent does technology affect the organizational culture of education teachers in Tehran?

To what extent does organizational culture affect the performance of education teachers in Tehran?

Research method

The research method is cross-sectional in terms of applied purpose, in terms of time of research and descriptive-correlational in terms of data collection method, because in this study, information about research variables was obtained using a questionnaire. Because this

research focuses on finding solutions to immediate problems of a practical nature and has a practical aspect, the purpose of the research was applied. The statistical population of the present study included all education teachers in Tehran with a total of 897,000 people who are active in the academic year 1398-1399.

The statistical sample of the study using Morgan table and multi-stage cluster sampling method, a sample of 384 teachers from five different areas of Tehran was selected as follows: First: from the geographical areas of north, south, east, west and city center 2 The area was randomly selected; Then, referring to the research unit of the Education Department of each region and with their cooperation, four schools were randomly selected and 384 teachers from these schools answered the questionnaire. To evaluate the research variables, Mahmoudi Information and Questionnaire (2013), Patterson Job Performance Questionnaire (1992; Shekarkan and Arshadi Translation, 2007) and Denison (2000) Organizational Culture Questionnaire were used, which were described in detail below. In order to analyze the data, two sections of descriptive and inferential statistics were used.

1) Descriptive statistics (mean, frequency, percentage, variance, graph, table, etc.) were used to adjust and summarize and present the data obtained from the variables.

2) In the inferential section, to test the research hypothesis,

Kolmogorov-Smirnov test was used to determine the normality or abnormality of the data and structural equation testing using LISREL software.

Theoretical framework of the conceptual model of research

The theoretical framework is a model based on factors that have been identified as important in the research issues. This theoretical framework flows logically by examining the research records in the realm of the problem and the conceptual model of the research will be derived from the same framework. Regarding the research variables, the following can be mentioned.

Technology: These are technologies that help a person record, store, process, retrieve, transmit and receive information. The term includes new technologies such as computers, fax transmission and other means of communication (Hosseini, Ghazizadeh and Abbasi Esfanjani, 2008). Information technology is a medium that enables the expression of a wide range of information, ideas, concepts, and messages. This phenomenon has different definitions due to its different characteristics. Information technology refers to a set of tools and methods that collect, store, retrieve process and distribute information in various forms. Information technology has been developed to expand the capabilities of human thought. The term information technology can be viewed from two perspectives. From the first perspective, the term

information technology is used to describe techniques that assist us in recording, storing, processing, marketing, transmitting and receiving information. From the second perspective, information technology is a set of tools and methods that enable the production, processing and supply of information for the human user (Mahmoud and Mann, 2003: 98).

Technology can also be considered as a purposeful human activity that is used to design and manufacture various products and a special type of information knowledge that technology uses to solve a scientific problem in a scientific way is called information technology.

Information technology: Information technology is one of the most dynamic and controversial disciplines of science and technology due to its transformation and power, which has a great impact on economic, social, national security, globalization and moderation of traditional information problems. The importance of this phenomenon is such that it is defined as "the axis and center of a set of guided activities that control the management, productivity, production, training and development of a system with one center" (Martinez, 2007: 78).

Performance: Organizations need to continuously improve their performance to maintain survival and progress, and human resources are considered the core assets of organizations and the source of any change and innovation in them. Job performance is defined as the expected value of organizations

from distinct behavioral events that individuals perform over a period of time. Job performance is one of the most important criterion variables in industrial and organizational psychology, and its importance for both individuals and organizations is quite clear. In other words, all major activities in industrial and organizational psychology are focused on improving job performance (Aslanpour Jokandan, Shahbazi and Maleki, 2011: 67).

Performance is the efficiency and effectiveness in the assigned tasks in addition to some personal data such as accident, change and slowness in work (Jalili, 2011). Most researchers believe that job performance is a multidimensional structure and its two important dimensions include contextual and task performance. Task performance includes behaviors that are involved in organizational maintenance activities such as product production, subordinate management, service delivery, and product sales, but performance is contextual behavior that is psychologically, socially. And the organization in which the work is done (such as working cooperatively with others, persevering to achieve difficult goals, following the rules of the organization, etc.). In fact, contextual performance refers to those job-related activities (such as hard work, helping others) that informally affect organizational effectiveness, but are formally part of the job or task. They are not considered (Sajjadi and Omidi, 2008: 92).

Organizational Culture

Hui and Miskel (1996) state that organizational culture is a recent issue in the field of organizational behavior and organizational growth. The roots of this phenomenon can be traced to theories of anthropology, sociology and social psychology. In the 1930s and 1940s, both Elton Mayo and Chester Barnard emphasized the importance of working group norms, emotions, values, and actions and reactions in the workplace by explaining the nature and informal organizational functions. (Mehrabanpour et al., 2017: 82).

In fact, organizational culture is the waste of success. The important point in this view is that cultural notions are not only related to the internal mechanisms of the organization, but more importantly, how the organization sees itself in relation to the various environments in which it operates (Mills, 2017: 82).

Organizational culture is the core values, beliefs and ethical principles that play an important role in an organizational management system (Denison, 2000). Accordingly, the present study aimed to investigate the impact of technology on teachers' performance with the mediating role of organizational culture in Tehran to be able to meet the future needs of the education system, especially teachers.

The relationship between OC and performance has gained significant recognition among OC researchers (Malam et al., 2019; Priyadharsan and Nithiya, 2020).

Maryati et al. (2019) revealed that the association between culture and performance was influenced by the manner in which organizations search for vital fact or information and then use the fact or information. OC creates competitive edge by defining the organization's limits or boundaries in terms of human interaction or experiences and capabilities to process information (Soomro and Shah, 2019). Similarly, researchers further emphasized that a good culture within an organization enhances the willingness of workers to achieve the organizational objectives in a specific direction (Santoso and Soehari, 2020; Shahzad, et al., 2013). Employees are on a common path in a sound culture toward meeting organizational objectives, which also offers an opportunity or impetus for employees to expand and grow within the organization (Puspita et

al., 2020). Consequently, it was suggested that it would be effective to improve EP by adopting a solid and sound OC (Shahzad et al., 2013). In addition, Fidyah and Setiawati, (2020) discovered that solid culture within the organization is quite useful to improve EP and enhances the organization's overall performance. Syauta et al. (2012) clarified that the organization that fail to have a long life expectancy, is as a result of poor culture of the organization. Eventually there will be a rally, protest, or the like that would bankrupt or unhealthy the organization. So it is clear that the organization goals will not be reached without solid approach through sound OC (Fithriana and Adi, 2017).

Finally, according to the research literature, the conceptual model of research is given in Figure 1.

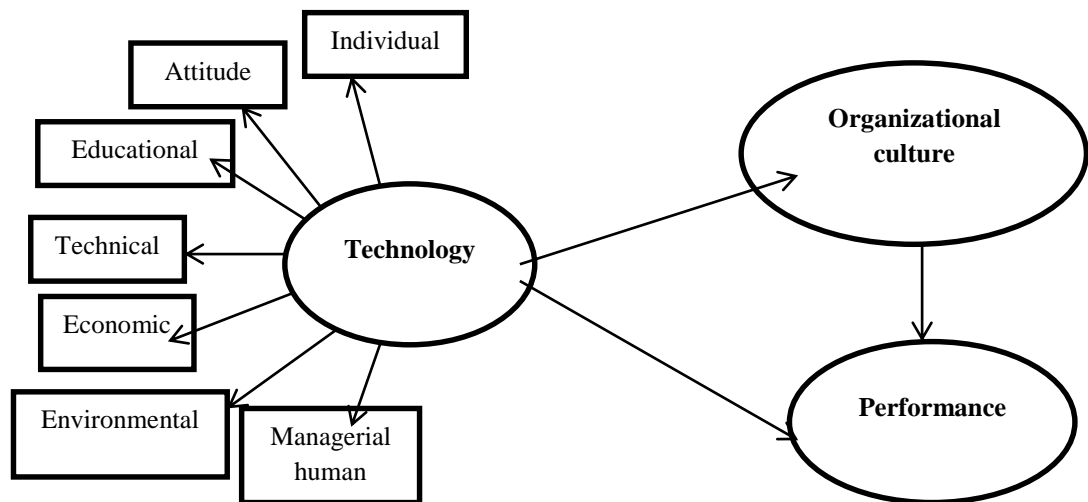


Figure 1- Conceptual Model of Research (Adapted from Mahmoudi Technology, 2013; Patterson Performance, 1992 (Sugar and Senior Translation, 2007);Denison Organizational Culture, 2000)

Research findings

The first sub-hypothesis

In this section, in order to investigate the effect of the variable "technology" on "performance" in a model, the

model of confirmatory structural equations is used. For this purpose, first in Figure 2, the theoretical and conceptual model of the above hypothesis is given.

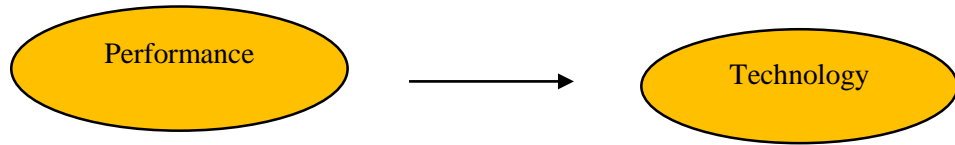


Figure 2- Theoretical and conceptual model of technology impact on performance

After drawing the above structure in LISREL software, adding model constraints and selecting the maximum likelihood

method, the model was executed and the fitting path diagram of Figure 3 and the values of t in Figure 4 were obtained.

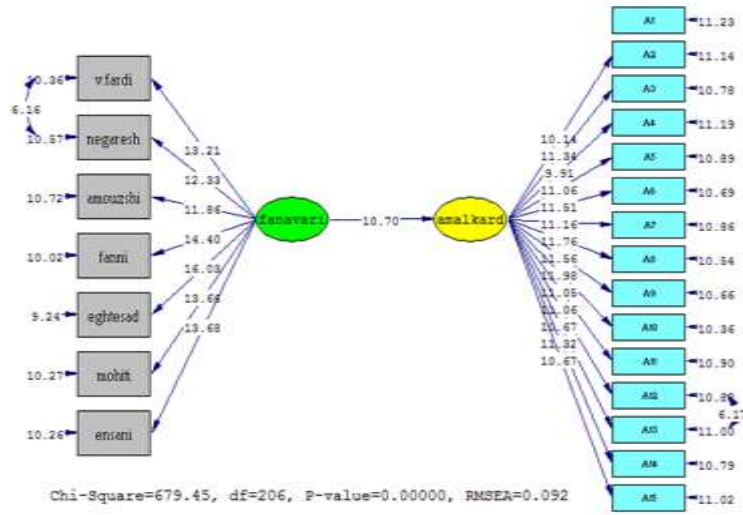


Figure 3- the path coefficients and factor loads of the performance impact model of technology (standard coefficients)

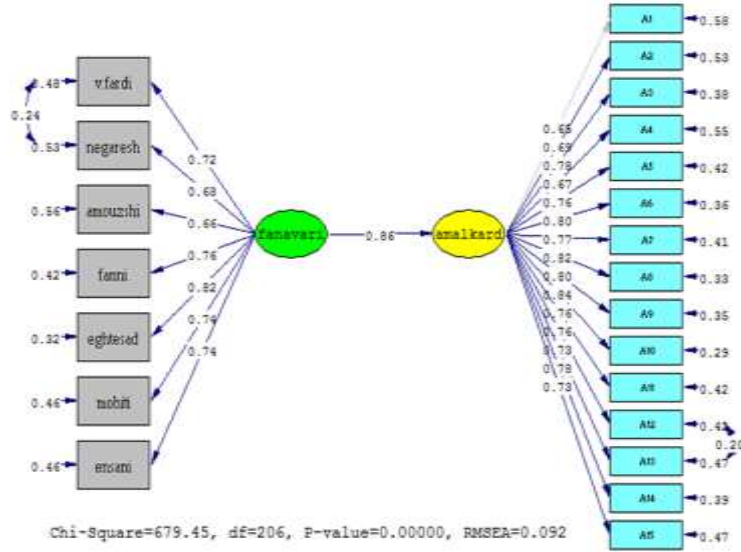


Figure 4- significant coefficients of performance impact model of technology

According to Chi-square and RMSEA criteria, this model provides a good fit to the data. Table 1 lists the most important and common fitting indices. As shown in the table below, all

indicators are statistically sufficient. Therefore, it is safe to assume that the researcher has achieved a relatively complete fit of these indices.

Table 1- A selection of important fit indices of the drawing model

Acceptable fit	the amount of	Abbreviation	Index name	Indicator
	679.45	-	Covered surface (Chi-square)	Absolute fit indicators
Larger than 0.8	0.86	GFI	Fit goodness index	Comparative fit indices
Larger than 0.8	0.82	AGFI	Modified fit goodness index	
Larger than 0.9	0.99	CFI	Adaptive Fit Index	Affordable fit indicators
Less than 0.1	0.092	RMSEA	The root of the mean squares of the estimation error	

Therefore, according to Figure 3, it is inferred that technology has a positive correlation with performance. It can then be concluded that the hypothesis of (positive) effect of technology on performance is accepted.

Second sub-hypothesis

In order to investigate the effect of the variable "technology" on "organizational culture" in a model, the model of confirmatory structural equations was used. For this purpose, first in Figure 5 theoretical and conceptual models of the above hypothesis.

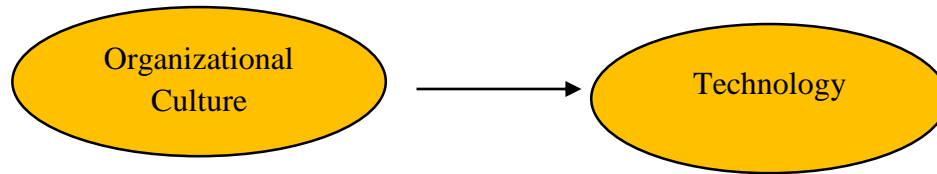


Figure 5- Theoretical and conceptual model of the impact of organizational culture on the technology variable

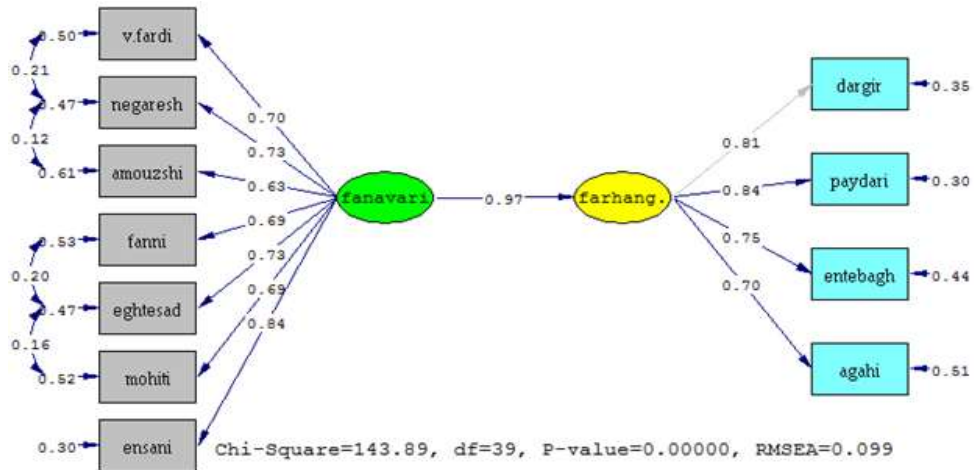


Figure 6- the path coefficients and factor loads of the model of the influence of organizational culture on the technology variable.

After drawing the above structure in LISREL software, adding the model constraints and selecting the maximum likelihood method, the model was executed and the fitting path diagram of Figure 6 and the values of t in Figure 7 were obtained.

According to Chi-square and RMSEA criteria, this model

provides a good fit to the data. Table 2 lists the most important and common fitting indices. As shown in the table below, all indicators are statistically sufficient. Therefore, it is safe to assume that the researcher has achieved a relatively complete fit of these indices.

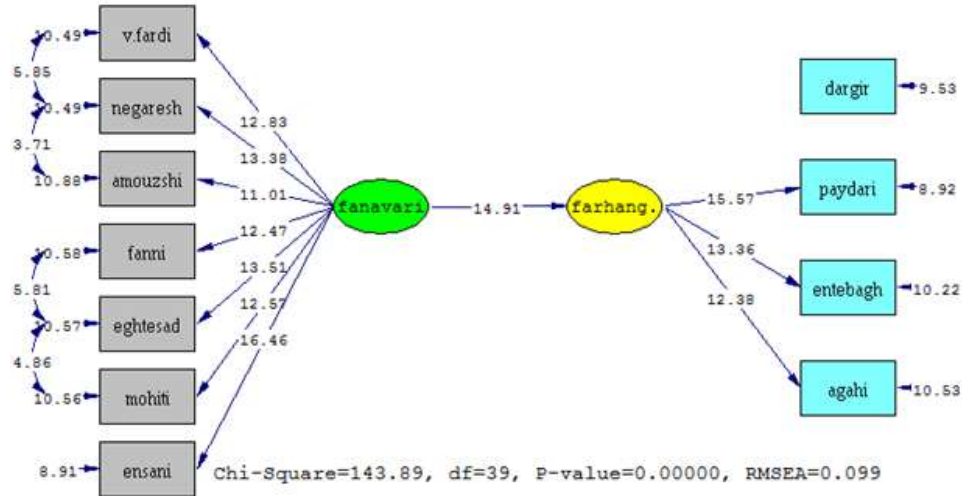


Figure 7- Significance coefficients of the organizational culture impact model of the technology variable

Table 2- is a selection of important fit indices of the drawing model

Acceptable fit	the amount of	Abbreviation	Index name	Indicator
	143.89	-	Covered surface (Chi-square)	Absolute fit indicators
Larger than 0.8	0.90	GFI	Fit goodness index	Adaptive fit indices
Larger than 0.8	0.85	AGFI	Modified fit goodness index	Adaptive fit indices
Larger than 0.9	0.99	CFI	Adaptive Fit Index	Adaptive fit indices
Less than 0.1	0.099	RMSEA	The root of the mean squares of the estimation error	Affordable Fit Indicators

Therefore, it is inferred that the hypothesis of technology influence on organizational culture is accepted.

Third sub-hypothesis

In order to investigate the effect of the variable "organizational

culture" on "performance" in a model, the model of confirmatory structural equations was used. For this purpose, first in Figure 8, the theoretical and conceptual model of the above hypothesis is given.

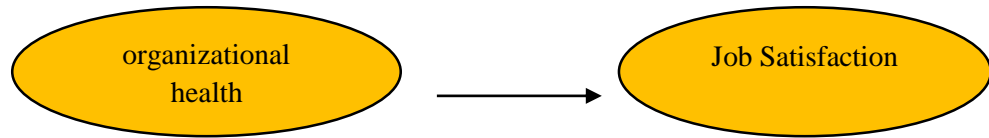


Figure 8- Theoretical and conceptual model of performance effectiveness of organizational culture

After drawing the above structure in LISREL software, adding the model constraints and selecting the maximum likelihood method, the model was executed and the fitting path diagram of Figure 9 and the values of t in Figure 10 were obtained.

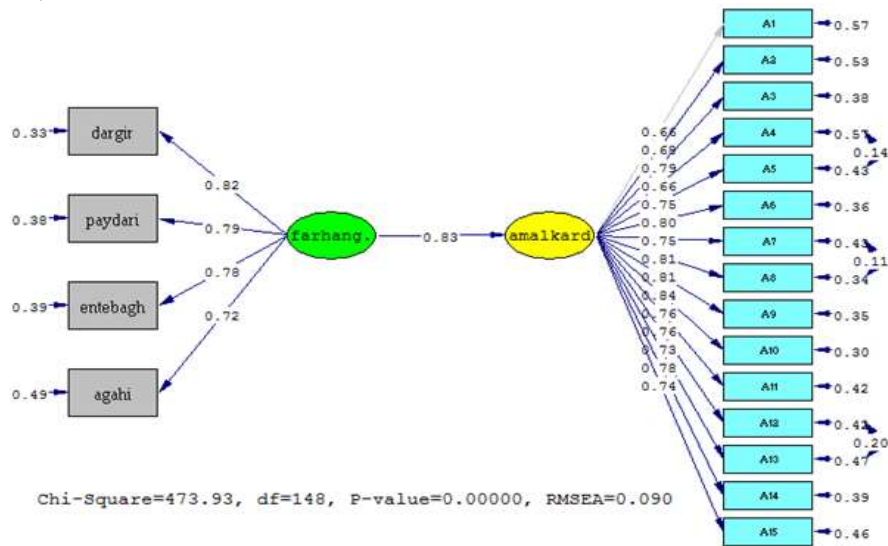


Figure 9- The path coefficient and factor loads of the performance impact model of organizational culture

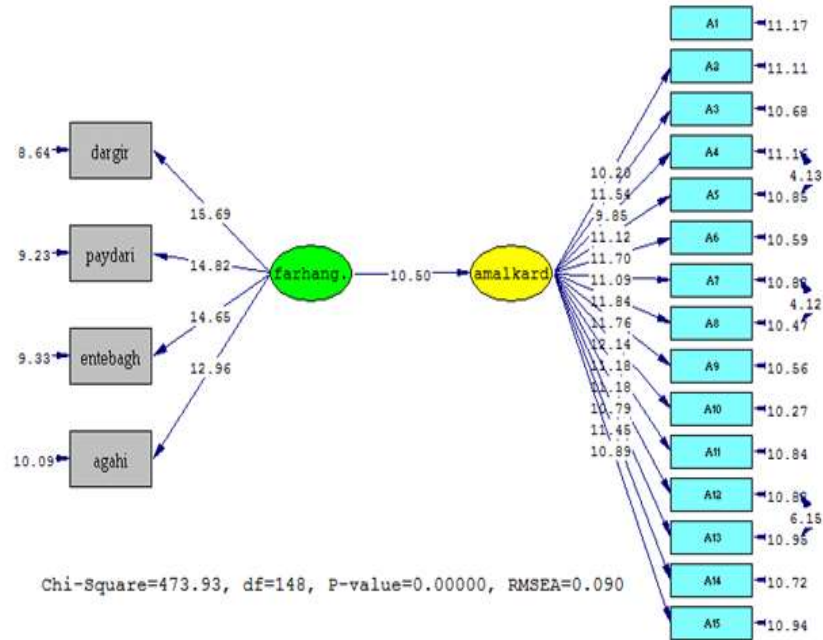


Figure 10- Significance coefficients of performance impact model of organizational culture

According to Chi-square and RMSEA criteria, this model provides a good fit to the data. Table 3 lists the most important and common fitting indices. As shown in the table below, all

indicators are statistically sufficient. Therefore, it is safe to assume that the researcher has achieved a relatively complete fit of these indices.

Table 3- is a selection of important fit indices of the drawing model

Acceptable fit	the amount of	Abbreviation	Index name	Indicator
	473.93	-	Covered surface (Chi-square)	Absolute fit indicators
Larger than 0.8	0.86	GFI	Fit goodness index	
Larger than 0.8	0.90	AGFI	Modified fit goodness index	Adaptive fit indices
Larger than 0.9	0.95	CFI	Adaptive Fit Index	
Less than 0.1	0.090	RMSEA	The root of the mean squares of the estimation error	Affordable Fit Indicators

Therefore, it is inferred that the hypothesis of the influence of organizational culture on performance is accepted

Investigation of the third research hypothesis
H0: Organizational culture does not affect the performance of education teachers in Tehran.

H1: Organizational culture affects the performance of education teachers in Tehran.

$$\begin{cases} H_0 = \beta = 0 \\ H_1 = \beta \neq 0 \end{cases}$$

According to the results, organizational culture has a significant effect on performance at the level of 99% confidence. (Statistic t is 10.50 out of the range of negative 2.58 to positive 2.58). According to the path coefficient (+ 0.83), it can be said that organizational culture has an effect

on the performance of education teachers in Tehran.

The main hypothesis

In order to investigate the effect of "technology" on "performance" mediated by "organizational culture" in a model, the model of confirmatory structural equations was used. For this purpose, first in Figure 4-7, the theoretical and conceptual model of the above hypothesis is given.

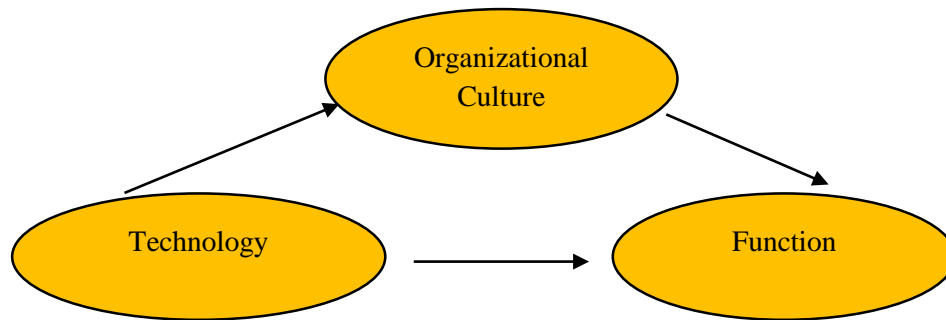


Figure 11- Theoretical and conceptual model of performance effectiveness of technology mediated by organizational culture

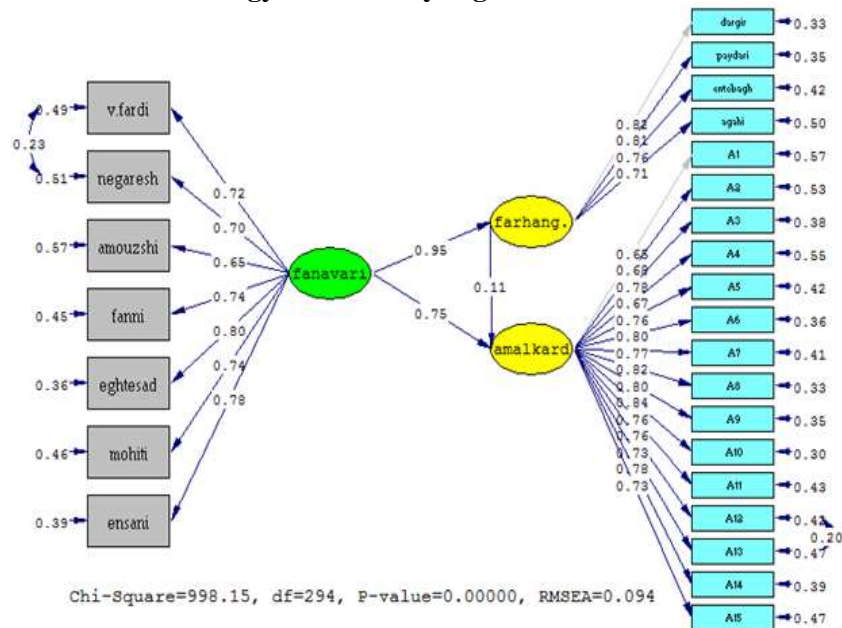


Figure 12- Performance impact model of technology mediated by organizational culture

After drawing the above structure in LISREL software, adding the model constraints and selecting the maximum likelihood

method, the model was executed and the fitting path diagram of Figure 12 and the values of t in Figure 13 were obtained.

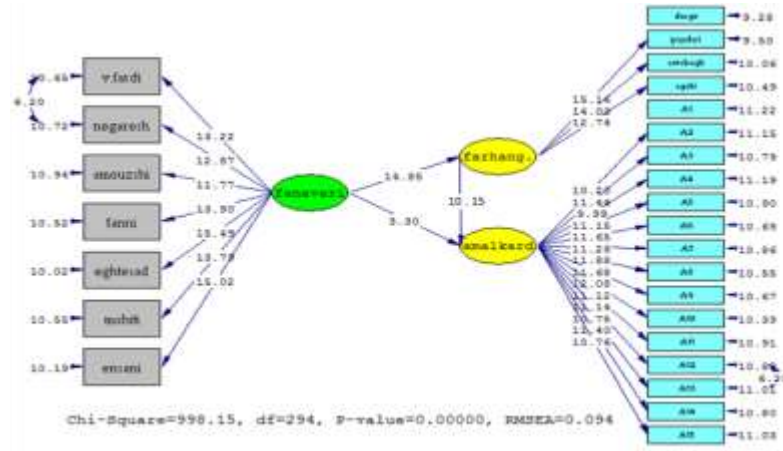


Figure 13 t-Value relates to the model of performance effectiveness of technology mediated by organizational culture

According to Chi-square and RMSEA criteria, this model provides a good fit to the data. Table 4 lists the most important and common fitting indices. As shown in the table below, all

indicators are statistically sufficient. Therefore, it is safe to assume that the researcher has achieved a relatively complete fit of these indices.

Table 4- selects the important fit indices of the drawing model

Acceptable fit	the amount of	Abbreviation	Index name	Indicator
	998.15	-	Covered surface (Chi-square)	Absolute fit indicators
Larger than 0.8	0.88	GFI	Fit goodness index	
Larger than 0.8	0.84	AGFI	Modified fit goodness index	Adaptive fit indices
Larger than 0.9	0.99	CFI	Adaptive Fit Index	
Less than 0.1	0.094	RMSEA	The root of the mean squares of the estimation error	Affordable Fit Indicators

Table 5 shows the path coefficients along with the values of t for the main hypothesis. As it turns out, the routes being tested

are accepted. In other words, technology affects the performance of teachers by mediating the role of organizational culture.

Table 5 -Path coefficient table and t values for the main hypothesis

Condition	The value of t	Path coefficient	path
accepted	14.85	0.95	Technology-->organization culture
accepted	10.15	0.11	organization culture-->performance
accepted	3.30	0.75	Technology-->performance

To investigate the direct and indirect effects of independent variables on dependents, it is necessary to provide total, direct

and indirect effects for the endogenous variable of the model, which can be seen in the following tables.

Table 6- Separation of effects, direct, indirect and total in the research model

Total	Effect		independent variable	The dependent variable
	indirect	Direct		
0.95	----	0.95	Technology	Organizational Culture
0.11	-----	0.11	Organizational Culture	Function
0.75+0.10= 0.85	0.95*0.11= 0.10	0.75	Technology	Function

As can be seen in the table, the effect of technology on teachers' performance with the mediating role of organizational culture is 0.85.

Therefore, it is inferred that the hypothesis of the effect of technology on the performance of teachers with the mediating role of organizational culture of education in Tehran is accepted.

Discussion and conclusion

The human element is one of the most important resources of Iraqi organizations as it is the foundation of organizations in achieving their success and the implementation of their objectives (Mahdi, Nassar, & Almsafir, 2019). Hence, the Department works on directing

individuals and building their capacities by linking their goals to the organization's objectives and working to create an organizational atmosphere that will enhance participation and mutual respect (Blanchard, 2018).

In the organizational context, performance is usually defined as the extent to which an organizational member contributes to achieving the goals of the organization. Employees are a primary source of competitive advantage in service- oriented organizations (Al Shobaki et al., 2017).

Employee performance is originally what an employee does or does not do (Mone & London, 2018).

Employee's performance is a rating system used in many corporations to decide the abilities (Hassan, 2016). Good employee performance has been linked with increased consumer perception of service quality, while poor employee performance has been linked with increased customer complaints and brand switching (Kennedy, 2019).

Training development is the organized way in which organizations provide development and enhance quality of new and existing employees (Dhar, 2015). Training is viewed as a systematic approach of learning and development that improve individual, group and organization (Cummings & Worley, 2014).

Training: Has long been recognized as one of the major functions within HRM and has thus attracted great research attention by academic writers (Merriam & Grenier, 2019). This has led to a number of training concepts. For example, (Asfaw et al., 2015) defines training as a planned and organized change of behaviour through learning experiences, activities and programs that allow participants to achieve the level of awareness, expertise, skills and ability to effectively perform their work. According to (Kerzner, 2017) Training can also be defined by management as a planned and organized initiative aimed at altering employee conduct, in a direction that will achieve organizational objectives. A structured training plan is an attempt by the employer to give the employee the opportunity to learn

job-related skills, attitudes and awareness (Ampomah, 2016, Amir abdulla , hamawandy, 2021).

It may be predicted that the structure and roles of classroom management will change as a result of changing classroom structure and interaction types due to integration of technology in education. For example, technical issues experienced in using IT in class can cause disruptions in course and that can also lead to the formation of negative student behaviors (Lim et al., 2005). However, little research exists (Bolick & Bartels, 2014; Sabancı, Özyıldırım & Imsır, 2014; Uçar, 2017)

One of the organizations in which human interaction with the environment is extensive is the education system in which schools, especially teachers, have a sensitive and important educational role. Today, education accounts for a significant portion of each country's budget. Given the importance and role of education, especially in the economic, political, social and cultural dimensions, it is necessary to improve the quality of education, basic activities to prevent the loss of human and material resources (Islami, Ganjkanlu , Abdi and Khabiri, 2018: 10).

On the other hand, today, the use of technology has been used as a facilitator and key factor in most organizations; Also, the role of organizational culture as a set of assumed values and basic beliefs and expectations in improving the performance of employees of organizations cannot be ignored

(Hooshmand Moghaddam, Hassanzadeh and Behnia, 2015: 12).

In today's society, the main goal of technology is to facilitate and develop and strengthen the process of teaching and learning, and information and communication technology has played an important role in recent developments, including education. Because in today's society, information technology is so intertwined with education that it is impossible to imagine education without the use of information technology. Technology can be likened to rain that, if rained in the right place, can cause flooding or the origin of swamp formation. The entry of this phenomenon into the field of education and teaching-learning is not devoid of these two roles; Therefore, it is necessary to pay attention to the fact that before providing the possibility of merging these two categories, a suitable cultural and scientific background should be provided for it. Undoubtedly, technology has led to extensive developments in all areas, especially in the field of teaching and learning of humanity, and its scope of application and impact on various aspects of life today and the future of human societies has become one of the most important topics in the world. Therefore, in order to transfer information, it is necessary to pay attention to the appropriate skills for this purpose (Ekhtiari Bilesvar and Soleimani Bilesvar, 2015: 47).

On the other hand, with the growth of science and research and new theories that are increasing

day by day, organizational culture is becoming increasingly important. Organizational culture has received a lot of attention due to its effectiveness and significant impact on organizations. In recent years, this attention has also spread to educational systems. Among the various constituent elements of educational systems in schools, teachers are considered as the core and true implementers of the education system and the impact of their behaviors on society is so great that it can be said that the prosperity of the country is in their hands (Akbari, Zahed Babalan and Raheli Namin , 1398: 12).

On this basis it can be said; Organizational culture is one of the most important factors in promoting or inhibiting management activities and knowledge exchange. Today's organizations, especially the education organization, need to access, maintain and share knowledge and information, and due to the large volume of knowledge and information, geographical distribution of resources and consumers, the study of information and communication technology as infrastructure and prerequisites Participation in the organization is an urgent need. Today, investing in information technology is one of the most important issues in all organizations. In many cases, investing in this area has resulted in significant cost savings, and in other cases, productivity has not improved in proportion to the amount of investment. The use of information technology in the

organization faces problems in the organizational culture that has a negative impact on the use of information technology (Assadollahzadeh Mahneh, Vaziri and Javideh, 2015: 37).

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