



Identification of barriers and monitored the implementation of electronic training system and provide solutions to fix it

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Abstract. Barriers to implementing e-learning systems may be related to the organization, manpower or technology-related factors. Given the many obstacles that have been detected, managerial and human factors are the main obstacles in this study. A reliable and valid questionnaire was distributed among management organizational development and human capital Tehran University of Medical Sciences staff. For analysis of data obtained through questionnaires SPSS statistical software is used. The methods of descriptive and inferential statistics were used for data analysis. The result shows that all human and management factors were effective in implementation of e-learning systems in organizations and all primary and secondary research hypotheses were confirmed and as well the factors, to the extent of influence in the implementation of e-learning system were determined by statistical analysis. According to the results presented proposals to eliminate barriers to implementing e-learning systems are: 1- Avoidance of fast and frequent changes of managers 2 -Taking the collaboration of the managers in order to implement the system 3- Analysis of the requirements of the system by senior manager 4-To secure managers commitment to support the implementation of e-learning system 5 - The system supports the use of experts with high skills and experiences 6 - To inform and familiarize employees with the system 7- Raising the level of staff knowledge and skills in using internet 8-To increase the level of individual learning skills of the employees.

Keywords: Electronic training, Resistance to Change, Senior management commitment.

1. INTRODUCTION

Information Technology have changed the life style of human dramatically. Training is one of the scopes which has a great share of these changes has allocated. Electronic and virtual trainings are replaced with traditional training by having numerous benefits including the possibility of learning at any time and place, time and money economy, flexibility of studying method according to the user's need and accessibility to up-to-date information and the process of using it is increasing dramatically. Nowadays, the necessity of training in organizations is considered as a natural matter. Development and advancement of organizations depends on improvement of knowledge, skill and behavioral level of human resources. According to this, most organizations hold variable Electronic Training courses for their employers (Zarei,2005). Therefore, it must be considered that Electronic Training subject is considered as a new scope in most of the countries and has not paid attention practically yet (Montazer,2007). Thus, despite all the benefits of this kind of training, there are some challenges and obstacles for it which have influenced global training systems from different aspects. It is obvious that such a technology must be known before being entered, in other words its other aspects including its problems and obstacles must be understood and a realistic planning should be done according to the problems (Hosseini, Mir Arab Razi, Rezaei, 2007).

2. THEORETICAL BASICS AND REVIEW OF LITERATURE

Electronic Training means using informational technologies and computers in order to create a learning experience (Horton,2006).“Cross”quote “Liot Missi” and introduces Electronic Training as using network technology in order to design, deliver, choose, manage and develop

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learning (Farhadi,2005). Electronic Training or learning in a vast explanation includes any use of web and internet technologies in order to create learning experiences.Indeed,electronic learning is result of dramatic and developing evolution cycle of new technologies in its real meaning (Zarei and Zavaraki, 2008).

The most important feature of this type of training is that it can occur whenever and wherever and does not necessarily need the presence of teacher and scheduling of traditional courses (Kabasi and Virou, 2004).

Khan(2005) introduces three major features for an Electronic Training system: he believes that Electronic Training system must be flexible, distributed and open. Each of these features has its own explanation in his view point. Flexibility means that the learner has the possibility to control ones training method in this system. Distributed means to cross geographical and time boundaries in order to access to the contents of Electronic Training system and finally openness means to destroy the learning obstacles for the learners with different situations and facilities.

The aim of Electronic Training is to deploy training method by means of instruments, systems, hardware etc. which puts down many problems of training: including elimination of time and place, generalizing trainings and transferring the knowledge and science from real environments to virtual and unreal ones (Momeni Rad, 2009).

There are many benefits accrued for this kind of training in organizations including more efficiency and expense economy, better supports for learners, more flexibility of learners, it is accessible for learners and employers at every place and time, it reduces the importance of training time, the learners must not be concerned about going to another place in order to be trained: training has a compatible quality which can be reviewed before starting, training is individual and lets the user to continue with ones very own speed, training partnership can be reviewed simply and the advancement process can be controlled: electronic learning also helps to reduce the direct training expenses by improving the learners' function, reducing the training space and eliminating the transportation costs for going to the training place. As electronic learning enables the employees to train the key employers (who cannot use traditional courses), it is more economic than traditional trainings and the employees can adapt the training according to their needs.The results of evaluation of "Online Learning" magazine indicates that the organizations which use electronic learning had found it valuable. Indeed, 82% of them are satisfied with their efforts in this field and two third of them look at electronic learning as a solution to their career problems (kazemi and Babaei, 2008).

Electronic Training as a new, effective on training and learning and suitable method in educational system according to the proposed issues faces some problems which according to the researches as problems and obstacles in development of universal Electronic Training include problems of training and planning policies, infrastructures, language, capacity making and financial affairs, pedagogical challenges, organizational and technological challenges (Razaghi, 2006).

Evaluation of the researches about the failures of Electronic Training projects indicate that the reasons of their failures are centered by approaches including managerial, request-based, electronic and learning-based approaches (Ramizovsky, 2004).

Atashak (2007) points at Electronic Training challenges in Iran in a part of his article entitling electronic training, concepts, findings and pragmatics including: lack of integrated national policy for using IT in training, lack of proper investment, non-agreement on electronic learning, numerous centers for decision making, numerous centers of implementation, low informational education, weak supporting system and existence of traditional training system.

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Bagheri Majd, Shahi and Mehr Alizade (2013) in an article entitling Electronic Training Development Challenges in Higher Education System suggested the inhibiting factors of Electronic Training development in Higher Education System from the view points of Shahid Chamran University of Ahwaz Faculty members in a case study in this university as: managerial, organizational, individual and technological obstacles.

The more general analysis of the factors of Electronic Training projects' failure belongs to "Philips", he believes that the project failure factors are always placed in three levels as follows:

1-Product Level

- Weak course design (a combination of theories and facts regardless of their application in real life)
- Weak electronic class design (confusing routing in order to reach lessons, damaged forums, order to reach lessons, damaged forums, problematic interactions)
- Weak functionality of technology (weak voice, scattered video)
- Weak management of social interactions of the course (inexperienced holders of course)
- Slowness of interaction between trainer and learner

2-Learner's Level (internal side)

- Lack of time
- Low tendency to the subject of lesson
- Low motivation of learners
- Weakness of self-studying skills
- Weakness of time management skills
- Personal problems (divorce, changing conditions, parental responsibilities)
- Lack of essential electronic skills (mutuality with electronic letters' list)
- Mental resistance against losing face-to-face learning benefits (e.g. social communication, travelling, eating food)

3-Organizational Level (external side)

- Weak internal marketing for courses
- Lack of clear reward structure
- Lack of high quality learning condition
- Not preparing suitable learning facilities
- Lack of feedback and managerial support from learning
- Not determining sufficient time for In-service training
- Lack of developed cooperation in order to help creating learning culture
- The fact that all people expect that because new learning is a new phenomena, other methods must be eliminated.
- Nakami in adjustment of network training work with most suitable aims of it (Rahimi Doust, 2007).

According to the challenges of Electronic Training system implementation, this subject is selected for this research whose aim is to determine the effective factors and implementation obstacles of Electronic Training system in organizations of the country and providing solutions for overcoming it and to help implementation development of Electronic Training system in organizations of country. According to the obstacles against implementation Electronic Training system, managerial and human factors are considered as two main obstacles in the research hypothesis. Our research hypothesis are as follows:

- 1-Managerial factors block implementation of Electronic Training system in organization.
- 2-Human factors block implementation of Electronic Training system in organization.

Lack of commitment of top managers, lack of their support, their resistance against implementation of Electronic Training system, non-realistic training programs of managers, early management changes, as subgroup of managerial factors and non-prepared employers, low level of their knowledge, resistance to changes from employers, lack of Electronic Training experts, lack of their skills, are considered as subgroup of human factors which avoid implementation of Electronic Training system in organization.

3. RESEARCH METHOD

Descriptive – analytical method is used in this research. Descriptive studies considers the present time. This kind of research explains and interprets the existing conditions and relationships and studies the present status of the phenomena or subject of study.

The main means of this research is questionnaire. The questionnaires contain 24 questions via Likert in five levels. Answer levels are accordingly very low, low, medium, high and very high.

Sample consists of all the organization development management and human capital experts of Tehran Medical Science University who have passed their training courses electronically. Simple random sampling method is used in order to select the sample and as this sample is limited, the sampling formula of limited sample is used and the sample size is 50 people.

In order to evaluate the validity, the questionnaire has been handed to experts, training managers, Electronic Training implementers and experienced managers of Tehran University of Medical Sciences in three stages and their comments have been implied to the questionnaire.

In order to determine the reliability of examination, retesting or reexamination has used along with calculation of Cronbach Alfa. In this regard, first a primary sample including 10 questionnaires was handed in the first pre-test stage. Again, 10 days later the questionnaires were handed to the same people. In each stage, the Cronbach Alfa coefficient was studied whose results are shown in the following table:

Table 1. Cronbach Alfa coefficient in first and second pre-test stages.

Cronbach Alfa coefficient in second stage of pre-test	Cronbach Alfa coefficient in first stage of pre-test
0/901	0/874

It should be noted that Alfa coefficient of less than 60% is considered as weak, 70% is acceptable and more than 80% is considered as good. The nearer the reliability coefficient to 1, the better the results (Sarmad, Bazargan, Hejazi, 2004).

As it can be seen in the table, Cronbach Alfa coefficient is more than 0/70 in all the cases which means high reliability of the questionnaire.

4. DATA ANALYSIS

The sample of this study includes development management and human resource employers of Tehran Medical Science University. Demographic variables of this study include age, gender and educational degree. The findings of this research shows that most of the sample are women (58%) and most of the answerers are 20-30 years old (54%) and most of them have BA degree (40%).

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In order to obtain research and hypothesis aims descriptive statistics are used including calculation of statistical indexes and setting frequency distribution table and illative statistics are used including parametric examination of Pearson correlation coefficient and multi-variable linear regression statistical examination.

5. DESCRIPTIVE STATISTICS

The tables of descriptive statistics are explained briefly as follows:

Table 2. Absolute and relative abundance distribution of statistical sample bar in terms of gender

Total	Man	Woman	
50	21	29	Number
100	42	58	Percentage

Table 2 shows that 58% of the answerers are women and 42% are men.

Table 3. Absolute and relative abundance distribution of statistical sample bar in terms age

Total	41-50	31-40	20-30	
50	4	19	27	Number
100	8	38	54	Percentage

Table 3 shows that most of the answerers are 20-30 years old and only 8% of them are 41-50.

Table 4. Absolute and relative abundance distribution of statistical sample bar in terms educational degree

Total	MA	BA	High school	
50	17	20	13	Number
100	34	40	26	Percentage

Table 4 shows that most of the answerers (40%) are graduated and have BA degree.

Table 5. Descriptive statistics of research independent variables

Standard Deviation	Average	Number	Effective Factors on Electronic Training System Implementation
0/75701	1/72	50	Commitment of top managers
0/7709	1/76	50	Supports of top managers
0/69985	1/80	50	Management resistance to system implementation
0/63546	1/9067	50	Realistic training programming
0/99304	2/44	50	Early managerial changes
0/85199	2/668	50	Readiness of employers
0/83146	2/30	50	Knowledge level of employers
0/8702	2/52	50	Resistance of employers to changes
0/71969	1/82	50	Lack of experts
0/76432	2/05	50	Lack of experts' skills
0/51351	2/0985	50	Total grade

In table 5 the average and standard deviation are presented as independent research variables (effective factors on Electronic Training system implementation). From the employers of development management and human capital of Tehran University of Medical Sciences view point, the order of their effects on Electronic Training system implementation are as follows(according to average values):

Commitment of managers, Supports of top managers, Management resistance to system implementation, Lack of experts, Realistic training programming, Lack of experts’ skills, Knowledge level of employers, Early managerial changes, Resistance of employers to changes and unprepared employers. According to the average of total grade (2/0985) it can be concluded that From the employers of development management and human capital of Tehran University of Medical Sciences view point all of the factors (independent research variables) have high effect on Electronic Training system implementation.

5.1. Illative Statistics

Here the research hypothesis will be examined. in order to examine the hypothesis related to the relationship between Electronic Training system implementation and each one of the effective factors on it, Pearson correlation test is used.

5.2. Testing main hypothesis

Testing main hypothesis1: there is a relationship between managerial factors and Electronic Training system implementation in organization.

Table 6. Correlation between managerial factors and Electronic Training system implementation.

		Managerial factors	Electronic Training system implementation
Managerial factors	Pearson correlation	1	0/869**
	p - value		.000
Electronic Training system implementation	Pearson correlation	0/869**	1
	p - value	.000	

According to the results obtained from correlation table it can be concluded that managerial factors have direct (positive) relationship with Electronic Training system implementation in organization (R=0/869, p-value = 0).

Testing main hypothesis 2: there is a relationship between human factors and Electronic Training system implementation in organization.

Table 7. Correlation between human factors and Electronic Training system implementation in organization.

		Human factors	Electronic Training system implementation
Human factors	Pearson correlation	1	0/898**
	p - value		.000
Electronic Training system implementation	Pearson correlation	0/898**	1
	p - value	.000	

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According to the results obtained from correlation table it can be concluded that human factors have direct (positive) relationship with Electronic Training system implementation in organization (R = 0/898, p-value = 0).

5.3. Testing secondary hypothesis

Testing secondary hypothesis 1: there is a relationship between commitment of top managers and Electronic Training system implementation in organization.

Table 8. Correlation between commitment of top managers and Electronic Training system implementation in organization.

		Commitment of top managers	Electronic Training system implementation
Commitment of top managers	Pearson correlation	1	0/499**
	p - value		.000
Electronic Training system implementation	Pearson correlation	0/499**	1
	p - value	.000	

According to the results obtained from table 8 it can be concluded that commitment of top managers have direct (positive) relationship with Electronic Training system implementation in organization (R= 0/499, p-value= 0).

Testing secondary hypothesis 2: There is a relationship between Supports of top managers and Electronic Training system implementation in organization.

Table 9. Correlation between Supports of top managers and Electronic Training system implementation in organization

		Supports of top managers	Electronic Training system implementation
Supports of top managers	Pearson correlation	1	0/591**
	p - value		.000
Electronic Training system implementation	Pearson correlation	0/591**	1
	p - value	.000	

According to the results obtained from table 9 it can be concluded that Supports of top managers have direct(positive) relationship with Electronic Training system implementation in organization (R= 0/591, p-value= 0).

Testing secondary hypothesis 3: There is a relationship between resistance of managers and Electronic Training system implementation in organization.

Table 10. Correlation between resistance of managers and Electronic Training system implementation in organization.

		resistance of managers	Electronic Training system implementation
resistance of managers	Pearson correlation	1	0/589**
	p - value		.000
Electronic Training system implementation	Pearson correlation	0/589**	1
	p - value	.000	

According to the results obtained from table 10 it can be concluded that resistance of managers have direct (positive) relationship with Electronic Training system implementation in organization (R= 0/589, p-value= 0).

Testing secondary hypothesis 4: There is a relationship between Realistic training programming of managers and Electronic Training system implementation in organization.

Table 11. Correlation between Realistic training programming of managers and Electronic Training system implementation in organization

		Realistic training programming of managers	Electronic Training system implementation
Realistic training programming of managers	Pearson correlation	1	0/634**
	p - value		.000
Electronic Training system implementation	Pearson correlation	0/634**	1
	p - value	.000	

According to the results obtained from table 11 it can be concluded that realistic training programming of managers have direct (positive) relationship with Electronic Training system implementation in organization (R= 0/634, p-value= 0).

Testing secondary hypothesis 5: There is a relationship between early managerial changes and Electronic Training system implementation in organization.

Table 12. Correlation between early managerial changes and Electronic Training system implementation in organization.

		early managerial changes	Electronic Training system implementation
early managerial changes	Pearson correlation	1	0/737**
	p - value		.000
Electronic Training system implementation	Pearson correlation	0/737**	1
	p - value	.000	

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According to the results obtained from table 12 it can be concluded that early managerial changes have direct(positive) relationship with Electronic Training system implementation in organization (R= 0/737, p-value= 0).

Testing secondary hypothesis 6: There is a relationship between Readiness of employers and Electronic Training system implementation in organization.

Table 13. Correlation between Readiness of employers and Electronic Training system implementation in organization.

		Readiness of employers	Electronic Training system implementation
Readiness of employers	Pearson correlation	1	0/74**
	p - value		.000
Electronic Training system implementation	Pearson correlation	0/74**	1
	p - value	.000	

According to the results obtained from table 13 it can be concluded that Readiness of employers have direct (positive) relationship with Electronic Training system implementation in organization (R= 0/74, p-value=0).

Testing secondary hypothesis 7: There is a relationship between Knowledge level of employers and Electronic Training system implementation in organization.

Table 14. Correlation between Knowledge level of employers and Electronic Training system implementation in organization.

		Knowledge level of employers	Electronic Training system implementation
Knowledge level of employers	Pearson correlation	1	0/687**
	p - value		.000
Electronic Training system implementation	Pearson correlation	0/687**	1
	p - value	.000	

According to the results obtained from table 14 it can be concluded that Knowledge level of employers have direct (positive) relationship with Electronic Training system implementation in organization (R= 0/687, p-value=0).

Testing secondary hypothesis 8: There is a relationship between Resistance of employers to changes and Electronic Training system implementation in organization.

Table 15. Correlation between Resistance of employers to changes and Electronic Training system implementation in organization.

		Resistance of employer to changes	Electronic Training system implementation
Resistance of employers to changes	Pearson correlation	1	0/698**
	p - value		.000
Electronic Training system implementation	Pearson correlation	0/698**	1
	p - value	.000	

According to the results obtained from table 15 it can be concluded that Resistance of employers to changes have direct (positive) relationship with Electronic Training system implementation in organization (R= 0/698, p-value=0).

Testing secondary hypothesis 9: There is a relationship between Lack of experts of Electronic Training and Electronic Training system implementation in organization.

Table 16. Correlation between Lack of experts of Electronic Training and Electronic Training system implementation in organization.

		Lack of experts of electronic training	Electronic Training system implementation
Lack of experts of electronic training	Pearson correlation	1	0/554**
	p - value		.000
Electronic Training system implementation	Pearson correlation	0/554**	1
	p - value	.000	

According to the results obtained from table 16 it can be concluded that Lack of experts of Electronic Training have direct (positive) relationship with Electronic Training system implementation in organization (R= 0/554, p-value=0).

Testing secondary hypothesis 10: There is a relationship between skills of Electronic Training experts and Electronic Training system implementation in organization.

Table 17. Correlation between skills of Electronic Training experts and Electronic Training system implementation in organization.

		skills of Electronic Training experts	Electronic Training system implementation
skills of Electronic Training experts	Pearson correlation	1	0/715**
	p - value		.000
Electronic Training system implementation	Pearson correlation	0/715**	1
	p - value	.000	

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According to the results obtained from table 17 it can be concluded that skills of Electronic Training experts have direct (positive) relationship with Electronic Training system implementation in organization (R= 0/715, p-value=0).

The relationship between independent research variables (effective factors on Electronic Training system implementation in organization) and Electronic Training system are listed here from the highest relationship to the lowest and the factors are ordered according to their relationship with dependence research variable (Electronic Training system):

- Readiness of employers (R =0/74)
- Early managerial changes (R =0/737)
- Lack of skills of Electronic Training experts (R =0/715)
- Resistance of employers to changes (R =0/698)
- Knowledge level of employers (R =0/687)
- Realistic training programming of managers (R =0/634)
- Supports of top managers (R =0/591)
- Resistance of managers to implementation of system (R =0/589)
- Lack of Electronic Training experts (R =0/554)
- Commitment of top managers (R =0/499)

5.4. Multi-variable linear regression test

In order to test hypothesis of anticipation of Electronic Training system implementation in organization by managerial factors (supports of top managers, commitment of top managers etc.) and human factors (readiness of employers, knowledge level of employers, etc.) Multi-variable linear regression parametric test of simultaneous method is used.

In simultaneous method all the independent variables enter the model simultaneously in order to determine the effect of all the important and non-important variables on dependent variable.

Hypothesis: managerial factors (commitment of managers, Supports of top managers, Management resistance to system implementation, Realistic training programming of managers and Early managerial changes) are effective to implementation of Electronic Training system in organization and have the ability to anticipate it.

Table 18. Multi-variable linear regression table.

Variables	B	β	T	R	R²	F(5/49)	a
Commitment of managers	0/081	0/119	1/416				
Supports of managers	0/024	0/036	0/40				
Resistance of managers	0/23	0/313	4/593	0/911	0/83	42/994	0/398
Realistic training programming of managers	0/246	0/304	3/719				
Early managerial changes	0/261	0/505	7/256				

According to the results all the managerial factors have high meaningful multi-correlation with implementation of Electronic Training system and square of their correlation coefficient is also meaningful (F(5/49)=42/994 and R-square=0/83). It also shows that about 83% of changes of dependent variable (implementation of Electronic Training system) can be explained by optimal linear compositions of managerial factors.

Analyzing the multi-variable linear regression shows that Early managerial changes, Management resistance to system implementation, Realistic training programming of managers, commitment of managers and supports of top managers have accordingly the highest relationship with implementation of Electronic Training system (according to the values of β s).

Hypothesis: human factors (Resistance of employers to changes, Knowledge level of employers, readiness of employers, etc.) are effective to implementation of Electronic Training system in organization and have the ability to anticipate it.

Table 19. Multi-variable linear regression table

Variable	B	β	T	R	R ²	F(5/49)	a
Readiness of employers	0/178	0/295	2/466				
Knowledge level of employers	0/078	0/126	1/285				
Resistance of employers	0/141	0/238	2/405	0/905	0/82	40/013	0/388
Lack of experts	0/097	0/136	1/566				
Skills of experts	0/257	0/382	4/093				

According to the results of table 19, all the human factors have high meaningful multi-correlation with implementation of Electronic Training system and square of their correlation coefficient is also meaningful (F(5/49)= 40/013 and R-square=0/82) and it shows that about 82% of dependent variable change (implementation of Electronic Training system) can be explained by optimal linear compositions of human factors (readiness of employers, knowledge level of employers, etc.).

Analysis of multi-variable regression shows that: Skills of experts, Readiness of employers, Resistance of employers, Lack of experts, Knowledge level of employers have highest relationship with implementation of Electronic Training system accordingly (according to β values).

6. CONCLUSION

After evaluation and analyzing the obtained data from questionnaire, the results indicate that managerial and human factors are accordingly effective on implementation of Electronic Training system in organization and the considered main and secondary hypothesis of this research are accepted after evaluation.

According to the results of multi-variable regression analysis the obstacles implementation of Electronic Training system are stated according to their effectiveness on the system and some solutions will be suggested to these problems.

According to the multi-variable regression analysis in the field of managerial factors, the first and most important effective factor on implementation of Electronic Training system in organization is early managerial changes. Continuous and early replacements of managers in organization is the most important effective factor on implementation of Electronic Training system in organization from the employers of management and development of organization and human capital of Tehran Medical Science University's point of view.

Therefore, while deciding to implement this system in organization these factor must be considered and then suitable planning must be done and a stable management should be

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selected for the organization via suitable methods and ways and also those organizations who implement this system now must consider early management change and avoid it.

The second effective factor on implementation of Electronic Training system is resistance of managers. Therefore, its reason must be evaluated first and then a solution must be provided for it. When managers resist to implementation of Electronic Training system, they become the most important factor against implementation of Electronic Training system. Therefore, by synchronizing managers in order to implement this system we can eliminate a big obstacle in front of this way.

The third factor is non-realistic training planning. When top managers do not determine the aims of training courses for the employers or do not set goals realistically, system implementation faces problems. A good planning and setting goals of organization and a good analysis of implementation of Electronic Training system requirements from top management can help system implementation.

Fourth and fifth effective factors on implementation of Electronic Training system are lack of commitment and supports of top managers. When Electronic Training system do not have commitment and supports to top managers, we will have problems in implementation of it. Therefore, in order to have a good implementation of Electronic Training system, top managers supports and commitment are needed.

According to the multi-variable regression analysis in the field of human factors, the most important factor is experts skills and implementation of Electronic Training system will face problem in the case of lack of skills and experience of system experts. Therefore, high skill experts are needed in order to implementation of Electronic Training system.

The second effective factor in Electronic Training is readiness of employers. When the employers pass their training in-service courses individually and electronically, they cannot have a successful role in implementation of Electronic Training system because of being separated with other learners and lack of social interaction with them and as a result low motivation and denial of the new system and the resulting stress from its implementation. Therefore, by teaching and preparing the employers for this system and stating the benefits of using it we can reduce the stress and denial of employers toward it and in the case that employers understand its benefits well they can have a successful role in its implementation.

The third effective factor is resistance of employers to system implementation. When employers like stability in organization and using traditional methods, the feeling of insecurity and fear of ambiguity in employers results in resistance to implementation of Electronic Training system. Therefore, variable session must be held in order to create tendency in employers to organizational system change to make them no resist to new systems and start working without fear of ambiguity and insecurity of new system.

Fourth and fifth effective factors are lack of experts and low knowledge level of employers. Therefore, by using supporting experts and increasing the knowledge level of employers to computer and increasing their skills in using internet and also their individual learning skills by training courses for computer and internet we can be successful in implementation of E-Training system.

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