



FEASIBILITY STUDY OF VIRTUAL EDUCATION IN FARS JUSTICE DEPARTMENT, FROM THE VIEWPOINTS OF MANAGERS, SPECIALISTS AND EMPLOYEES

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Abstract: *The objective of this study was feasibility of virtual education (e-learning) IN Fars province justice department, from the viewpoints of the employees, specialists and managers, with regards to six different indices, including environmental provisions, computer experience readiness, cultural provisions, infrastructural readiness, human resources readiness, technical personnel and financial provisions. The study was conducted using descriptive-surveying techniques. Statistical population included 1585 people, among which 310 people including employees, managers and specialists were selected as the sample volume, according to Morgan table. Two criteria regarding computer and cultural readiness items were evaluated via questionnaires, the environmental readiness was evaluated via questionnaires and interviews, and three other criteria were examined by questionnaires. The research results showed that regarding computer readiness, Fars province justice department had a rather unsuitable situation, while it had rather appropriate conditions regarding cultural readiness, the environmental and financial conditions were appropriate, while it was evaluated as rather appropriate for its technical and infrastructural readiness. Some proposals are given at the end for more appropriate holding of e-learning (virtual education) aspects in Fars province justice department.*

Key words: *Virtual education, e-learning, feasibility studies*

INTRODUCTION

By growing information technology (IT) and influence of remote communication devices deep into the community, the tools and methods of education also underwent great transformations. The evolution of these tools and methods is in the direction that every person can start learning at any time and at any place, with his own facilities and within the time range that he may define. Using modern technologies, such as computer, internet, cell phones, etc. in education is effective in collaborations, motivations to share information, availability, improved quality, increased productivity and employees' interactions, providing appropriate opportunities for the employers and employees. Since learning is considered as one of the main strategies for positive compatibility with the changing conditions and competitive advantage of organizations,

its position and strategic importance in survival or development of organizations are inevitable. Besides, education is considered as the key factor in development, which if it is executed properly, it can have considerable economic yield. Training the employees is a strategic action, which in individual levels, it promotes occupational quality and in organizational level, it is the factor of eminence and development in the organization, and in the national level, it increases productivity. Increasing utilization of new technologies and requiring more training, and hence, increased expenses and extensive need of companies for up-to-date training made many companies, especially the large production and servicing companies that usually work decentralized, to tend towards e-learning approaches. One of the economic, social and cultural developing factors is extensive development of education and training specialized and efficient human workforce. Due to transformations in the concept of development, the place of education and learning in economic, social and cultural development has been evolved since 1960s, and educating human resources has found a special position. If a community wants to transform its economic, industrial, political and social systems, making them compatible with the required needs, it must have a comprehensive policy in developing human resources, which is not possible, unless it is conducted through education. Educating human workforce by e-learning methods can provide new opportunities for education and professional developing performances, effectively (Dias & et al., 2005; courtesy of: Kazempour & Ghaffari, 2011: 172). According to Rutkauskiene & et al. (2007), virtual education provides the possibility of accomplishing national and international requirements based on economic, political, geographical and demographic situations. For creating better conditions for lifetime learning and also encouraging institutes of higher education for developing and applying virtual education and learning, preparation of appropriate conditions seems to be necessary (Rutkauskiene, 2007; courtesy of Kazempour & Ghaffari, 2011: 172). Developing and using communication technologies in education systems act as a structure for changing in education, causing facilitation in providing and receiving education programs in different distances (Murphy & Terry, 1998; courtesy of: Zamani and Moghadasi, 1998: 31). Due to its special points, educating adults has more potentials for absorbing information and communication technology advances. By using new facilities created from IT&C developments, many problems about adults' education can be solved (Arab Mazar Yazdi & Azadmanesh, 2003: 1). The learning people will have relations in future with each other and other institutes, states and countries, for learning via satellites. Furthermore, computer technology will be the basis for learning conditions, although it cannot replace teachers (Zamani and Moghadasi, 1998: 149). By expansion of e-communications, distance learning has found new situations, and it has been transformed into an educating approach for educating the occupied people and the ones that cannot attend schools and universities for learning purposes. In response to the requirements, distance-learning organizations try to provide complete education systems, from enrolment to taking examinations, for their learners to be equal to the learners of the schools and universities all over the world, in quality, quantity and educational positions (Zamani and Moghadasi, 1998: 149). Due to ineffectiveness of traditional management and education systems, from one side, and increasing abilities of IT&C from another side, as well as accelerating towards the informed and knowledge-oriented community, the move towards virtual education and e-learning is inevitable. The importance of the element of awareness in national development plans can highlight e-training as a suitable way for improving the knowledge and skills of employees and the balanced organizational trainings. The considerable point before implementing e-training and investing for it is that the organizations require passing from the process that guarantees implementation of electronic learning. This process, which includes analysis of organization readiness for implementing virtual education, bears the title of feasibility study. Thus, the main problem to be considered is the readiness of the organization for entering the domain of virtual education, since lack of required provisions for entering into this domain shall lead to setback in implementing virtual education. In fact, the main aim of this study is analyzing the conditions and facilities as well as identifying weak or strong points of Fars justice department for moving towards holding virtual education. Thus, by searching in the variables and components such as facilities (financial, infrastructural, and technical personnel), dominating

culture in the administration, capabilities of employees and environmental facilities, the subject regarding the possibility of deployment of virtual education in Fars province justice department will be considered. On-the-job training is important for the employees, since employees in different organizations have to leave their working places to attend different institutes, and this may provide serious problems in executing the assigned organizational duties (Nasiri, Fathi Vajargah, 2005: 5). New technologies change the type of people and organizations' needs. Development in technologies, such as computers and robots has opened new teaching methods for the teachers. The technology changes have had prominent effects on education, especially on on-the-job training (Zamani and Moghadasi, 1998: 148). Using appropriate basis and infrastructure as well as internet has intensely been welcomed in recent years for education. E-training, computer-based training (CBT), internet based training (IBT) and web-based training (WBT) are the selected names for new learning/training methods. Learning and teaching will face with a great revolution in future. Hardware and software facilities will direct human beings towards a great educational revolution. By analyzing the reasons of the universities that have used electronic education and learning, it can be found that they have considered three main reasons for using the new education system, as follows:

- Promoting quality of education programs, and hence promoting the quality of graduates;
- Promoting access to learning opportunities; and
- Reducing the total education costs (Yaqoubi, 2007: 18)

E-training provides the possibility of learning, independent of time and place, for the students. The place of computer in e-education is quite important. By appropriate configuration of computers (hardware, software, network), the possibility for e-learning will be provided for the interested people. Computer performance in electronic education is similar to the performance of cell phones in communication. By appropriate using and configuration of cell phones, the possibility for independent communication, with regards to time and place, can be provided for individuals.

The important advantages of CBT include standardized training, regulation of learning speed by the student, and lack of dependence to time or special place (Feizi, 2004: 106).

The secrets in the success of e-education are in the method of presentation, type of contents and proper distribution. Most of the existing problems traditional education such as one-sided speeches and weak interaction and relation with the learners are avoided in e-education. Effective speeds can be achieved by using different elements of education through applying related software packages to electronic education systems.

Brodent (2000) considers the advantages of electronic education for both the learners and teachers as follows: For the learners: Suitable for the students due to availability at any time and in any place, reducing travelling time and costs, selection of materials by the students, providing auxiliary contexts, improving internet knowledge, encouragement for reviewing the information by hypertexts in websites, encouraging the students to accept responsibilities, simultaneous or non-simultaneous access to education.

For the teachers: Accessibility to the teachers at any time and any place, possibility of immediate sending of information for the students via internet, keeping the records of students, discussions, extensive use of internet contexts (Majidi, 2008: 13-15).

Generally, the aim for virtual education is promoting the skills and knowledge of human forces by using updated and economical programs. Even if the employees of an organization have enough time to attend traditional classes, live education based on academic classes will produce high costs for organizations. Moreover, employees should update their knowledge simultaneous with advancement of technology. Thus, since companies, organizations and education centers have to be compatible with the new trends of transformations, changing or designing and starting suitable education management systems are essential and virtual education system can be considered as appropriate tool for continuous learning and be useful in empowering and creating required skills of the employees and promoting the scientific levels of the organization.

The required condition for durability and dynamicity of an organization is its capability in training its members, and creating this capability depends on increasing knowledge and sense of needing the uses dynamic training methods. Thus, inefficiency of traditional management systems and training on one side, and increasing potentials of IT&C on the other side, as well as going towards an informative and knowledge-oriented community have urged towards creating electronic training methods. Therefore, since the education and training sessions in Fars province justice department are held in traditional and semi-traditional methods, and also due to confronting this organization with difficulties, such as distance, probable dangers and risks during leaving the organization and considering the intensity of the affairs, etc., virtual training can be useful as a suitable alternative for improving the employees' knowledge, developing organizational trainings, and increasing the skills and specializations of them, and for promoting the scientific levels of the organization. Thus, in addition to responding to increased educational needs, identifying the dimensions and plans of virtual training can lead to reducing costs, increasing effectiveness and quality of training and learning aspects in using it in the organization education and training system.

Various studies have been conducted in this regard, among which are the studies by Kazempour and Ghafari, Afzalkhani, Mohammadi, Tavakkoli, Majid Esmail, Davoudi, Mamaghani, Salehi, Nasiri, and Sohrabi in Iran, and Gamble, HerWu et al., Chahil, Gladun et al. outside the country.

The research questions for accomplishing the aim for the possibility of holding virtual education in Fars province justice department are as follows:

Question 1: Is the environmental readiness (effective factors in extensive levels), especially the viewpoints of managers effective in organization decisions for holding virtual training?

Question 2: Is computer experience (computer skills, rate of using computers and opportunities in using them) effective accepting virtual training sessions?

Question 3: Is culture (views, values and behaviors of individuals about virtual training) effective in welcoming virtual training sessions?

Question 4: Can access to internet and required technical infrastructures for having access to information from databanks, libraries and other resources by the learners be effective in increased intention of people in holding virtual training sessions?

Question 5: Are effective and specialized personnel in e-learning (virtual training) and also specialized workforce useful in computer technical section for holding virtual training sessions?

Question 6: Are the financial facilities useful in basic investments (costs of facilities, specialized workforce, training the employees, etc.) useful in holding virtual training sessions?

1- Research methodology

Regarding the objectives, subject, hypotheses and relevant information, the descriptive/surveying methodology is used for the present study. Thus, regarding the aims, this study is an applied research, and regarding the method, this research is a surveying study, since the aim of the study is mainly analysis and identifying the existing conditions and facilities in Fars province justice department, for determining the decision-making process in holding virtual training classes for the related employees.

2- Statistical population

The statistical population in this research includes the managers, specialists and other employees of Fars province justice department, which is estimated to be 1585 people.

3- Method of sampling, and the sample size

According to Morgan sampling table, which is one of the popular resources in determining the sample size and sampling in scientific researches, the selected sample size in this study was determined to include 310 people. Accordingly, 10 people among the managers of Fars province justice department were selected by available

sampling method for analyzing infrastructural, technical personnel, environmental and financial readiness purposes, and 300 male and female employees were selected by bilateral random clustering to measure computer and cultural provisions.

It is worth mentioning that since there are 40 juridical sections in Fars province justice department, 40 clusters were first selected, and then, this number was reduced to 15 clusters through a random selection.

4- Tools for collecting the data

Library (desk) and field studies are used in this research for collecting the required data. The desk or library study was used to investigate the research literature and history and to accomplish it, various related books, domestic and international publications were studied. The field method was used for collecting the data regarding approval or rejecting the research questions, by interviews and the questionnaire that was already prepared by Bazargan et al. (2007). Applying the mentioned tools for measuring the provisions is shown in the following table.

Table 1: Collection the data regarding the research components

Components	Method of collecting the data
Computer and cultural experience readiness	Questionnaire
Environmental readiness	Questionnaire and interviews
Infrastructural, human workforce, technical and financial provisions	Interviews

The questionnaire questions were also evaluated via Likert 5-scale spectrum (from “very little” to “very much”, and from “completely disagree” to “completely agree”).

5- Validity and reliability of the data collection tools

- A) Validity of data collection tools: In addition to previously mentioned uses of various criteria and resources that indicate significant validity, the viewpoints of specialists and experts were also used to evaluate and obtaining logical assurance about the validity of the questionnaire, and then, the questionnaire was prepared.
- B) Reliability of data collection tools: Alpha-Cronbach coefficients are used for determining the reliability of the questionnaire, emphasizing the intrinsic similarities. Different parts are used in this method to measure the reliability of the questionnaire.

Since Alpha-Cronbach coefficients for computer readiness, accessibility and familiarity with internet as well as cultural provisions were 0.92, 0.89 and 0.85, respectively (greater than 0.7), it can be said that the data collection tools have acceptable reliability, in this regard.

6- Data analysis

According to the nature of the research, for analysis of the collected data and responding to the research questions, SPSS software, descriptive and inferential statistics, as well as t-test, chi-square (χ^2) and Kolmogrov-Smirnov variance analysis (ANOVA) were used. Generally, single-sample t-test was used for evaluating the research questions for environmental, computer provisions and access and familiarity of the

employees to internet, cultural and environmental readiness, and dual-sample t-test was used according to different genders, for comparison of computer readiness and familiarity as well as having access to internet and also cultural readiness. Variance analysis was used since the groups are more than two, with regards to the level of education, experience in working with computer, average working hours per week with computer. Friedman χ^2 test was used for prioritizing computer readiness, accessibility to internet and cultural aspects. Moreover, the normalization of variables was analyzed by Kolmogorov-Smirnov test, and the mentioned tests were verified with regards to normalized data. It is to note that infrastructural, workforce, financial resources and environmental condition provisions for readiness were examined by interviewing with managers, specialists and experts, and the obtained results were evaluated according to their viewpoints and suggestions.

7- Analysis of the research questions

To obtain the answers for the questions, it was necessary to evaluate the indices by calculating the average obtained score in the related questionnaire by the required people, and by the aid of the existing standards. According to the large population of the employees who completed the questionnaires regarding computer experience, familiarity with internet and cultural readiness (regarding level of education, sex, experience in working with computer, etc.), the average scores of each of the components (education, sex, working with computer, etc.) were compared before analyzing the average scores of the completed questionnaires by individuals, in order to obtain a basis for separating and collecting different groups for facilitating reporting of the obtained average score and valuation of that. To respond to the research questions, it is necessary that the average score from computer experience and access to internet, cultural and environmental readiness to be evaluated by required tools to define their appropriateness aspects.

8-1 Analysis of the situation of environmental readiness

Table 2: Environmental readiness

Environmental readiness	No.	Mean	Standard deviation	t- statistic	Degree of freedom	P(significance level)
	10	3.74	0.25	9.34	9	P<0.01

Table 3: Situation of environmental readiness with regards to managers' education

Readiness level	Associate degree	BSc	MSc	Total
	Suitable	Suitable	Suitable	Suitable

The first question of the research indicated: "Does Fars province justice department have the required environmental readiness for implementing virtual training?" The questions about environmental readiness of Fars justice department have been considered in two parts: in the first part, the results of the environmental readiness questionnaire completed by the managers, and according to the results from analysis of this question, as shown in table: 2, it can be concluded that environmental readiness of Fars justice department is

suitable for virtual training. In the second part, interviews were done with regards to the existence of clear rules in the organization, about learning. Lack of special strategies and required rules and permissions, and also the required coordination between the province justice department and the judiciary power and interactions with other organizations for holding e-learning classes in its most appropriate way indicate the overall condition of Fars province justice department.

Moreover, the obtained results from the scores of different groups about education levels are seen in table 3, which shows that appropriate environmental readiness exists for all the levels of education.

8-2 Analysis of the situation of computer readiness

Table 4: Computer knowledge readiness

Readiness for experience on computer knowledge	No.	Mean	Standard deviation	t-statistic	Degree of freedom	P(significance level)
	296	2.72	1.00	-4.78	295	P<0.01

The second question of the research indicated: “Does Fars province justice department have the required computer readiness for implementing virtual training?” the results in this regard were obtained according to table 4, as follows:

Since $p < 0.01$ and mean value is 2.72, the research hypothesis regarding readiness for required computer knowledge for holding the e-learning classes is rejected, because they show much less values as compared to the average values. Thus, it can be said that the readiness of computer experience in Fars province justice department is in “rather unsuitable” levels.

8-3 Analysis of the situation of cultural readiness

Table 5: Cultural readiness

Readiness for experience on computer knowledge	No.	Mean	Standard deviation	t-statistic	Degree of freedom	P(significance level)
	252	3.58	0.46	19.84	251	P<0.01

The third question of the research indicated: “Is culture (views, values and behaviors about e-training) effective for holding e-training classes?” the results in this regard were obtained according to table 5, as follows:

Since $p < 0.01$ and mean value is 3.58, the research zero hypothesis is rejected and the question regarding cultural readiness for holding e-learning sessions is approved. Because the mean value is significantly higher than the average (3), it can be said that the cultural readiness in Fars province justice department is in “rather suitable” condition.

8-4 Analysis of the situation for technical infrastructure and internet access readiness

In analyzing and responding to the fourth question: “Can access to internet and required technical infrastructures for having access to information from databanks, libraries and other resources by the learners be effective in increased intention of people in holding virtual training sessions?”, an interview was done with specialists that according to technical facilities and the technical staff of Fars justice department, it included the following points.

- Specifications of the used server HP ML 480: 64 Gig Ram, 5 HDD430Gig, 5 CPU2.9 GHz
- Easy access of all the employees to computer
- Intranet links between all the centers of justice department in the province, with min. speed of 512kbps
- Possessing suitable servers by Fars justice department
- Min. 11 computer specialists (with associate degree, BSc and MSc) for different positions regarding computer software and hardware, in Shiraz justice department, most of whom, apart from one or two people, are unfamiliar with the subject of management training system

It can be concluded that Fars justice department is in rather appropriate state for infrastructural readiness, with regards to having suitable hardware systems and personnel access to computer, although there sometimes are limitations in this respect, due to extensive usage of the employees from network systems and administration automation. However, it can be promoted due to potential facilities of Fars justice department. The following results in table 6 are obtained according to computer experiences as well as familiarity and access of the employees to internet provisions.

Table 6: Familiarity and access to internet by the employees

Readiness for experience on computer knowledge	No.	Mean	Standard deviation	t-statistic	Degree of freedom	P(significance level)
	300	3.14	1.14	2.21	299	P=.027<0.05

As it can be observed from table 6, since $p < 0.05$ and mean value is 3.14, and the mean is significantly greater than average (3), the zero hypothesis is rejected and the research question based on access and familiarity of the employees to internet for e-learning is approved. Thus, it can be said that in addition to infrastructural facilities, the rate of access to and familiarity with internet by the employees is in “rather suitable” condition.

8-5 Analysis of the situation for readiness of specialized human resources

In analyzing and responding to the fifth question: “Are effective and specialized personnel in e-learning (virtual training) and also specialized workforce useful in computer technical section for holding virtual training sessions?”, some questions were asked from managers and specialists. For analyzing the education/training condition, it was necessary to consider the most important factors in that regard. Hence, the overall conditions of the training unit in Fars justice department was evaluated according to table 7.

Table 7: Overall situation of training unit in Fars province justice department

No. of employees	Nature of the courses	Method of holding training courses	Place of the class	Time	Hour	Average man/hour per year held by the justice dept. (40 people)	Familiarity of training responsible staff with the learning system
1585	Theory	1-By the justice dept. 2- outsourcing 3-n Assigned to other provinces	Education Unit of the justice department, and sometimes outside the organization	During the year	During working hours and over the working hours	Managers: 20 hours Juridical employee: 80 hours Admin. Staff: 60 hours	Almost unfamiliar

According to the existing conditions of Fars justice department and the interviews conducted with the specialists in implementing virtual education, and also according to table 7, two approaches were considered with regards to the existing technical personnel, the advantages and disadvantages of each were analyzed, as follows:

1- Holding virtual training classes by Fars justice department

A- Advantages:

1. Less costs as compared to outsourcing method (holding virtual classes by companies and institutes outside the organization);
2. Capability in providing services to other organizations and gaining income;
3. Holding classes according to the employees' requirements;
4. Appropriate management of the course according to the existing facilities and conditions;
5. Extending and developing the classes with less costs, and
6. Qualitative and quantitative promotion of the classes, in due time.

B- Disadvantages:

- 1- Possibility of the failure of the plan due to lack of adequate experience;
- 2- Possibility of not using the produced contents for more frequent times;
- 3- Possibility of increasing education per capita, due to lack of using the produced contents in high frequencies, and uses by other companies or institutes.

Moreover, the cost of holding the course by self-education technic (without requiring instructors), as compared to holding courses by distance instructions (requiring instructors) is approximately less and more economical.

2- Holding virtual training classes by companies and institutes outside the justice department

A- Advantages:

- 1- Potentials for selecting numbers of courses by other organizations and institutes;
- 2- Better concentration for planning and supervising the courses
- 3- Avoiding simultaneous courses and involving with new activities;
- 4- High quality of teaching, especially when there are more instruction facilities.

B- Disadvantages:

- 1- Higher costs compared to holding the courses by the organization;
- 2- Educating limits due to financial limits.

Finally, due to infrastructural facilities and the points stated above, it can be concluded that Fars justice department is in rather proper conditions with regards to specialized workforce, although requiring familiar specialists with learning management system seems to be essential for appropriate holding of the instruction courses.

8-6 Analysis of the situation for financial readiness

In analyzing and responding to the sixth question: “Are the financial facilities useful in basic investments (costs of facilities, specialized workforce, training the employees, etc.) useful in holding virtual training sessions?” an interview was done with financial managers and specialists. Due to infrastructural facilities and the technical staff, and also due to high costs of traditional education as compared to e-training (costs of movements, places and facilities for holding the classes, etc.), and since virtual training is less costly and more economical, it seems that Fars province justice department has proper financial capabilities for supporting the deployment of virtual education.

8- Discussion and conclusion

What was discussed and evaluated in this study considered the point that the required condition for durability and consistency of each organization is the ability for learning by its members, and creating this potential depends on increasing the knowledge and feeling of needs in using dynamic education methods. Thus, creating such an instinct requires a comprehensive look in determining strategies and considering operating programs, frameworks and important technical and non-technical points that are definitely effective in using and developing new education systems, such as virtual training (e-learning).

Final analysis of the research questions shows that holding virtual courses is possible for the employees of the justice department through observing required provisions. Generally, holding e-training courses require readiness in different aspects. Some readiness aspects were considered in this research for feasibility of virtual education in Fars province justice department, which included: 1- computer experience, 2- cultural readiness, 3- environmental readiness, 4- accessibility to internet and infrastructures, 5- financial facilities, 6- specialized and technical human workforce. These points seem to be necessary according to the author and other people who have had researches and studies in the field of e-learning and virtual training. Results about the first question of the research regarding “environmental readiness” indicated appropriate situation of environmental readiness of Fars province justice department, which has facilitated entering to the field of e-learning and it can be a proper support for different stages of holding virtual training in Fars justice department. Thus, it can be said that the results are in conformity with the results obtained in Runor (2006) and Majid Esmaeel (2006) studies, who showed in their researches that environmental factor was effective in implementing virtual education, and who evaluated proper environmental conditions for implementing virtual education.

The research results about the 2nd question as “computer experience readiness” (computer skills, rate of using computer and related opportunities) indicated “rather improper”, but about the 3rd question “cultural

readiness” (peoples’ behaviors on virtual education” indicated “rather appropriate” results for the employees of Fars province justice department, in the related feasibility studies. Perhaps, the reasons for the above results are as follows:

- More use of digital devices and software packages in personal and working life (using computers, audio-visual devices, cell phones, etc.)
- Recruiting new workforce with academic studies and utilizing specialists in the existing occupations in the justice department
- Using administration automation in correspondence, personnel programs, wages, attendance system, e-registration system, juridical files, etc.

It is worth mentioning that for the two types of readiness, the experience employees with no academic studies, employees with higher ages, and female employees do not show adequate interests in using computers, internet or automation system, and they prefer to do the work in traditional manners. It seems that holding seminars, training workshops, preparing brochures and instruction booklets, informing for creating required knowledge in the employees, encouraging them for education in higher levels and also using required incentives can be effective and constructive in that regard.

Thus, it can be said that the results of this research are in conformity with the results of researches by Nasiri (2003), Majid Esmaeel (2006), Mohammadi (2009) and Afzalkhani (2009), while it is in contradiction with Johnson (2007) that concluded that in successful implementing of e-education, not accepting it by the user may disturb the matter, and hence, experiences that create common sense inside the virtual classes should be used.

Regarding the 4th question about technical infrastructures, the research findings show that Fars province justice department has rather appropriate technical infrastructures and communication equipment. However, hardware limitations exist that mainly include lack of management learning software packages in Fars province justice department. This problem can be solved by using the facilities in that organization. In this respect, the results of this study are in conformity with the results of studies by Salehi Cheshmehali (2005), Nasiri (2003), Davoudi Mamaghani (2006), Jamshidfar (2004), Sharma (1991) and Sharaf (1991) about hardware infrastructures. But, it is not in conformity with the research by Gladun et al. (2008) done in Ukraine education institutes, due to intensive need of these institutes to hardware infrastructures, and it is also in contradiction with the research by HerWu et al. (2007), in technical sections and hardware that require extensive transformations in the studied institutes. Regarding software infrastructures, the research results are not quite in conformity with the results obtained by Salehi Cheshmehali (2005), Nasiri (2003), Davoudi Mamaghani (2006), Gladun (2008) and Ruis et al. (2007), who concluded that the growth of the learning system needs newer and more complex software and hardware, and the present technology is not quite responsive in that respect. Although, the required software may not exist, but the managers in the justice department try to provide them for promoting the present systems.

Fifth question of the research was about “specialized and technical human forces” that according to the obtained results, it could be said that Fars province justice department has rather suitable conditions regarding human workforce. The results of the study show that by required training to the instructing personnel and technical specialists, Fars province justice department is required to do necessary actions in more appropriate organization of virtual courses by using education management system and required regulations according to changes, and by ratifying programs and related coordination with representatives from the justice department, and the organizations such as post and communications dept., commerce and economy dept., through providing effective technical and communicative infrastructures and specialist people. The results are in conformity with the results obtained by Nasiri (2003), Jafari (2002), Jamshidfar (2004), Afzalkhani (2009) and Sharma (1991), all of whom have considered skilled and rather good workforce in their studied. It is not in conformity with the results obtained by Sohrabi (2004), who concluded that low familiarity of teachers with internet and using computers has caused their resistance in using virtual

education technic. Moreover, it is not in conformity with the results by Kazempour and Ghafari (2011) that indicated adequate technical and IT specialists is required for starting virtual education courses for the scientific board of Islamic Azad University.

Sixth question of the study was about “financial dimensions”. Analysis of the cost of instructions indicates high rate of costs for traditional methods as compared to virtual education. Holding virtual classes require less cost and hence it is more economical. Thus, according to the research findings, it seems that Fars justice department has proper capabilities for supporting the deployment of virtual training. This result is in conformity with the results obtained by Salehi Cheshmehali (2005) and Nasiri (2003). But it is not in conformity with the research by Afzalkhani (2009), which indicated that there is little possibility to deploy the virtual education system in high schools of the province due to improper financial potentials. It is also not in conformity with the results by Kazempour and Ghafari (2011) that concluded that adequate financial support is required for research programs and implementing virtual education for the scientific board of Islamic Azad University.

In general, it can be said that positive features existing in Fars province justice department, as follows, can provide the basis for implementing e-learning in that organization:

- Suitable financial resources;
- Existence of suitable hardware systems (suitable servers, having intranet and computer website, organizational portal, etc.);
- Having rather appropriate organizational culture and positive views of the managers and employees for virtual education;
- Familiarity and rather suitable access of the employees to internet;
- Welcoming of the employees for using IT to increase productivity and efficiency (particularly the employees with higher education).

9- Proposals

A) Executing suggestions

- Organizing the strategy for e-learning in the organization, including
Determining the priorities by considering the necessity for instructions (technical, specialized, general, management);
Determining the priorities according to the course duration and related costs.
- Organizing appropriate operating and strategic programs;
- Supporting the learners
- Supporting the teachers for holding the required training courses;
- Presenting the contents by the server, and receiving them by the learners in appropriate time;
- Possibility of producing electronic contexts and using different media for increasing interactions between learners and the presented contexts, and using suitable graphical elements for increasing attraction;
- Preparation and completing the hardware systems and providing exclusive bandwidth for sending the contexts;
- Preparing the required software for instructive management;
- Organization feasibility studies for special or popular courses;
- Paying attention to training courses with rapid effectiveness that can pay back the costs;
- Experimental execution of e-learning in the organization and evaluation of the results and providing required modifications for increasing effectiveness of the training courses;
- Interaction with other organizations, companies and institutes in case of requiring outsource courses;

- Providing cultural, scientific and educational bases via holding seminars, workshops, training courses, preparing brochures and instruction booklets;
- Providing required computer facilities for the employees;
- Encouraging the employees in attending classes for ICDL skills.

B) Researching suggestions

- Using other components of feasibility studies in e-learning by interested people in studying and researching in this respect;
- Organizing long-term strategic planning and executing change management;
- Organizing strategic programs for solving problems regarding electronic learning and eliminating the hindrances;
- Identifying and analyzing operative approaches with regards to the determined strategies;
- Identifying and analyzing legal position of e-learning in the country.

According to the considered discussions and the results of the investigations for feasibility of e-learning in Fars province justice department, it can be said that despite suitable environmental conditions and financial resources as well as rather appropriate computer and cultural readiness of the employees, and since Fars province justice department has no enough experience in this regard, it is proposed that the mentioned organization to provide the basis for implementing e-learning by primarily concentrating on the combined approach (combination of traditional and electronic training), and then gradually tend towards appropriate basis and providing the cultures for e-learning. After accomplishing the mentioned aims, using the online approaches (using internet, intranet) and computer based training (using CD and DVD, etc.) are proposed for holding the required classes. As stated earlier, the online approach can be done in two ways: 1- holding the course by the justice department, and 2- holding the course by outsourcing (by other institutes), which of which have advantages and disadvantages, as mentioned before. Regarding the approach for “computer based training”, it can be said that this method can specifically be useful for the learners, who are interested in passing the course individually. On the other hand, this approach can be used both as a personal method of learning and also in the combined learning approach.

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