ABSTRACT

The present study, entitled, “Meta-Analysis of Studies on the Obstacles in Using Educational Technology in the Education Systems of Iran”, purported to arrive at a conclusion from all the findings of different studies on obstacles in using Educational Technology in education systems of Iran and also to test the null hypotheses formulated regarding the identified obstacles the non-use of Educational Technology by Teachers of Schools and Universities in Iran.

It is a quantitative review study using Howitt and Cramer’s meta-analysis (2000) approach. The population of the present study is all theses, articles and project works (total 55) available during 1993-2009 on Obstacles in Using Educational Technology in Education Systems in Iran. 24 research studies constituted the sample of the study. Analyses of the data involved 2 types of analysis-descriptive analysis of the studies considered for the present study and Statistical analysis in terms of effect size, combined effect size and its significance for testing hypotheses. The data were analyzed manually. Totally, 5 variables- Financial Limitations, the Lack of
Educational Technology Experts/Technologists, the Lack of Necessary and Appropriate Training Facilities, the Curriculum and Content of Books, the Lack of Teachers’ Knowledge about Learning Theories in connection with Educational Technology were identified as obstacles. All 5 null hypotheses formulated were rejected and the identified variables are considered as obstacles for using Educational Technology by Teachers of Schools and Universities in Iran.