

The Role of Enterprise Resource Planning System Usage on User Satisfaction and Organizational Learning Capabilities

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Abstract

Objectives: The current research aims was the role of enterprise resource planning (ERP) system usage on user satisfaction and organizational learning capabilities.

Methods: The purpose of the current study is applicable, and according to its data collection method it has a descriptive-correlational research design. The statistical population of the study includes all teachers of the first and second grade in high schools (N=342) in the city of Semnan in the school year of 2018-19 that a sample of 200 teachers (Female=100 and Male=100) were chosen using stratified random sampling method. All of the participants completed the surveys: organizational learning questionnaire, user satisfaction and enterprise resource planning. To test the reliability of these tools, Cronbach's alpha was applied. Then, data were analyzed through correlation and path analysis using SPSS and LISREL software.

Results: The findings indicated that there is a positive significant relationship between the ERP system usage and user satisfaction, managing commitment, transfer & integration, openness & experimentation, system perspective. ERP system by mediating user satisfaction has an indirect and significant effect on the managing commitment, transfer & integration, openness & experimentation, system perspective.

Conclusions: The results of this research indicate the importance of the ERP system in the organizational learning capabilities.

Key words: ERP system, User satisfaction, Organizational learning capabilities

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Introduction

Organizations are known as social systems in the modern era around the world as well as in the present day, and the current human societies are called the community of organizations. These organizational societies are moving so fast towards advancement, change, and transformation in a variety of fields that have deeply affected human life and the relationships between them. A society full of transformations and changes, which has roots in advances and changes in technology and science in order to improve the working methods and new office equipment utilizing information technology, makes the quality and quantity of services available in the shortest time and in the optimal way. Using ERP system makes it possible to bring many results for the organization, such as increasing transparency, reducing cost of errors caused by poor coordination among different organizational units, reducing costs and workforce fatigue, improving employees and management skills, enhancing capability for stakeholders, modifying work practices, and many other profits (Garrison & Anderson, 2011).

The purpose of human resource management (HRM) is to take the necessary steps to implement part of the management task, which depends on some aspects of teachers activities, specifically in terms of teachers training, evaluating performance, rewarding and creating a healthy and fair environment for the teachers that includes a range of different activities and its purpose is to gather all data and processes of an organization in a unit system and eventually improving the performance of organization and higher education institutions. Using scheduling systems is a must because each manager wishes to be aware of the status of all resources and assets of the organization in a short time and with high precision, in this way making decision and taking the decision will be in a good process (Nwankpa & Roumani, 2014).

Organizations, including Higher Education Institutions, have increasingly focused on the use of information technology to compete with the industry in order to satisfy the facilities and establish competitive advantage in their organization that one of the most important of these is the integrated ERP system, which is a fully integrated and web-based software and works online and is a comprehensive management solution in higher education institutions. Components of an ERP system includes software (sub-application software), efficient business processes (strategic, management controls and operational controls), and users (all users at each level of the organizational pyramid). This system is training-educational software that is highly specialized and prospective, and deals with administrative affairs and infrastructure (Davarpanah & Mohamed, 2013). Using the ERP system in higher education allows employees to store all information electronically, including information about student, educational staff, administrative staff and academic activities, management activities, other essential activities and communications. More importantly, one can easily search for information and access information and make a report based on the information (DavarPanah and Mohammad, 2013). Senior management with the help of this software is able to keep the entire institution under its control. Since higher education affairs, such as admission, tuition, attendance, time tables, security, library maintenance, etc., are all done automatically, organizational resource planning management software can meet the needs and demands of higher education in this field (Davarpanah & Mohamed, 2013).

Organizational learning is a process that requires the constant attention of management, commitment and effort that enables the organization to adapt to changes and move towards new knowledge, skills or behaviors, also discovering the errors and correcting them that has a positive effect on performance. The use of an ERP system increases the value of information technology, this way, it affects organizational learning capability because such processes allow the universities to absorb and effectively promote their knowledge (Geus, 2010; Argyris & Schon, 2011; Nwankpa & Roumani, 2014).

Organizational learning in this research includes management commitment (organization's ability to develop and fulfill supportive commitments and leadership to create and build knowledge in the

organization); Organization outlook (organization's achievable ideal at a determined long-term period); Outdoor and Experimental space (Relationships and actions and mutual reactions between the organization and its environment) And the spread and integration of knowledge (A common process that increases the perceived satisfaction of the system) (Akgun, Byrne, Lynn & Keskin, 2007; Nadiri & Tanova, 2010; Nwankpa & Roumani, 2014). In addition, for the definition of organizational learning functionality, the set of university abilities for learning is defined as the two main elements: the unifying elements of idea creation (Mechanisms such as how to search, discover, and invent) and the integrating elements of the idea distribution (distribute ideas across the organization's borders) (Kong, 2007: 721-731). As stated, organizational learning capabilities for university innovation are essential and considering the ability of universities to apply policies, structures, procedures, and administrative measures that facilitate learning. According to researchers, the ERP system, as a software package, tries to effectively manage all resources and integrate all existing tasks and departments using a single computer system. This integration and information flow are generated by aggregating information about all activities of universities (organizations) such as financial and accounting activities, human resources, production and distribution, storage, in a central database. Therefore, it allows university administrators to base their decisions on accurate and precise information, reflecting the current realities of universities. Consequently, it has a significant impact on learning capabilities and can make universities more efficient (Venugopal, Devi, & Rao, 2010; Neil & Qing, 2008). Educational institutions with such alliances try to increase the internal motivation of teachers, teachers and students in learning based on difficulties and experience (Hepner, & Dickson, 2013; Legner, Estier, Avdiji & Boillat, 2013).

This is why organizations and schools use formal and informal channels to develop the knowledge and skills needed to use an integrated resource planning system so that users can more easily use the integrated ERP system to conduct their individual responsibilities and work commitment. Furthermore, managerial commitment is defined as the ability of organizations and universities to develop and fulfill supportive and leadership commitments to create and build knowledge in an organization, that by creating additional resources, managers create new options to enhance learning within the organization, which leads to feedback, constructive criticism, and empowerment of teachers to make decisions as part of the learning process to survive themselves (Nadiri & Tanova, 2010; Nwankpa & Roumani, 2014; Urbach & Ahlemann, 2010). And, also the perspective is a well-known concept in firm management science. Therein, clear identification of different levels of future-orientation in human resource management of the organization will be beneficial. Due to the negligence to future-orientation, human resource management has not been able to have the necessary effort systematically. This is while the integrated ERP system is an influential organizational resource in the organization and universities that is taken into consideration with the aim of future-orientation (Akgun, Byrne, Lynn & Keskin, 2007)

The environment includes all peripheral systems that affect the organization in some way. Jerez-Gomez, Cespedes-Lorente and Valle-cabrera (2005) argue that the openness of the organizational structure is the creation of an organizational environment that allows the continuation, expansion and improvement of the questions of the existing knowledge to the teachers so that the openness model, as well as the interest in experimentation in new ideas, methods and practices is promoted in the teachers (Nwankpa & Roumani, 2014). And, the organization's perspective and satisfaction of teachers are related. Perspectives of a system, a language, and a joint performance generally provide a common identity and a shared perspective to universities in the learning process, which leads to increased satisfaction (Jerez- Gomez, Cespedes-Lorente & Valle-cabrera, 2005). Due to the complexity of ERP systems, knowledge transfer can be challenging. Training for users (teachers) is very essential to face up to all the capabilities and responsibilities. According to (Ruivo, Oliveira & Neto, 2014: 170), assessment of perceived learning, measuring is how employees can be trained in the system because some of the organization's cultural views are shifting towards human resources. The findings of the study (Ju, Li & Lee, 2006) indicated that human resource planning system has a significant relationship with the transfer and integration of knowledge. Their research results showed

that knowledge characteristics increase organizational learning and knowledge integration. In addition, organizational learning levels, knowledge integration, and its management capacity have a significant effect on the innovation of an organization, and also an ERP system contribute to increase in these levels and knowledge integration. For instance, Urbach & Ahlemann (2010) consider user satisfaction as a key determinant, which has a major impact on individual effects and, consequently, on the success of users. Although teacher's commitment is a key component of management effectiveness, it does not always guarantee success. Therefore, it is imperative that organizations work with a true understanding of the factors affecting the commitment of teachers and the adjustment of conditions in its promotion and effectiveness in order to increase the user's job satisfaction with the system because the consequence of this is to provide a happy environment by the professor in the campus and encourage students to study in that environment (Barzegarbafooei & Arbab, 2015). A study by Esteves & Bohórquez (2007) showed that the quality of the system has the best explanatory capabilities and can broadly and directly explain the user's satisfaction. Therefore, the implementation and maintenance of an ERP system must be considered as necessary for an accurate understanding of the organization's essential requirements and its real needs (Venugopal, Devi & Rao, 2010; Shaul & Tauber, 2013; Nwankpa & Roumani, 2014; Darini, Hamideh Sadeghi & Namdar, 2018).

To this end, user satisfaction (teachers) in literature is considered as a substitute for determining the overall success of the system. To this end, user satisfaction (teachers) in literature is considered as a substitute for determining the overall success of the system. Generally, it is considered as a user's attitude towards technology (Wixom & Todd, 2005). Studies have shown that the use of a system depends to some extent on the evaluation of users on how to improve or facilitate the performance of their users (Bokhari, 2005). user satisfaction (teachers) increases with the system, resulting in greater use of the system. Conversely, if the system fails to meet user expectations, satisfaction decreases and so more use restrictions. In addition, it has been argued that the use of a system in an organization is positively related to the perceived satisfaction of the user (teachers). As users use this system, we claim that a positive user experience increases the use of the ERP system. As users test and become familiar with the performance, benefits, and superiority of an ERP system, there will be an appropriate increase in the use of the ERP system (Nwankpa & Roumani, 2014).

Given the research done in the field of variables of the present study, it seems that the ERP system is a significant predictor of organizational teachers learning ability. In their research, they found that there was a good relationship between organizational management efforts and their ability to maintain their ability to use their enterprise resource planning system (Prasad, Green & Heales, 2012). Nwankpa & Roumani (2014) conducted a research on understanding the relationship between organizational learning ability and the use of ERP system and user satisfaction. The research findings indicate that organizational learning ability with dimensions of managerial commitment, system perspective, openness and experiment, and transfer and integration affect user satisfaction. Furthermore, organizations can adapt ERP systems to their potential benefits, which can affect the organization's ability to learn the dimensions of the system, which also increases user satisfaction. In the research findings by Aremu & Shahzad (2015) regarding the use of organizational resource planning for decision making in Nigerian higher education institutions, the six dimensions examined in the study, which belong to the influential factors in the implementation of ERP in the organization, were identified. These dimensions include the pleasure of working with the ERP system, the ease of working with the ERP system, the usefulness of the ERP system, the amount of information in the ERP system, the security and levels of access in the ERP system, the quality of internet connection that affects the use of the ERP system. Organizational dimensions include content and structural variables. Given the aforementioned qualities, the benefit of organizations from ERP leads to the acquisition of business competitive advantages (through adapting to their demands dynamically, preparing the organization against the challenges of the future), increase in responsiveness, data access and customer satisfaction (through reducing the time served to them), facilitating access to and distribution of information about universities, business growth and adaption to new business strategies or developing new partnerships (through having an open system and capacity for

performance around the world), establishment of cost leadership (through efficient processes or shared services). Through the implementation of the ERP system, universities can reduce overall costs and increase access to accurate information at the right time, as well as providing user satisfaction (Amid, Moalagh & Zare Ravasan, 2012; Tomlinson 2012; Wilton, 2014; Jæger, Rudra, Aitken, Chang & Helgheim, 2015; Jewer & Evermann, 2014; Nisula & Pekkola, 2012; Hardaway, Harryvan, Wang & Goodson, 2016; Wimmer & Hall, 2016; Cronan & Douglas, 2012; Hepner & Dickson, 2013; Mortazavi & Kargozar, 2011). Findings of (Ju, Li & Lee, 2006) indicated that human resource planning system has a significant relationship with the transfer and integration of knowledge. The results of (Jonas & Björn, 2011) indicated that there is a significant relationship between organizational resource planning and open source programming. Since higher education is considered an open system and is constantly interacting with the surrounding environment, it is necessary to restructure the changing in technology and the environment when necessary due to changing the strategy of the competing organizations, such as using the ERP system, when needed to rebuild. When designing the structure, the dimensions of the organization must be analyzed. Accordingly, the mission of higher education is to train the human resources. In this regard, the establishment of an ERP system and each component of the integration and teachers training have an impact on organizational learning capability.

Considering the above-mentioned characteristics and reviewing the research background and the importance and role of the organizational resource planning system in the amount of organizational learning capability and user satisfaction, in this research, the following hypothesized model was drawn from structural relationships between variables. In this model, the organizational resource planning system by mediating user satisfaction has an indirect effect on the level of teachers organizational learning capability.

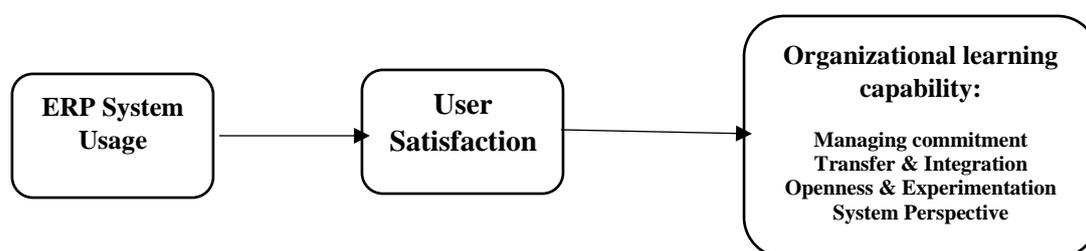


Figure 1. The model of conceptual of the Effect of Application of Enterprise resource planning on User Satisfaction and Organizational Learning Capability (Source: Nwankpa & Roumani, 2014).

In line with the objective and conceptual model of research, the following hypotheses were considered and tested:

1. ERP system usage by mediating user satisfaction has an indirect and significant impact on the managing commitment.
2. ERP system usage by mediating user satisfaction has an indirect and significant impact on the transfer & integration.
3. ERP system usage by mediating user satisfaction has an indirect and significant impact on the openness & experimentation.
4. ERP system usage by mediating user satisfaction has an indirect and significant impact on the system perspective.

Method

Considering that the present study examines the role of enterprise resource planning (ERP) system usage on user satisfaction and organizational learning capabilities of teachers of in the city of Semnan in the school year of 2018-19, this is an applied research based on the target, and according to the method of data collection, it is a descriptive-correlational research. The statistical population of this

study consisted of all teachers of the first and second grade in high schools (N=342) in the city of Semnan in the school year of 2018-19. Given the assumed paths, the number of parameters must be estimated, including 1 parameter in gamma matrix, 4 parameters in beta matrix, 5 parameters in wifi matrix and 1 parameter in sai matrix. Thus, the sample size should be at least 5 to 50 times of the desired parameters (Muller, 1996). Accordingly, a sample size of 200 people (M=100, F=100) was selected using equal stratified random sampling method. Three instruments used in this research are: A) Organizational resource planning system questionnaire: To measure the application level of the ERP system, Nwankpa and Roumani's (2014) ERP system questionnaire of the used in the university that includes 3 items. The validity of this questionnaire was reported 0.72 in Cronbach's alpha test by Nwankpa & Roumani (2014). The researcher also calculated the reliability of the questionnaire using Cronbach's alpha test (0.801); B) User satisfaction questionnaire: to measure employee satisfaction with the enterprise resource planning system, the Nwankpa and Roumani's (2014) employee satisfaction questionnaire was used, which consists of 4 items. The validity of this questionnaire was reported 0.72 in Cronbach's alpha test by Nwankpa & Roumani (2014). The researcher also calculated the reliability of the questionnaire using Cronbach's alpha test (0.79); C) Organizational learning capability questionnaire: According to the purpose of the research and to measure the level of organizational learning of sample users Nwankpa and Roumani's (2014) organizational learning capability questionnaire was used. The questionnaire consists of 4 sub-scales (management commitment, system perspective, open space and experimentation, transfer and integration of knowledge) and 16 items. The validity of the dimensions of this questionnaire was obtained by Nwankpa & Roumani (2014) system including perspective (0.72), open space and experimentation (0.72), knowledge transfer and integration (0.72), and management commitment (0.72) respectively.

Data analysis

To analyze the data, SPSS version 19 and LISREL (Linear Structural Relations) version 8.5 Descriptive statistics such as mean, standard deviation was tallied. Also, Pearson correlation coefficient was used to study the relationship between research variables. Finally, the research hypotheses were tested with the path analysis model and the final model of fit was reported.

Findings

To determine the mean variables of application of enterprise resource planning on user satisfaction and organizational learning capability, descriptive statistics including mean, standard deviation and correlation matrix were used (Table 1).

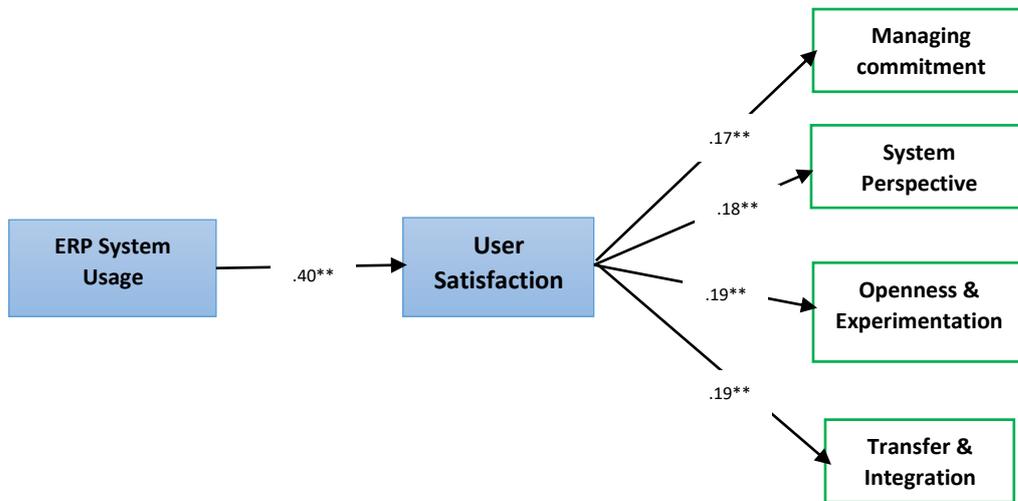
Table 1. Mean, standard deviation and correlation coefficients between research variables

Variables	Mean	Std	(1)	(2)	(3)	(4)	(5)
Managing commitment	3.806	0.591	-				
Transfer & Integration	3.557	0.718	0.304**	-			
Openness & Experimentation	3.657	0.647	0.594**	0.466**	-		
System Perspective	3.647	0.714	0.443**	0.465**	0.608**	-	
User Satisfaction	3.598	0.736	0.417**	0.401**	0.479**	0.460**	-
ERP System Usage	4.166	0.588	0.217**	0.184**	0.279**	0.324**	0.399**

In the sample, the mean of the ERP system (M = 166/4) in a 5-degree interval showed that the teachers of the study have evaluated the application of the ERP system above the average level. Also, the average of management commitment, system perspective, open space and experimentation, transfer and integration, and user satisfaction are evaluated higher than the average level. The organizational resource planning system has a meaningful and theoretical relation with management commitment, system perspective, open space and experimentation, transfer and integration, and user satisfaction. The intensity of the relationship between the use of enterprise resource planning system and user satisfaction is more than other variables ($r = .399, p < .05$). The use of ERP system has a

significant relationship with the transfer and integration of knowledge ($r = .324, p < .05$). There is also a significant relationship between the use human resource planning system with open source and experimental resource ($r = .279, p < .05$); with system perspective ($r = .184, p < .05$); with management commitment ($r = .271, p < .05$).

In the final model, the organizational resource planning system has a significant effect on user satisfaction ($\beta_{11} = .40, t = 6.07, p < .05$). User satisfaction has a significant effect on management commitment ($\beta_{12} = .17, t = 2.28, p < .05$); User satisfaction has a significant effect on the system perspective ($\beta_{13} = .18, t = 2.66, p < .05$); User satisfaction has a significant effect on open space and experiment ($\beta_{14} = .19, t = 2.17, p < .05$); User satisfaction has a significant effect on the transfer and integration of knowledge ($\beta_{15} = .19, t = 2.41, p < .05$). Based on the results, the overall effect of using the organizational resource planning system on the organizational learning capability by mediating user satisfaction is 0.825 that this finding suggests the effective role of using this system in the university.



Chi-Square= 7.34, df=4, Pvalue= 0.11, RMSEA= 0.06

Figure 2. Final model of the effect of application of enterprise resource planning on user satisfaction and organizational learning capability

* The standard coefficients have been reported.

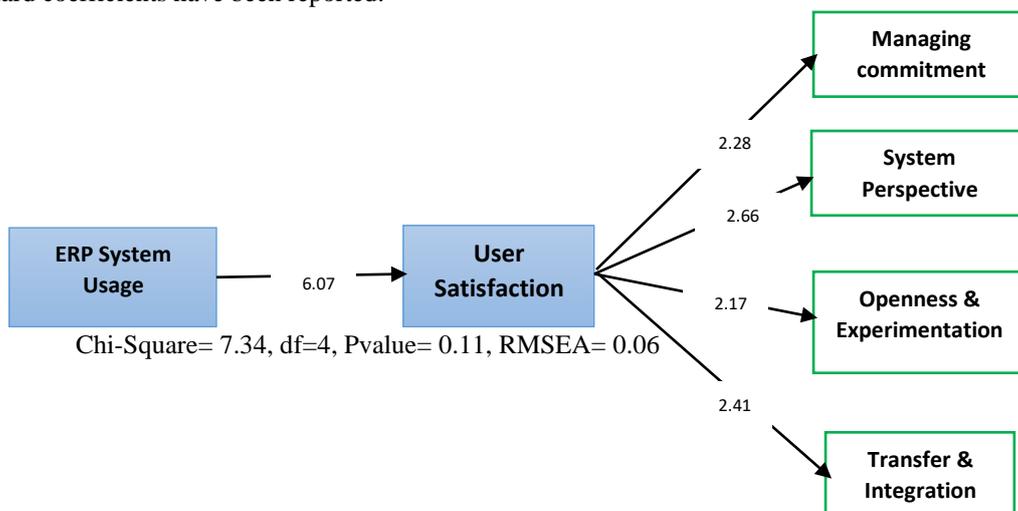


Figure 3. Final model of the effect of application of enterprise resource planning on user satisfaction and organizational learning capability

* Significant coefficients have been reported.

Table 2. Model Fitness Indicators

Indices	Source	Expensive Domain	Amount	Result
X ²	-	P ≥ 0.05	7.34	OK
Df	-	-	4	-
X ² /df	-	3-5	1.83	OK
RMSEA	MacCallum (1996)	RMSEA ≤ 0.08	0.065	OK
GFI	Bagozzi & Yi (1988)	GFI ≥ 0.90	0.99	OK
AGFI	Bagozzi & Yi (1988)	AGFI ≥ 0.90	0.94	OK
NFI	Fornell & Larcker (1981)	NFI ≥ 0.90	0.99	OK
CFI	Hu & Bentler (1999)	IFI ≥ 0.90	0.99	OK
IFI	Shah & Ward (2007)	IFI ≥ 0.90	0.99	OK

Table 2 shows the fitting indices of the model indicate that the final model has a relatively good fit with the data.

Table 3. Direct, indirect, and total effect of Application of Enterprise resource planning and User Satisfaction on Organizational Learning Capability

Effect	Path	Direct effect	Indirect effect	Total effect
Extraneous on Internal	ERP System Usage on User Satisfaction	0.40**	-	-
Internal on Extraneous	User Satisfaction on Managing commitment	0.17**	-	-
	User Satisfaction on Transfer & Integration	0.18**	-	-
	User Satisfaction on Openness & Experimentation	0.19**	-	-
	User Satisfaction on System Perspective	0.19**	-	-
Total Effect	ERP System Usage on Organizational Learning Capability		0.385**	0.825**

P<0.05 * P<0.001** The coefficients have been reported metrically.

The direct, indirect and total effects are reported in Table 3.

Discussion and Conclusion

The first finding of this study is the average of organizational learning capabilities (management commitment, system perspective, open space and experimentation, transfer and integration) and user satisfaction is above average. This finding is consistent with the findings of Mohammad and Farhadi (2016). This finding is consistent with some research findings from Nwankpa and Roumani (2014). Organizational learning has recently become a key concept in businesses looking for productivity and profitability (Orthner, Cook, Sabah & Rosenfeld, 2006); and its main emphasis is on the structure, process and capabilities of human beings to maintain and optimize organizational performance (Massingham & Diment, 2009); Therefore, in explaining this finding, it can be said that organizational learning causes a group of people to have the same responses in different situations. Organizational learning leads to discovering and correcting mistakes and improving performance through superior knowledge and its understanding in individuals.

Another finding of this study was that the organizational resource planning system by mediating user satisfaction has an indirect and significant effect on managerial commitment. This finding is consistent with the results of Akgun, Byrne, Lynn & Keskin (2007). One of the reasons is that such a commitment enables a person to create the routines with the aim of helping teachers to review the barriers of complex technology as a prepared ERP system. In addition, the use of the ERP system has demonstrated a positive impact on management commitment. ERP also involves a wide range of activities that aimed at gathering all data and processes of an organization in a unit system, and

ultimately, improving organization performance and user satisfaction. This finding means that ERP is a comprehensive system that tries to more effectively manage all resources and integrate all of the tasks and departments within an organization using a single computer system that can meet the specific needs of these sectors. An organizational learning capability is critical and a sophisticated source that includes the development and use of new knowledge to improve organizational performance, which can lead to a competitive benefit. In other words, organizational learning capability means better innovation that is definitely effective in innovation. Universities and organizations with higher learning capabilities (commitment and transfer, and integration and openness of the structure of a better system perspective), creating a more added value and ultimately improving performance (Hsu & Wang, 2008; Massingham & Diment, 2009; Ghaffari, Saki & Savari, 2014; Galedar, 2016). According to the hypotheses, the results show that managerial commitment affects teacher's satisfaction. One of the reasons for this is that the managerial commitment creates the institutionalization process within the organization, which attracts and uses knowledge, that the dependence on the organization is due to the organization itself, and apart from its instrumental values, which ultimately have a positive impact on employee performance and increase productivity, improves the quality of service delivery (Nadiri & Tanova, 2010; Vohra, 2010; Urbach & Ahlemann, 2010; Nwankpa & Roumani, 2014).

Another result of this research is that the ERP system with mediating user satisfaction has an indirect and significant effect on the system's perspective. This finding is consistent with the results of the Khani research (2018). The main teams in an ERP implementation company need to act as forces that greatly enhance the new knowledge against barriers to the existing knowledge in the organizational memory. The reason for this may be that the perspective and purpose, needs, and expectations of ERP users are unique and appropriate to their specific performances and responsibilities. To achieve the ERP goals, the university needs to establish a system for students, teachers, it should also lead all management objectives to improve the use of IT and information systems in academic administrative processes to increase user satisfaction on the one hand and, on the other hand, create a bridge between management, students, teachers and ultimately, ensure the effectiveness of the decision-making process. Furthermore, the resource planning system with mediating user satisfaction has a direct and indirect effect on open space and testing. This finding is consistent with the research results of Aremu & Shahzad (2015), and Akgun, Byrne, Lynn & Keskin (2007). In explaining this finding, one can admit that objectives, strategies, environment, technology and size are among the most important environmental variables. These variables represent the entire organization and its position and are between the organization and the environment and are derived from the environment. This is the critical role of the organization's management in creating an environment within the organization. Not only does it increase the use of the ERP system, the advantages of using the ERP system is that it facilitates the implementation process, which is the same as training users. The organizational resource planning system with mediating user satisfaction has an indirect and significant effect on the transfer and integration of knowledge. This finding is consistent with the finding of Khani (2018).

Training is a teaching-learning process that takes place between the master and the learner; Learning not only involves the transfer of general knowledge but also involves changing behavior, beliefs. Enterprise Resource Planning features include easy customization, higher efficiency, unlimited users, and the provision of various types of reports, optimized design and coding in order to maintain the appropriate speed, being web-based, use and easy implementation of all these facilities together, easy access to data and effective communication for students, teachers. By managing integrated resource management software at universities, university management systematically maintains and updates various aspects of the organization. An integrated resource management system for corporate resources at universities has many benefits for teachers as well as for schools and educational institutions that some of them are: eliminating overheads in managing university records; effective communication between teachers, parents, and students; creating a student-centered image; full automation of all operations; the best possible resource optimization; a new generation of

timetables for professors with dynamic alternate management, an affordable solution for managing the whole university; saving investment in software and management issues (Khani, 2018).

Finally, one can conclude that the benefits of integrated resource planning at university for professors and students include: a) Enrolling students when they accept students, universities spend a lot of time revising the forms and sorting them out, finding empty fields inside the campus database, and so on. The ERP system at universities helps to complete all these steps online, not manually. B) Receiving costs is easy through online tools: the whole process of calculating and receiving fees through the ERP system in universities is simplified for both students and teachers. C) Making timetable is very easy: students can easily check the changes they make about their class schedule at the right time, daily or weekly. They can view the time interval between the grades according to the program. Select their classes so that the class's times do not interfere with each other or select classes that have the appropriate time interval between the two classes. D) Forum and Charts: the forum complements the education process through the integrated planning of organizational resources at the university and provides a healthy environment so that the authorities and parents talk about the educational system and improve it (Khani, 2018); Another set of advantages include the automatic recording of student's attendance, the computerized management of students' grades, and the time saving.

Consequently, including effective and useful interaction with students' parents, access to their presence and the presence of students, better organization of university activities, classroom information management, and analytical reporting, email, and internal messaging (Khani, 2018). Therefore, the use of the ERP system enables advanced interaction with faculty and classmates, access to attendance records, timetable, grades, and programs; ERP also enables the possibility of publishing articles and views and participate in discussions, searching in a library, getting information about university events and holidays, all of which increases the knowledge and, ultimately, teacher's satisfaction. According to the results of the current study, it is suggested that organizations that are seeking to increase the use of ERP systems increase the level of organizational learning capability by indirectly increasing user satisfaction to achieve this goal. Holding training courses for teachers in the implementation of ERP systems is of great importance to the success of this system. The material and spiritual support of senior executives and officials from the implementation of the ERP system is one of the most important issues affecting the implementation of this system. Providing in-service training courses to meet the goals, performance and efficiency of ERP are among the most important issues to be considered.

Among the limitations of research, the limitation of this study is related to measuring instruments. Measuring tools for the questionnaire had a number of inherent constraints, including measurement error, non-compliance, socially accepted responses.

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