

The Relationship between Family, Social and Scholastic Situation and Employing Information and Communication Technology by Secondary Schools Students from Teachers and Principals Point of View in Sari Township in the Academic Year 2011-2012

Seyyede Fatemeh Hashemi Shiyadeh, Zahra Arabkhzaeli, Mansureh GHanbarpoor jooybari, Fahimeh Babatabar Darzi

^{1 234}-Master of Educational Technology, Sari Branch, Islamic Azad University, Sari, Iran

ABSTRACT

Present study was done to review the relationship between families, social and scholastic situation and employing information and communication technology on secondary schools students in 2011 by means of descriptive survey (field study) and sectional method. Statistical population were consist of 987 teachers and principals of schools in Sari township in which from this population , 275 persons were selected as sample by means of stratified random sampling method. In order to collect data, researcher made questionnaire considering global experiences was used. To define validity, professors' judgment of this field was used and the amount of reliability of questionnaire calculated 0.80 by means of Cronbach alpha. Data analysis was done by means of descriptive and inferential (Pearson correlation) statistics. The results showed that there is relationship between family, social and scholastic situation and employing information and communication technology

KEYWORD: Information and communication technology, family situation, social situation, scholastic situation

INTRODUCTION

Since beginning of human civilization, information and its usage considered as important problem of human kinds. Information is a very complex and widespread phenomenon which affects our decision making. Existence and produce the increasing amount of information in various fields, has transformed present age into "information era" and has created phenomenon which called "information explosion". The cause of using the term "information explosion " for present age is the spreading amount of information and the speed of transaction by means of various informational grounds (Asnafi , 2005 , P:1)

e. learning is one of the most important results of information and communication technology in education. New information and communication technology have affected all life issues and human activities and its comprehensive usage has lead to significant developments. One of the areas which affected by information technology is education and training. Education and training considers as suitable ground for change and development. In fact, new technologies play important role in developing activities and its effectiveness. What we can observe today are changes in education content, strategies, educational policies, teacher role... (Yaghini 2006, p: 75). In most countries of the world, spreading of information technology in education had been considered. By reviewing present statistics and information to spread information technology in education in third world countries, we understand that in most countries of the world, such as developed and developing countries, there are comprehensive programs to mobilize. Regarding increasing spread of information technology and its developmental effect on human life , the familiarity of students and teachers about this technology and their dominance in using its instruments is necessary (Jalali , 2004 , p:19)

new technologies by providing proper opportunities in line with students personal talents and interests , provides important help in developing schools educational system. Studies show that using today technologies such as computer and world network in classrooms provides possibility for students to learn by more speed and better performance and create better satisfaction of attending in classroom (Mehmet , 2004,P:211).

In this study, the relationship between, families, social and scholastic situation and employing information and communication technology in secondary school students from teachers and principals point of view in Sari Township has been considered. Information and communication technology phenomenon and its impact of various social , economic , cultural and educational aspects , affects human demands by significant speed and has created new needs and has caused teachers to employ it for productivity of their activities.

Computer as a national instrument of education make available for teachers and principals to play facilitator role in education. Internet is a worldwide network which consists of a lot of interrelated net which unlike local networks are designed in decentralized form. Computer and internet are two important and modern instruments of today world. Correct using of these two instruments considers as great help for all to conform themselves in global village with up to date knowledge. Student's familiarity of these technologies and employ them in course issues and daily entertainments can have important role in education development.

Regarding the importance of information and communication technology and its effective role in learning process, the main question of this study is that is there relationship between family, social, scholastic situation and using information and communication technology in students? Zarei Zavaraki (2004), in his study showed that there is positive and significant relationship between the amount of using computer and internet by university professors and efficacy of learning in students. Students who interact with professors using network communications, had more information about software of word power point, excel, and internet and the way of using it rather than other students (who interact with non user professors). Hakimi (1996) in the study about "the amount of using information technology in central libraries of university of Zahedan by faculty members in education and training in two university of medical sciences in Zahedan and Sistan Baloochestan university" has resulted that : the most using was related to medical sciences of Zahedan which 5.18% was related to education and 5.81% was related to research and also there is negative correlation between age groups and scientific rank with the amount of using information technology.

According to study results of Sharifi (2004) there is significant relationship between individual, academic features and teaching experiences and the amount of using information technology.

Chen (1997) in the study about the attitude of faculty members in using micro-computers in university activities in Taiwan , found that the variable of age , PC possession , university background , computer knowledge and skills are effective on efficacy of using computer. Hoseini Shavan (2007) in study about" reviewing the relationship of using information technology by faculty members and their educational performance "showed that faculty members use information technology averagely and their educational performance is at favorable level. Also, there is significant relationship between the amount of using information technology and educational performance of faculty members. Other results of this study showed that according to calculated X^2 , there is no significant relationship between gender, educational field, scientific position and the amount of using information technology and also, there is no significant variation between educational groups in terms of educational performance and information technology.

Esmi (2004) in the study about the effects of internet on education has resulted that, learning internet provides opportunities for learners to learn participatory and group learning skills and increase their abilities in conversation and talking.

Present study with total purpose of reviewing the relationship between family, social and scholastic situation and employing information and communication technology by school students, considers following hypothesis:

Hypothesis 1: there is relationship between family situation and using information and communication technology by school students

Hypothesis 2: there is relationship between social situation and using information and communication technology by school students

Hypothesis 3: there is relationship between scholastic situation and using information and communication technology by school students

STUDY METHOD

Study method is descriptive correlation survey and study populations were consist of all teachers and principals of secondary schools in Sari township in the academic year of 2011-2012 which were 987 persons. Regarding statistic population size and by means of stratified sampling method proper with population size and by means of Morgan chart, 274 principals and teachers were selected as sample. To collect data, two types of questionnaire were used: a) questionnaire of family, social and scholastic situation: this questionnaire is consisting of 18 items and each respondent answers each item in terms of 6 points (very high, high, often, low, very low, never)

Each point are scored 5, 4,3,2,1 and 0, respectively. b) questionnaire of employing information and communication technology: this questionnaire consists of 27 items and each respondent answers items in terms of 5 point scales(always , most of time , often , rarely , never) which each points is scored 4,3,2,1,0 respectively. Nominal or content validity of items were reviewed and approved by expert professors and advisors consultants and according to cronbochs alpha, the reliability of questionnaire about family, social and scholastic situation was calculated 0.82and using information and communication technology was calculated 0.89. This measurement shows high reliability and inner solidarity of questionnaire items. In order to analyze data, two statistical methods were

used: a) descriptive statistics: consist of measure frequency, frequency percentage, bar chart, mean, standard deviation b) inferential statistics: consist of Pearson correlation test.

RESULTS

Hypothesis 1: there is relationship between family situation and using information and communication technology by school students

Table1: reviewing the relationship between family situation and using information and communication technology

Statistical criteria	Measured scales
Number of sample(n)	275
Calculated regression scale(rm)	0/212
Degree of freedom(df)	274
Critical table regression scal (rb)	0/135
P – value (sig)	0/000

According to the results of reviewing samples in table1, p-value(sig=0.000) at the confidence level of 95% , is lower than significant level ($\alpha=0.05$).i.e. observation approved hypothesis H1 absolutely. Therefore, statistically and with confidence level of 95% , it can be claimed that there is significant positive correlation between family situation and using information and communication technology in which the amount of this correlation is 0.21.

Hypothesis 2: there is relationship between social situation and using information and communication technology by school students

Table2: reviewing the relationship between social situation and using information and communication technology

Statistical criteria	Measured scales
Number of sample(n)	275
Calculated regression scale(rm)	0/239
Degree of freedom(df)	274
Critical table regression scal (rb)	0/135
P – value (sig)	0/000

According to the results of reviewing samples in table2, p-value(sig=0.000) at the confidence level of 95% , is lower than significant level ($\alpha=0.05$).i.e. observation approved hypothesis H1 absolutely. Therefore, statistically and with confidence level of 95% , it can be claimed that there is significant positive correlation between social situation and using information and communication technology in which the amount of this correlation is 0.24.

Hypothesis 3: there is relationship between scholastic situation and using information and communication technology by school students

Table3: reviewing the relationship between scholastic situation and using information and communication technology

Statistical criteria	Measured scales
Number of sample(n)	275
Calculated regression scale(rm)	0/256
Degree of freedom(df)	274
Critical table regression scal (rb)	0/135
P – value (sig)	0/000

According to the results of reviewing samples in table3, p-value(sig=0.000) at the confidence level of 95% , is lower than significant level ($\alpha=0.05$).i.e. observation approved hypothesis H1 absolutely. Therefore, statistically and with confidence level of 95% , it can be claimed that there is significant positive correlation between scholastic situation and using information and communication technology in which the amount of this correlation is 0.26.

Main hypothesis: there is relationship between family, social and scholastic situation and using information and communication technology

Table4: to review the main hypothesis of study

Statistical criteria	Measured scales
Number of sample(n)	275
Calculated regression scale(rm)	0/212
Degree of freedom(df)	274
Critical table regression scal (rb)	0/135
P – value (sig)	0/000

According to the results of reviewing samples in table4, p -value($\text{sig}=0.000$) at the confidence level of 95% , is lower than significant level ($\alpha=0.05$).i.e. observation approved hypothesis H1 absolutely. Therefore, statistically and with confidence level of 95% , it can be claimed that there is significant positive correlation between family , social and scholastic situation and using information and communication technology in which the amount of this correlation is 0.21.

DISCUSSION AND CONCLUSION

Study results showed that there is relationship between family, social and scholastic situation and using information and communication technology, therefore, all hypothesis of present study were approved.

The results of this study is in line with study results of Habibi(2010) , Mortazavi(2008), Ujaghi (2007),Khosh-Kenar(2004), Also, we can address study results of John(2006) , Lee (2005) , Esmith(2004) , Booster (2003) in confirmation of study results of this study. Regarding the importance and significance of information technology role in increasing scientific potential and academic development of students in order to rise scholastic potential and empower socialization criteria in all academic courses, following points are suggested:

Teachers should help students to learn by using new technologies and collect and organize and analyze their required information and faced them with quality and the source of acquiring information, with critical thinking.

Educational and research policies should be performed in order to meet needs and demands for information and communication technologies, providing proper social , informational , cultural environments and models of using information technology in education and training.

Also, schools principals, by considering family values , should inform students and their parents about the advantages and disadvantages of information and communication technology (internet sites , chat , net friendship)by holding family training classes.

Considering the effectiveness of information and communication technology on social criteria such as social health, social cooperation, social welfare, social maturity and other components, these concepts should be described for students and the way of its effectiveness should be cleared for them. Learning information and communication technology and using it in schools is depend on the way of managing institute and teachers performance , therefore, in order to more utilization of it , teachers and principals should perform required cooperation and participation with students.

REFERENCES

1. Asnafi , a,(2005). What is e. Learning and where is the status of virtual libraries in this process?. Ketab quarterly .n.16.
2. Chen, m.c, (1997), study the attitudes towards microcomputer suse of university business instructors in taiwan, republic of china. Dissertation abstracts international. Vol.58, no.8, p.310.
3. Hakimi, r., (1996) determined the use of information technology in teaching and research in zahedan university central library, ms thesis, university press university press.
4. Jalali . A,(2004) . Information and communication technology in education in others countries of world, abstract of articles of conference about course plan in the age of information and communication technology, tehran , : iran course planning association.
5. Mehmet, nuri (2004).use of educational technology in english classes.the turkish online journal of educational technology, vol. 3, issue 2, article 11. Available at: [http:// tojet.net/volumes/v3i2.pdf](http://tojet.net/volumes/v3i2.pdf).
6. Shavvn hosseini, a., (2007) the relationship between information technology use by faculty members with their educational function of psychology and educational sciences at tehran university, ms thesis, department of psychology and educational sciences at tehran university.
7. Sharifi, s, (2004) examine the relationship between personal characteristics, educational, occupational faculty members with the use of information technology in tehran and allameh tabatabaei university, ms thesis, university of allameh tabatabaei.
8. Yaghini , masood(2006) , competitive environment of business and emerging of digital organization, information technology era , second year , n.11 ,p:75.
9. Zareei zavaraki, esmaeil, (2004), "association of use of network communications with background characteristics of faculty teachers ". Proceeding of ed-media, world conference on educational multimedia, hypermedia and telecommunications, june 21-26, 2004, and lugarno, switzerland.