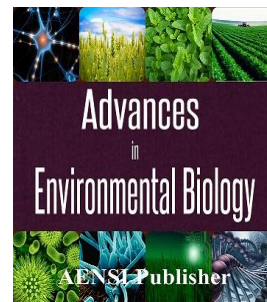




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The effect of using educational tools and computer in educational progress of Tabriz district 5 educational office during 2013-2014 educational year

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ABSTRACT

In this paper we discuss the effect of the use of educational tools and computer in educational progress of students the results of which can be used by the involved authorities. The major objective of the present research is to see the effect of using educational tools and computer on educational progress of the students. Learning is a very complicated issue and requires the interference of several agents, and it happens when these factors are beside each other. Learning especially in class environment has more importance and delicacy. Because of its basic differences from outside the class environment it requires more care and attention. The basic factors involved in learning issue inside a classroom are: physical, scientific, mental and personality status of the teacher, the content of educational source, educational laws, and rules, educational space and education helping tools from among which because of synchronizing theory and practice education helping tools have special place. The use of educational helping tools by the teacher during teaching process causes the presented materials to be placed in morphological cognition of the students and the students arrive at meaningful learning. Unfortunately, the regular and methodical use of educational helping tools is neglected for any excuse like lack of time and tools. It is hoped that the use of educational helping tools is internalized so as to cause mobility and dynamic in educational system of our country.

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INTRODUCTION

Learning is a very complicated issue and requires the interference of several agents, and it happens when these factors are beside each other. Learning especially in class environment has more importance and delicacy. Because of its basic differences from outside the class environment it requires more care and attention. The basic factors involved in learning issue inside a classroom are: physical, scientific, mental and personality status of the teacher, the content of educational source, educational laws, and rules, educational space and education helping tools from among which because of synchronizing theory and practice education helping tools have special place. The use of educational helping tools by the teacher during teaching process causes the presented materials to be placed in morphological cognition of the students and the students arrive at meaningful learning. Unfortunately, the regular and methodical use of educational helping tools is neglected for any excuse like lack of time and tools. It is hoped that the use of educational helping tools is internalized so as to cause mobility and dynamic in educational system of our country.

The scientists and experts of education believe that the use of new tools and instruments in educational progress is the inevitable part of learning process. So the use of technology and new educational tools is considered as the unseparable duty of any teacher.

The researcher tries to report “what exist” without any interference or mental deduction and get concrete results from it. Researcher made questionnaire is the measurement tool of this research. Analyzing the required data was done in descriptive and deductive forms.

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MATERIALS AND METHODS

The statistical population includes all teachers of Malekan Education Office during 2012-2013 educational year of which 437 ones were primary school teachers, 294 ones guidance school teachers, and 239 ones were secondary school teachers. The volume of statistical sample in this research based on Morgan Table for determining sample volume equaled 278 teachers. In this research simple random sampling method has been used.

Collecting Data Tools:

To collect the required data for this research the questionnaire was used.

Research Method:

The method of the present research is contrivetype of descriptive. In this type of research, the researcher tries to report "what exists" without any interference or mental deduction and get concrete results of it.

Results:

The results achieved through applying Pearson's coefficient test have been given in the following table. The data mentioned in the above table show that the amount of coefficient correlation of using educational tools and computer by teachers and educational progress of the students equals 0.427 ($R=0.427$). Thus, considering the range of changes $r(-1,+1)$, one can conclude that the correlation between the two variables of using educational tools and computer by teachers and educational progress of the students is high, the achieved meaningful level $P=0.001$. Since the achieved meaningful level (p) is less than $p=0.05$, so one can conclude that the null hypothesis is rejected and the main hypothesis is confirmed. In other words, with more than 95% of certainty one can claim that there is a meaningful relationship between using educational by teachers and educational progress of the students tools and computer by teachers and educational progress of the students.

Table 1: Descriptive data of Pearson's correlation test considering the relationship between using educational tools and computer

Variables	Mean	Standard Deviation	Correlation coefficient	Significance Level
Educational Progress	7.1	2.1	0.427	0.001
Use of educational tools and computer	11.5	3.1		

The data given in the above mentioned table show that the coefficient correlation equals $R=0.24$ and the achieved reliability level is $P=0.001$. Since the achieved reliability level is less than $P=0.05$, so one can conclude that hypothesis one is confirmed and that there is a relationship between teachers' training and the amount of their interest in using educational tools and computer.

Table 2: Descriptive data of Pearson's correlation test considering the relationship between active teachers' training and their interest in using educational tools and computer.

Variables	Mean	Standard deviation	Correlation coefficient	reliability Level
Teachers' Training	6.11	1.92	0.241	0.001
Interest in using educational tools and computer	6.61	2.0		

The data given in the above mentioned table show that the coefficient correlation equals $R=0.235$ and the achieved reliability level is $P=0.001$. Since the achieved reliability level is less than $P=0.05$, so one can conclude that hypothesis three is confirmed and that there is a relationship between active reliability of the school principles and their interest in using educational tools and computer.

Table 3: Descriptive data of Pearson's correlation test considering the relationship between active behavior of schools principles and teachers' interest in using educational tools and computer

Variables	Mean	Standard deviation	Correlation Coefficient	reliability level
Interest in using educational tools and computer	6.61	2.0	0.235	0.001
Active ...of principles	5.52	5.36		

The data given in the above mentioned table show that the coefficient correlation equals $R=0.194$ and the achieved reliability level is $P=0.001$. Since the achieved reliability level is less than $P=0.05$, so one can conclude that hypothesis three is confirmed and that there is a relationship between teachers' training and the amount of their interest in using educational tools and computer.

Table 4: Descriptive data of Pearson's correlation test considering the relationship between applying monitoring by the authorities of offices and increasing teachers' interest in using educational tools and computer

Variables	Mean	Standard deviation	Correlation Coefficient	reliability level
Interest in using educational tools and computer	6.61	2.0	0.194	0.001
Monitoring of Authorities	7.26	2.1		

4. There is a relationship between encouraging policies (strategies) of the authorities and making teachers interested in using educational tools and computer.

Hypothesis four of the research examines the relationship between encouraging policies of authorities and making teachers interested in using educational tools and computer. To examine the mentioned hypothesis Pearson correlation coefficient test has been used. The results achieved through applying the test has been given in the following table, and they show that the amount of correlation coefficient equals $R=0.486$ and the resulting reliability level is $P=0.001$. Thus since the achieved reliability level is less than 0.05, ($P=0.001 < P = 0.05$) so one can conclude that hypothesis 4 is confirmed and that there is a relationship between encouraging policies (strategies) of the authorities and making teachers interested in using educational tools and computer.

Table 5: Descriptive data of Pearson's correlation test considering the relationship between encouraging policies of the authorities and encouraging the teachers to use educational tools and computer

Variables	M	St. deviation	Correlation Coefficient	reliability level
Interest in using educational tools and computer	6.61	2.0	0.486	0.001
	5.0	1.8		

In the following table, which show that the amount of the achieved t coefficient and reliability level for hypothesis 5 are $T=1.251$, $P=0.265$, respectively. Since the achieved ... level is more than the maximum acceptable amount to confirm the hypothesis ($p=0.05$), so one can conclude that hypothesis 5 is rejected. So it's concluded that the teachers graduated from TTC use educational tools and computer like the other teachers.

Table 6: The data related to t-test regarding the difference between the use of educational tools and computer by the teachers graduated from TTC and other teachers.

Variables	Mean	Standard deviation	T	reliability level
Graduated from TTC	6.5	1.8	1.251	0.265
Other Teachers	6.7	2.1		

The data resulted through applying variance analysis test show that the achieved $p=0.119$ is more than the maximum acceptable amount to confirm the hypothesis. Therefore, it's concluded that hypothesis 6 is not confirmed. Thus, one can conclude that the teachers with different levels of university degrees use educational tools and computer like each other.

Table 7: Descriptive data of variance analysis test considering the relationship between between the teachers' university degree and the amount of their interest in using educational tools and computer

Variables	Sum of Squares	Mean of Squares	F	reliability level
Inter group	21.4	7.14		
Intra group	945.9	3.62	1.971	0.119
Sum	967.3			

The results of this research are as follow:

- There is a relationship between teacher training and the amount of their interest in using educational tools and computer.
- There is a relationship between active behavior of school principles and teachers' interest in using educational tools and computer.
- There is a relationship between applying monitoring by the authorities of offices is effective on increasing the amount of teachers' interest in using educational tools and computer.
- There is a relationship between reinforcing policies (strategies) of the authorities and encouraging the teachers to use educational tools and computer.
- There is not any relationship in the use educational tools and computer between the teachers graduated from TTC and other teachers.
- There is not any relationship between the university degree of the teachers and the amount of their interest in using educational tools and computer.
- There is not any relationship between the teaching experience of the teachers and the amount of their interest in using educational tools and computer.

Deductive Results:

- There is a relationship between teacher training and the amount of their interest in using educational tools and computer.
- There is a relationship between active behavior of school principles and teachers' interest in using educational tools and computer.
- There is a relationship between applying monitoring by the authorities of offices is effective on increasing the amount of teachers' interest in using educational tools and computer.
- There is a relationship between reinforcing policies (strategies) of the authorities and encouraging the teachers to use educational tools and computer.
- There is not any relationship in the use of educational tools and computer between the teachers graduated from TTC and other teachers.
- There is not any relationship between the university degree of the teachers and the amount of their interest in using educational tools and computer .
- There is not any relationship between the teaching experience of the teachers and the amount of their interest in using educational tools and computer.

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