

Comparing the Views of Teachers and Girl Students in High School about Applying e-Learning

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Abstract: The research is intended to compare the views of teachers and girl students in high school about applying e-Learning in zone 1 of Urmia City in academic year 2014-2015. Research method is survey-descriptive. Statistical population contains 2 groups of teachers and high schools students of Urmia City. Number of teachers is equal to 50 and number of students is equal to 300. Sampling method is random-clustered. Research tool is researcher made and is verified by experts and reliability coefficient of questionnaire is 0.89. Data analysis performed with t-test of two independent groups. Some research results are as following: there is significant difference between teachers and students in social-cultural factors. Teachers' view point about the effect of social-cultural factors on applying e-Learning in high school is significantly different from students' view point. And average of teachers in social-cultural factors is significantly more than students' average.

Key words: e-Learning, Information and Communication Technology (ICT), smart schools, verified, significantly

INTRODUCTION

Nowadays schooling is not just teaching rather it means providing learning opportunities. Thus, scientific visits, playing videos and using internet are a kind of situation for teaching and learning (Qaderi, 2012). In using ICT the teaching process takes place with beautiful pictures and as students have role in learning it makes interest and deep learning (Niyazazari *et al.*, 2012).

e-Learning contains all instruction that are done with electronic tools such as aural, visual, computer, network, etc. e-Teaching is an extensive collection practical software and teaching methods include computer based teaching, web based teaching, virtual (online) classes and so on.

Using e-Learning in comparison with traditional teaching method has various advantages such as flexibility in everywhere and every time, providing information as multimedia and simultaneous interaction which exists between learners will be useful. Lesser time for teaching, depth of instructions and attraction of educational environment justify the use of e-Teaching in educational system (Sharifi *et al.*, 2013). Various factors can affect the manner of applying electronic teaching such as human factors which originate from attitudes and beliefs of instructor and learning and authorities toward online teaching methods (Babaie, 2010) social-cultural factors that contain rules, norms and any ability that a person needs to participate in a virtual society. Technology factors that contain facilities and suchlike in

school (Kaffash, 2011). Financial factors which contain expenses and enough budget in order to use online education method. The base of education and training is one of the biggest information producers and undoubtedly one of the biggest users and savers of information and wisdom this matter is highly important in our country due to quantitative development of education and training and paying attention to religious factors. Producing knowledge and optimized use of it in the education and training process increases students' and teachers' wisdom and ability and will help with education and training in its most important mission which is training capable and qualified human resources (Eshratzamani *et al.*, 2010). A large part of social, ethnical, cultural and even economical disorders in countries originates from underdevelopment knowledge and technology. Nowadays wisdom is the most important criterion of development and highest national wealth. It means that if in the past physical and material resources were the main factors of development, today the literacy level, researchers, experts and efficiency indicators of technology and human mind are the main sign of development for nations and countries.

Khademmasjedi has analyzed the role of ICT in improving learning-teaching process of highschool students in Karaj Town. His results indicate that teachers are interested in using ICT but they don't have enough knowledge and ability in this field and request technology teaching workshops in order to improve their knowledge and abilities.

In a research, Najafi found out the effect of ICT and using computer on high school students. And also this research verified the positive effect of technology both in high schools and vocational schools.

Salehi and Kashani (2007) in a research under the name of effective factors on applying smart schools project, cites to some factors such as the existence of educational planning appropriate for ICT in schools, training skilled human source in using ICT and the existence of facilities and financial resources as main components for this project.

MATERIAL AND METHODS

This research is survey-descriptive in applied type. Statistical population contains two groups of teachers and students in high schools of Urmia City. Number of teachers is 50 and number of students is 300. Sampling method is random-clustered. Research tool is researcher made and it is verified by experts and reliability coefficient is equal to 0.89. Data analysis is done by t-test of two independent groups.

RESULTS

- Hypothesis 1: teachers view point toward human factors in applying e-Learning in high school is significantly different from students

To analyze the difference between teachers and students view points toward the effect of human factors in applying e-Learning in high school t-test of two independent variables is used. $p < 0.05$ is considered for rejecting the hypothesis 0. To analyze the rate of effect partial eta squared is used. Results of Levin test for analyzing homogeneity of variance for human factor variable between teachers and students in 0.05 level is significant ($F = 4.31, p < 0.05$). This finding shows that the variance of this variable is heterogeneous in groups. According to these findings hypothesis 1 is verified.

- Hypothesis 2: teachers view point toward the effect of social-cultural factors in applying e-Learning in high school is significantly different from students' point of view

According to the schedule (10-4), the results of Levine test for analyzing the variance of cultural-social variable between teachers and students in 0.001 level is significant ($F = 21.42, p < 0.001$). This finding shows that

the variance of this variable is heterogeneous in groups. Findings show that average difference between teachers and students in social-cultural variable is equal to (0.43). t-statics of this difference is (4.43) that is positive and significant in 0.001 level. This result indicates that there is a significant difference between teachers and students in social-cultural factors.

- Hypothesis 3: teachers view point toward the effect of technology factors in applying e-Learning in high school is significantly different from students' point of view

Results of Levine test for analyzing homogeneity of variance for technology variable between teachers and students in 0.001 level is significant ($F = 25.01, p < 0.001$). This finding shows that the variance of this variable is heterogeneous in groups. According to these findings, the third hypothesis of research is verified and it can be said teachers view point toward the effect of technology factors in applying e-Education in high school is significantly different from students' point of view.

- Hypothesis 4: teachers view point toward the effect of technology financial in applying e-Learning in high school is significantly different from students' point of view

Results of Levine test for analyzing homogeneity of variance for financial variable between teachers and students in 0.001 level is significant ($F = 25.01, p < 0.001$). This finding shows that the variance of this variable is heterogeneous in groups. Findings show that average difference between teachers and students in financial variable is equal to (0.50). t-statics of this difference is (3.51) that is positive and significant in 0.001 level. Thus, the forth hypothesis of research is verified and it can be said that teachers view point toward the effect of technology financial in applying e-Education in high school is significantly different from students' point of view.

DISCUSSION

In every kind of technology analyzing the factors that are effective in using a technology should be noticed. This is also true about e-Learning. Thus, this research was intended to evaluate the factors which can affect e-Learning applying. Understanding the necessity of analyzing the effective factors in e-Learning is not

possible without knowing the view points of teachers and students because teachers and students are the main components of teaching-learning process and this research dealt with analyzing the viewpoints of these two groups. The results showed that teachers view point toward the effect of human factors in applying e-Learning in highschool is significantly different from students'viewpoints.

CONCLUSION

Research results are verified by other researchers' findings. Niyazazari, Behnamfar and Andi in their research viewed the effect of ICT and use of computer on students' academic improvement in high school. And also this research verified the positive effect of using technology both in high school and vocational schools. Also, Salehi and Kashani (2007) in a research under the name of the effective factors in applying smart schools project, cite to existence of a curriculum planning appropriate with ICT inschools, training skilled human sources in using ICT and the existence of facilities and financial resources as main factors for this project.

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