The Effect of Application Educational Modern Technologies (Computer and Internet) on the Teachers Professional Performance in High School of Zahedan

Effat Firoozi¹, Hassan Shahraki Pour², Ali Ghasempour³

¹, ², ³. Department Of Educational Management, Sistan & Baluchestan Science & Research Branch, Islamic Azad University, Zahedan, Iran

Corresponding Author email: E_firozi106@yahoo.com

ABSTRACT: This study attempts to examine effective of new educational technology (computer and internet) on professional performance of high school teachers in Zahedan City. This study uses descriptive –survey methodology to analyzing data. Statistical population are all high school teachers that assemble according to organization of education in Sistan and Baluchestan province that they are 1200 persons in 20014. Sample size is 375 persons that created by Morgan tables. Research tools are Questionnaire of researcher that involved 26 questions and its stablility is elicited by supervisor and teachers. Moreover, Cronbach's alpha reliability coefficient is 0.93. this study uses statistical descriptive indexes involve frequency tables, mean, standard divation and T-test for analyzing questions and applied SPSS software. Result test show that applying advanced technologies Ltd is effected on the teachers performance in Zahedan city.

Keywords: new technologies for educational, professional performance of teachers, computer and Internet training content design, implementation, training, evaluation practices

INTRODUCTION

The country needs to develop because; young people suffer from feelings of backwardness. They will provide the possibilities for development in all parts of the country, in particular education. They need to proper equipment, such as computers, Internet for academic excellence in schools, so it's not information technology hardware. It is a cultural and educational process content in a modern education (Rezaei, 2007).

Pittsburgh has stated: Using Internet has effective relationship on the community participation, health, education and personal communication. He showed that people who use the internet a lot more, have more friends, and family relations. But general perception did not change with using Internet. Extraverts have greater social participation. This result was reversed for Introverts (Dastmalchi, 2002). The media is denied the opportunity of experience in real world, so meet fascinating and perilous reality of children. It makes child bored and jealous. We would like to acquaint children with the real world. Studies show that self-developed countries in information technology and computer-based contexts it can improve student performance in math and science (Rezaie, 2007).

Some current studies in this field are shown in the following (DneshPajooh, 2003) showed that some teaching strategies are failure so techniques in practical skills. Continuing education for teachers is inevitable in harmony with the aims and methods of teaching math and science books. Teachers have a very low level of knowledge about new technologies. the level of teachers' knowledge are very low about practical applications and commercialization of new technologies. There was a negative relationship between the perceived complexity of the Internet on the actual use of the Internet and perceived ease of use of the Internet (Ahmadi and et. al, 2012).

Using the computer as a teaching tool can reduce the learning time to one third rather than traditional methods. In addition it increases the density class and learning time (Fletcher and et .al, 2006).
The overall purpose

The evaluation of new technologies (computers and Internet) on the professional performance of teachers of secondary schools in Zahedan.

Questions

The new educational technologies (computer and Internet) have an impact on the design of educational content for teachers in high schools in Zahedan?

The new educational technologies (computer and Internet) have an impact on educational assessment practices?

METHODS

This study uses descriptive – survey methodology. The questionnaire consisted of 26 questions that will be made by the researcher to gather opinions. The population is all high school teachers of Zahedan city were 1,200 people in 2012. Sample is 375 persons that collected by stratified random sampling. This study applied 26 questions to determining validity. Cronbach's alpha coefficient is 0.93, which indicates its applicability and reliability.

RESULTS

Previous statistical indicators such as frequency tables, mean, standard deviation and t-test were used for data analysis for SPSS.

Question one: Do affects the application of modern educational technologies on content of teacher education in secondary schools in Zahedan?

10 items have been put forward for this question. The mean is 3.713 and the standard deviation is 6.55. These finds are showed in table 1.

<table>
<thead>
<tr>
<th>Areas of learning content design</th>
<th>mean</th>
<th>Standard deviation</th>
<th>t</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.713</td>
<td>6.55</td>
<td>32.64</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Question 2: How much is the application of new educational technologies (computer and Internet) has an effect on the education of high school teachers in Zahedan?

This section includes 11 questions. The mean is 3.74 and the standard deviation is 5.77. T-statistic is 74/3 (P ≤ 0.01), which suggests the application of new technologies has been instrumental in training more than average on education. These finds are showed in table2.

<table>
<thead>
<tr>
<th>Areas of teaching methods</th>
<th>mean</th>
<th>Standard deviation</th>
<th>t</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.74</td>
<td>5.77</td>
<td>22.74</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Question three: How much is effect the application of new educational technologies (computer and Internet) on evaluation methods of teaching secondary school teachers Zahedan?

This section included five questions. The mean scores of teacher accountability is 3.75 and Standard deviation is 4.731. T-statistic is 22.81. It demonstrates that application of modern educational technologies (computer and Internet) has been effective over the methods of evaluation. Since the observed t (22.81) was larger than the critical value table ( p ≤0.01) the application of modern educational technology (computers and the Internet) is more moderate on the evaluation method. Table 3 shows its results.

<table>
<thead>
<tr>
<th>Areas of evaluation methods</th>
<th>mean</th>
<th>Standard deviation</th>
<th>t</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3/75</td>
<td>4/731</td>
<td>22/81</td>
<td>0/01</td>
</tr>
</tbody>
</table>

684
There was a significant correlation between the area of gender and educational content. There is no significant relationship between the areas of education and methods of evaluation of the implementation of the gender variable. Because; significance level of this variable is 783/0 and confidence level is 95/0 for evaluation and gender. Also, the significance level is greater than 5%.

Table4. Comparing the scores of the three who has been affected by technology

<table>
<thead>
<tr>
<th>Areas related to the the application of new educational technologies (computer and Internet)</th>
<th>mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design of educational content</td>
<td>3.71</td>
<td>6.55</td>
</tr>
<tr>
<td>Education</td>
<td>3.74</td>
<td>5.77</td>
</tr>
<tr>
<td>Evaluation methods</td>
<td>3.75</td>
<td>4.731</td>
</tr>
</tbody>
</table>

CONCLUSIONS

The first question shows that application of educational technologies (computer and Internet) is effective too. The using of educational technologies affect the content of educational material. These results are similar to Hassan Zadeh (2010), which shows that there are no significant relationship between the use of the Internet and academic achievement. Ahmadi (2011) showed that there was significant positive correlation between attitude and behavioral intention to the application of the Internet with actual applications. The second question, the results showed that the the application of modern technology is an effective teaching-learning implementation. These results are similar to a study Khanjani et al (2011). They showed that teachers’ low level of knowledge in new technologies. The results of question three showed that the application of this technology is effective on evaluation practices in teacher education. These findings are similar to the Naderi (2011). He showed that the level of professional skills and knowledge in basic science and humanities teachers have different. Methodology of teaching has more effective. Also instructional design and evaluation is at lower rank. Minimal use is related to the applying of educational technology. The results showed that the use of educational technology is effective on the content and implementation of the training material. To improve the use of these technologies, we propose that the applied research on new technologies. Strategies make to learn more about teachers’ jobs to be created by new technologies. Also, this approach is applicable to the field of educational.

REFERENCES

Dastmalchi S, Vazraei S, Gholizade R, Zare Karizi M. 2002. The development of Research and Planning in Higher Education Fletcher, Others. 1990. This onlin database contains Education software packages, available in the UK targeted at the preschool to further Education