

An Evaluation on the Effects of Educational Technologies on Saravan Second Grade High School Students' Religious Self-Concept

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Abstract: This study aims to identify and evaluate the efficacy of educational technologies on Saravan second grade high school students' self-concept. The study population included all high school second grade students in the city of Saravan in 2014-2015 which according to Morgan table, 361 individuals were selected using simple random sampling method. The instrument for collecting the data was self-made questionnaire. The questionnaire has 53 items with 5 levels Likert scale (from very low to very high). In order to obtain reliability and validity of the questionnaire, it was approved by the supervisor and other faculty groups. A total of 30 copies distributed among the sample and its reliability based on Cronbach's alpha for self-concept questionnaire was 0.89 and for modern technology were 0.91 which shows a good reliability. Data analysis was conducted through SPSS software, using independent t test, Pearson correlation. The result showed that there is a significant relationship between educational technologies and religious self-concept. There is a significant relationship between the components' of Self-knowledge, understanding of religion, rationality and sociability and mobile phone. There is a significant relationship between educational technologies and self-knowledge. There is a relationship between gender and religious self-concept status and the religious concept of male students was higher than female.

Keywords: Educational Technology, Religious Self-Concept, Self- Knowledge, Understanding of Religion.

Introduction

Information technology as a new approach, play as a complementary role for educational system-improving teaching quality, diversify the teaching methods- providing ongoing and automated training-shortening the training time- shortening the educational time, focus on individual talents- making the training individual and deal with the problems of mass education (Maleki, 2009).

The use of technology as an educational innovation help enriching learning environment, the active engagement of students, facilitate meta-cognitive approaches, interactive and participatory learning and enriching the learning resources and remove the shortcomings of traditional teaching methods such as lectures. Technology can remove the limitations of time and place and make the training more public (Hosseinkhah, 2007).

Information and communication technology teach us how to change the organization and primarily how to innovate in relation to environment and other organizations so that we could be able to have a clever action against modern organizations.

One of the most obvious features of our time is ongoing and dramatic changes that can be seen in the realm of science. Perhaps, the fundamental axis of future education is motivation and studies related to it. In humanism point of view, curriculum tend to relate with meaning personal concept and learning concepts is combined with emotional growth and much attention is given to the issue of students' self-concept. Individuals inside themselves have many resources to understand and change their self-concepts, basic attitudes and access to self-directed behavior which by providing the background, these resources will be used. Humanism education consider self-concept as inseparable part of students' learning and growth and claim that there is a relationship between positive self-concept, learning and educational performance, and consider the duty of a teacher to provide suitable background in order to esquire positive self-concept and appropriate performance of students. Student's cognition is different from teacher behavior and the type of this cognition may effect on students' self-concept and educational performance (Fani & Khalife, 2009).

The other way to increase cognition and self- concept is the training of scientific self-cognition which allow the person with his own way relate with the outside world and with a precise perception make a positive self-concept. Educational self-concept is considered as students' self-imagination index and its relationship with the other students' progress in the class. This concept is undoubtedly based on feedbacks which he receive from educational activity from scores, tests, teachers, parents, and colleagues. Among the most important psychological phenomena which have a determining role on persons' individual and social life, is self-concept. Psychologists believe that relation between parent and children is measured with its quality. Base on Hunt (1997) point of view, a good self-concept leads to a better adaptively of adolescents with society. With regard to educational technologies impact on students' self-concepts and their approach to life, so the researcher aim to evaluate the effect of educational technologies on the self-concept of Saravan second grade high school students according to research studies and many years of experience in education, so that the scientific and practical recommendations will be provided the country's director of education.

The importance and necessity of research

The interactive style of teacher (that can be affected by educational technology) and his characteristics has great impact on emotional outcomes, so identifying the teacher characteristics and the circumstances of their relationship with students can provide good information for educational authorities and to modify and expand educational curriculum. Neglecting to the important and effective factors of learning environment, not only hurt the students but lead to irrecoverable losses of the society. So evaluating the effect of educational technology is of great importance.

Religious self-concept is a self-concept with religious approach which is a new subject. With regard to educational technology have also effect on students self-knowledge and belief (which show religious self-concept on them), so recognizing religious self-concept and the circumstance in which educational technology effect it, is a necessity.

With regard to above statements, the present study evaluates the effect of educational technology on Saravan second grade high school students' religious self-concept.

Information and communication technology and religious self-concept

Today the role of information technology is evident to all in a way that it could be able to turn to one of the fundamental components of modern society in a short time and in many countries, in parallel with reading, writing, and calculating, information technologies and mastering its skill and concepts is considered as a part of the central core of educational system. Generally, there are two approaches about the relationship of information technology and education: first approach is the information technology training and the second approach is to train by the information technology assistance. In the first approach teaching the concepts, principles and tools of information technology at schools are considered as the basics and its aim is to identify information technology. But the second approach uses the information technology as a tool to accelerate, facilitate, and deepen the education. In fact, computer literacy is crystallized in the first approach where a person discover the basic concepts of computer and recognizes its functions. In teacher training it is needed to focus on the first approach and in student training second approach is effective, i.e. teachers by strengthening the skills and their computer literacy will achieve an understanding and a vision of information technology and use this knowledge in their teaching (Kachoui, 2012).

E-learning refers to the use of educational technology stresses that in covered outdoor classroom, teachers use heavy media training of both public computers, personal, CDs, diskettes, web sites, email and even use nano-technology in their teaching process in order to facilitate the learning process and promotes the scientific

level of the students. This learning method for students is efficient and effective because it promote the students' academic performance, their educational activity, and improve the teachers' performance, teaching and behavior in class and affects complete learning process and make it effective, and for this reason for designing the future school, information and communication plays a vital role because In the process of linking the modern technology education, power and widespread use will increase. For example, by the use of satellite technology and video in Japan students in a class with the teachers and students of the other part of the same country seeking assistance. Even for reporting in social science lessons they communicate with the students of the same age in European coteries via e-mail and mail to their peer in Canada, Malaysia and Sri Lanka and dialogue about global issues with together. With this teaching style in the new approach of the controlling the class, the use of modern technology in the classroom, whether through group learning, or by video conferencing or virtual training, put the students at the center of the learning process. As John Desi stated that this is the way which has been a major bottleneck to isolate students from their opportunities, to make a bridge. Training with this style provide the opportunity for teachers and students who are separated in terms of time and place, to communicate with together through class management software, multimedia resources and like that and to receive the course content and exchange information and transfer their knowledge (Fazli, 2014).

With E-learning Development, education has achieved many it's of the noble objectives. A strong focus on students' individual talents, reinforce the spirit of searching and research, quick and easy access to resources, eliminating the time and place and etc. is among of such achievement, Although the development of information technology in education and training, concerns the reduction of human relations at the level of students and teachers and students increase their individual spirits and sometimes may lead to depression and reducing the social spirits or unbalance many conventional educational relationships, not possible to access for all and as a result deepen the digital gaps, classify the education more than the past, and tens of moral and educational concerns which may be expressed as threats in e-learning technology. But profound, valuable and effective and efficient achievements of technology is so remarkable that certainly there is no choice but massive mobilization to take advantage of the benefits of technology in education and take some measures to reduce the concerns.

Perception of God is an important mental and axial concept and by observing the amount and manner of its progress, the progress of human mind can be discovered. The concept of Gods as like as super human creatures and endowed with forces that qualitatively and quantitatively far from access, are gradually formed in history. The relationship between negative mental image of God (image of God as revenging and angry force) and paranoid thoughts has also shown. Roberts (1989) in his study reported the correlation between the image of God and the perceived image of himself. Children with positive self-concept, painting the merciful picture of God and on the contrary an angry and dismissive God are correlated with low self-esteem children. Kirkpatrick, L. A. and P. R. Shaver (1992), by extending the Bowlby's attachment theory in the scope of religion, emphasized that Bowlby's attachment theory may related to the useful conceptual framework for understanding individual differences in the perception of the concept of God's in children and the concept of children's lives with the children God. A mental picture which a child has about himself and the other important people in his life, control the Children's perceptions and behavior in new situations and relationships. That is this imagination subdues the child relationship with God (Ebadi, 2010).

Research hypotheses

First hypothesis: Is there any relationship between the use of computer with Saravan second grade high school students' religious self-concepts components?

Second hypothesis: Is there any relationship between the use of internet with Saravan second grade high school students' religious self-concepts components?

Third hypothesis: Is there any relationship between the use of cell phone with Saravan second grade high school students' religious self-concepts components?

Methodology

In this study, the research is descriptive with correlational approach. The place of research is Saravan and thematic scope includes all second grade high school students in Saravan.

The population of this study included all second grade high school students in the city of Saravan in 4014-2015 with the number of 5970 people.

Results

First hypotheses: Is there any relationship between the uses of computer with Saravan second grade high school students' religious self-concepts components?

In order to evaluate the relationship between computer and students' religious self-concept components, Pearson correlation coefficient is used.

Table 1. The results of Pearson correlation coefficient between religious concept components and computer.

Variable	computer	
	Pearson correlation coefficient	Sig.
Morality	-0.176	0.001
Self-knowledge	0.069	0.193
Theology and monotheism	-0.192	0.000
Religious knowledge	0.302	0.000
Rationality	0.286	0.000
sociability	0.456	0.000

As can be seen from the above table the correlation coefficient between morality and theology and monotheism and computer are -0.176 and -0.192 respectively which is a weak relationship and on negative direction and are significant at the level of 0.05. and it means that there is a significant relationship on the negative side between the components of morality, theology and monotheism and computer. Correlation coefficient between self-knowledge and computer is 0.069 which is a weak relationship and is not significant at the level of 0.05 and it means that there is no significant relationship between self-knowledge and computer. Correlation coefficient between the other educational technology components and computer is modest and on positive side which is significant at 0.05 level of significance and it means that there is significant relationship between rationality, sociability and computer component.

To rank the religious self-concept with computer components can be concluded that because the correlation coefficient of sociability is more than the other variable, so is located in the first rank. Religious knowledge and rationality are located in the second and third rank respectively; and after them are morality and theology and monotheism variable with the correlation coefficient on the negative side. No rank is given to self-knowledge variable because its significance level is more than 0.05.

Second hypothesis: Is there any relationship between the uses of internet with Saravan second grade high school students' religious self-concepts components?

In order to evaluate the relationship between internet and students' religious self-concept components, Pearson correlation coefficient is used. Result is shown in table below:

Table 2. The results of Pearson correlation coefficient between religious concept components with internet.

Variable	computer	
	Pearson correlation coefficient	Level of significance
Morality	-0.071	0.181
Self-knowledge	0.158	0.03
Theology and monotheism	-0.212	0.000
Religious knowledge	0.248	0.000
Rationality	0.266	0.000
sociability	0.425	0.000

As can be seen from the above table the correlation coefficient between theology and monotheism and internet component is -0.212 which is relatively a weak relationship on negative side and is meaningful at 0.05 level so significant; i.e. there is a significant relationship on the negative side between theology and monotheism component and internet. Correlation coefficient between morality and internet is -0.071 which is very weak and is not meaningful at 0.05 level of significance and its mean that there is no significant relationship between morality and internet. Correlation coefficient for the rest of the components of religious self-concept is relatively modest and on the positive side which are meaningful at 0.05 level of significance which means that there is a significant relationship between self-knowledge, religious knowledge, rationality and sociability and internet.

To rank the religious self-concept with internet components can be concluded that because the correlation coefficient of sociability is more than the other variable, so is located in the first rank. Religious knowledge and

rationality and self-knowledge are located on the second to forth rank respectively and after them are located morality and theology and monotheism with negative correlation coefficient.

Third hypothesis: Is there any relationship between the use of cell phone with Saravan second grade high school students' religious self-concepts components?

In order to evaluate the relationship between cell phone and students' religious self-concept components, Pearson correlation coefficient is used. Result is shown in table below:

Table 3. The results of Pearson correlation coefficient between religious concept components with internet.

Variable	computer	
	Pearson correlation coefficient	Sig.
Morality	-0.058	0.270
Self-knowledge	0.109	0.038
Theology and monotheism	-0.124	0.018
Religious knowledge	0.312	0.000
Rationality	0.281	0.000
sociability	0.414	0.000

As can be seen from the above table the correlation coefficient between theology and monotheism and cell phone component is -0.124 which is relatively a week relationship on negative side and is meaningful at 0.05 levels so significant; i.e. there is a significant relationship on the negative side between theology and monotheism component and cell phone. Correlation coefficient between morality and cell phone is -0.058 which is very week and is not meaningful at 0.05 level of significance and its mean that there is no significant relationship between morality and internet. Correlation coefficient for the rest of the components of religious self-concept is relatively modest and on the positive side which are meaningful at 0.05 level of significance which means that there is a significant relationship between self-knowledge, religious knowledge, rationality and sociability and cell phone.

To rank the religious self-concept with internet components can be concluded that because the correlation coefficient of sociability is more than the other variable, so is located in the first rank. Religious knowledge and rationality and self-knowledge are located on the second to forth rank respectively and after them are located morality and theology and monotheism with negative correlation coefficient.

Discussion and Conclusion

About the first hypotheses of the study which is "Is there any relationship between the use of computer with Saravan second grade high school students' religious self-concepts components?" the result shows that there is a relationship between computer and religious self-concept components. The result of this study is consistent with the result of the study conducted by Alborzi and khaier named as the relationship between interactive style of the teachers and Shiraz primary schools' students' self-concept which showed that among the various aspects of teacher interaction styles, positive predictive guidance aspect and severity aspect, significant negative predictor, was the students' self-concept. And also between scientific self-concept and cooperation the correlation is positive and significant and between scientific self-concept and dominance the correlation is negative and significant and there are statistically significant differences between girls and boys, and between interactive style of teacher and self-concept aspects.

About the second hypotheses of the study which is "Is there any relationship between internet with Saravan second grade high school students' religious self-concepts components?" the result shows that there is a relationship between internet and religious self-concept components. The result of this study is consistent with the result of the study conducted by Alborzi and khaier named as the relationship between interactive style of the teachers and Shiraz primary schools' students' self-concept which showed that among the various aspects of teacher interaction styles, positive predictive guidance aspect and severity aspect, significant negative predictor, was the students' self-concept. And also between scientific self-concept and cooperation the correlation is positive and significant and between scientific self-concept and dominance the correlation is negative and significant and there are statistically significant differences between girls and boys, and between interactive style of teacher and self-concept aspects.

About the third hypotheses of the study which is "Is there any relationship between cell phone with Saravan second grade high school students' religious self-concepts components?" the result shows that there is a relationship between cell phone and religious self-concept components. The result of this study is consistent with the result of the study conducted by Alborzi and khaier named as the relationship between interactive style

of the teachers and Shiraz primary schools' students' self-concept which showed that among the various aspects of teacher interaction styles, positive predictive guidance aspect and severity aspect, significant negative predictor, was the students' self-concept. And also between scientific self-concept and cooperation the correlation is positive and significant and between scientific self-concept and dominance the correlation is negative and significant and there are statistically significant differences between girls and boys, and between interactive style of teacher and self-concept aspects

Recommendations

According to the result of the research hypotheses there are the following recommendations:

- 1- Parents and teachers use the modern computer technologies in order to purification
- 2- Teachers introduce useful religious software to students
- 3- Family focus on the useful usage of internet
- 4- Parents use the internet to quire theological content in the presence of their children
- 5- School counselors use the cell phone in order to religious counseling of the students
- 6- If possible, students send messages with religious content to their friend through mass media like as cell phones

Conflict of interest

The authors declare no conflict of interest.

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