

ORIGINAL ARTICLE

The Effect of using Internet in Depending and students' learning speed and their Interpersonal Interactions in Smart schools

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ABSTRACT

Although several attempts have been made to encourage entrepreneurial activities in Nigeria in the past, there is no gain-saying that these initiatives failed to produce the desired results. This study investigated assessment of the impact of entrepreneurship education on National Development in Nasarawa State Polytechnic, Lafia. The study adopted descriptive research design which belongs to the generic family type called survey design. The researchers used primary and secondary data. The primary data were generated through the use of questionnaire, while secondary data were collected from documentations such as journals, text books, internet materials, among others. The population of the study comprised 253 Entrepreneurship Education Students of Nasarawa State Polytechnic, Lafia - Nigeria. Yamane sample size determination formula was employed to determine a precise sample size of 155 for the study. The instrument was validated by a panel of experts from the department of Research and Statistics, Nasarawa State Polytechnic, Lafia. Cronbach alpha was used to ascertain the internal consistency of the instrument which yielded 0.87 and 155 copies of the questionnaires were administered to the respondents using a technique of stratified random sampling to elicit responses, but only 154 were returned. Descriptive statistics, frequencies were performed on the data thereafter. The data obtained were analyzed using simple percentage statistical technique to answer the research questions and Chi square statistic was used to test the null hypotheses at 5% level of significance. The study revealed that entrepreneurship education significantly imparts entrepreneurship competencies, skills and attitudes to students for empowering them towards establishment of own businesses. The study concluded that entrepreneurship is an intervention and initiative by experts to impart entrepreneurial skills, qualities and knowledge to enable learners, youth to survive in the business world. The study recommended among others, that government should provide a starting financial support to compliment this initiative of entrepreneurship education.

Key words: Entrepreneurship Education, National Development, Economic Development

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INTRODUCTION

Internet and cyberspace are wonderful sources of awareness and knowledge. Education is not excluded from the rule of changes due to the fundamental changes occurred as a result of the growth and development of new communication technologies in various areas of human life (1). In our era, science and technology have been on the same way and none of them can be easily achieved in absence of each other. Cyberspace provides its users with very capabilities in the field of education through great and wonderful resources and facilities which it offers to its users and with some features such as time-less and position-less and interactive-being, etc. (2). Some terms such as class without wall, smart schools, virtual university, etc. Refer to a new and

perhaps unusual type of electronic learning which is embedding in educational systems in different countries in contrast to today conventional and usual education (3).

In fact, electronic learning has led us to notice some of the current deficiencies in teaching such as long speeches. Electronic learning enjoys some unique capabilities in supporting non-coherent and collaborative communication in a dynamic, adaptable educational environment. Electronic learning ability has the capability of establishing communication between persons individually and collectively (4). One of usual and acceptable perspectives which have been more practical by e-learning is this that training higher level concepts inevitably leads to a lot of dialogue. Face-to-face and media-based research proves the advantages of collaborative learning in support of high levels (5).

Generally, it can be said that that addressing the educational systems' issues and attempting to identify and strength key and effective elements in success or failure of this kind of organizations are ones of author's main duties. In this regard, paying attention to intelligent schools and the use of the Internet for learn students is important because it helps us to achieve high training and learning objectives (6).

In e-learning, we should expect that all the students manage learning and accompany it by one-by-one interaction (7). The best way maybe starting by this perspective that the interaction between students in learning through the Internet in intelligent schools is not something that is uniquely available for teachers, but it is the product of the whole the participants (teachers and students). Only the students who are able to access to this opportunity and interact with each other are involved in this type of learning (8).

The issue of internet and its effect on social relations has not been yet considered by sociologists inside the country and this is somehow related to novelty of subject and it is somehow due to lack of familiarity with this communicative media. Therefore, internet is the greatest environment for the exchanging training activities that has been so far provided. Internet and computer computers can be used as assisting tools in classrooms to free the time of teachers and students (9).

With respect to the adolescents and youths' satisfaction with the internet and also the gradual entrance of the internet and intranet in the country's educational centers, especially in smart schools and the way of using these technology specify the Iranian students' share in the field of the extent of using these resources and this can be helpful for education's policymakers and planners in order to be set on training path based on use of internet and its effect on students in smart schools (10).

Education takes step in pursuit of its upper notification communication policies including national curriculum or the fundamental transformation program in the educational system with the growth and development of Information and communication technology at schools toward this main goal. In an enactment, government has also specified electronic services' task and list of different institutions including education. In this enactment, taking step towards virtual education and expansion of production and use of multimedia software is as two broad areas of work and education should move in this direction. On the other hand, this action this move requires a great effort of officials and agents of the educational system and on the other hand, teachers and students can found qualitative transformation bases with a jihadi movement in education system in the most operational area of education system and consequently, social-cultural system. Of course, it seems that teacher and student's role in this process is more prominent (11).

Respecting very much importance of these kinds of researches in our country and with respect to new approaches to educational issues based on impressionability of internet and intranet in the field of our students' learning, the present research was conducted in order to determine whether internet influences students' learning and their interpersonal interactions in Hamadan's smart school or not.

MATERIAL AND METHODS

Since this method also follows identification and application of findings' results in evaluation the effect of using internet in students' learning and their interpersonal interactions in smart school, this is an applied study regarding objective and a descriptive and correlation one regarding data collection. Statistical population included girl and boy students in smart governmental secondary schools in Hamadan province consisting of 2823 persons in the form of first, second, third and fourth grades from which 1595 persons were girl and 1228 ones were boy. Statistical population who are training in high school grade of smart school was

classified into two groups including girl and boy by using relative random stratified sampling method (1595 girl and 1228 boy) and then 160 persons were considered as sample size by random method and Cochran formula from which 64 person were boy and 96 persons were girl. This research's required information and data were collected by library and field method. Information related to research's theoretical basics was extracted from books, specialized journals, academic theses and valid sites in library section and the questionnaires prepared by evaluation of previous relative basic were used in field section. This research's tool for data collection included a standard questionnaire contained 20 questions. In this research, self-made questionnaire based on five-degree scale (totally disagree=1 to totally agree=5) is used for evaluation of learning through internet and interpersonal interaction and Golparvar and Arizi have confirmed its validity and reliability. Content validity was used in this research in order to assess validity. Cronbach's alpha was used in order to assess reliability whose value was equal to 0.86 and this indicates measurement tool's reliability. Software SPSS was applied to analyze information obtained from conducting questionnaires in two sections including descriptive (mean, frequency, cumulative percentage, etc.) and inferential (Pearson correlation test and one-sample t-test).

RESULTS

In this section, research's hypotheses are evaluated by using Pearson correlation test and one-sample t-test. It is worth noting that 16 questionnaires were dismissed because they were invalid and statistical operation conducted on 160 subjects. Before testing hypotheses, data distribution normality will be tested in order to determine statistical tests' parametric-being or nonparametric-being.

Investigating the normality of data distribution

Regarding testing hypotheses, quantitative variables such as correlation tests and one-sample t-test, author's presupposition is compliance of quantitative data with normal distribution. Shapiro Wilkes's Test was used in order to study normality of data distribution in the present research. The results of Shapiro Wilkes regarding research's components have been brought in below table:

Table 1- Summary of Shapiro Wilkes's Test (n=160)

Moral atmosphere	Test's statistic	Significance level
Participate in activities	0.969	0.07
Language skills	0.966	0.11
Interactive skills	0.982	0.22
Reading and writing	0.954	0.13

Based on information of above table, significance level of all components is higher than 0.05; In other words, data of all components have normal distribution.

The relationship between research's variables

The relationship between research's variables has been brought in below table:

Table 2-Matrix of correlation between research's variable (n=160)

Variables	1	2	3	4
Participation in activities	1			
Language skills	R=0.45 P=0.01	1		
Interactive skills	R=0.511 P=0.01	R=0.391	1	
Reading and writing skill	R=0.07 P=0.01	R=0.07		1

According to information of above table, there is a positive significant relationship between variables ($p=0.01$) so that highest observed correlation is among interactive and language skills (0.511).

In continue, research's hypotheses will be studied by one-sample t-test.

The use of internet influences creating motivation in students for participating in activities.

The summary of t-test has been brought in below table in order to evaluate the effect of internet on participation in activities:

Table 3- The summary of t-test in order to evaluate the effect of internet on participation in activities

number	Assumptive average	Experimental average	Standard deviation	Degree of freedom	Observed t	T of table	Significance level
584	3	3.42	0.69	583	14.56	2.36	0.01

As it is observed in above table, observed t (14.56) is more than table's t (2.36), ($t=14.56$, $p=0.01$); Therefore, it can be said that real average (3.42) is more than hypothetical average (3) and the use of internet influences creating motivation in students for participating in activities.

The use of internet influences all the language skills such as reading, writing, listening and speaking.

The summary of t-test in order to investigate the effect of internet on language skills has been brought in below table.

Table 4- The summary of t-test in order to investigate the effect of internet on language skills

number	Hypothetical average	Experimental average	Standard deviation	Degree of freedom	Observed t	Table's t	Significance level
548	3	3.59	0.69	583	20.5	2.36	0.01

Above table's information indicates that observed t (20.5) is significant at 0.01 level ($t_{583}=20.5$, $p=0.01$). So, it can be said that there is a significance difference between real and hypothetical average so that real average (3.59) is greater than hypothetical one (3) and the use of internet influences all language skills such as reading, writing, listening and speaking.

The use of internet influences cooperative and interaction skills among students.

The summary of t-test in order to investigate the effect of internet on cooperative and interaction skills among students has been brought in below table.

Table 5- The summary of t-test in order to investigate the effect of internet on cooperative and interaction skill among students.

number	Hypothetical average	Experimental average	Standard deviation	Degree of freedom	Observed t	Table's t	Significance level
584	3	3.43	0.61	583	17	2.36	0.01

The above results show that observed t ($t_{583}=17$, $p=0.01$) indicates that obtained average (3.43) is greater than theoretical average (3). So, we can conclude that the use of internet influences cooperation and interaction skills among students.

The use of internet influences gaining real reasons for reading, writing and modifying communication.

The summary of t-test in order to investigate the effect of internet on reading and writing of students has been brought in below table.

Table 6- The summary of t-test in order to investigate the effect of internet on reading and writing skill of students.

number	Hypothetical average	Experimental average	Standard deviation	Degree of freedom	Observed t	Table's t	Significance level
584	3	3.26	0.7	583	8.9	2.36	0.01

The figures obtained from above table show that observed t (8.9) is significance at level 0.01 ($t_{583}=8.9$, $p=0.01$), so we can conclude that real average (3.26) is significantly greater than theoretical one (3). It means that the use of internet influences gaining real reasons for reading, writing and modifying.

The use of internet influences the level of students' learning.

The summary of t-test in order to investigate the effect of internet on students' learning level has been brought in below table.

Table 7- The summary of t-test in order to investigate the effect of internet on students' learning level.

number	Hypothetical average	Experimenta l average	Standard deviation	Degree of freedom	Observed t	Table's t	Significance level
584	3	3.43	0.51	583	20.5	2.36	0.01

According to figures obtained from above table, observed t (20.5) is greater than table's one (2.36). So, we can conclude that real average (3.43) is significantly greater than theoretical average (3) ($t_{583}=20.5$, $p=0.01$). In other words, the use of internet influences students' learning level.

DISCUSSION AND CONCLUSION

The results obtained from research are interpreted in this section respecting data collected from statistical test. The obtained results showed that the use of internet influences creating motivation in students for participation in activities. This hypothesis's results showed that the use of internet increases students' motivation and tendency for participation in activities. Since motivation is students' internal state which causes continuity of behavior to achieve the goal and also there is a direct and positive relationship between motivation and academic advance and on the other hand, motivation is divided into two types including internal and external (12), so, external motivation can refer to some strengtheners such as money, confirmation, kindness, respect and score and satisfaction and good sense can be considered as internal strengthen. Now considering the entertainment and excitement nature of using internet which is usually interesting and amusing for children and associates the aspect of game and entertainment in the mind of student can influence creating and promote students' motivation for participating in works collectively and collaboratively. In addition to this fact that motivation is considered as a tool for academic achievement, it is also sometimes considered as objective, because academic achievement will be happened through increasing motivation and this affair is practical by using internet (13).

The results also showed that the use of internet influences all the language skills such as reading, writing, listening and speaking. This hypothesis's results indicate this that the use of internet can upgrade and improve language skills such as reading, writing, listening and speaking. As we know, language skills itself necessitates having some skills which are divided as follow: A- perceptual skills which enable us to receive information. These skills include listening and reading. When you use these skills, in fact, you are receiving and entering information into brain or you are so-called encoding them. B- Productive skills which enable us to produce information. These skills include speaking and writing (14). When you use these skills, in fact, you are producing and extracting information from brain or so-called removing them from code. Now a close look at both these stages specifies that using internet can easily improve perceptual and productive skills. The use of internet accelerates receiving information and in fact, entering information into brain or so-called encoding will be better taken place and finally, all language skills including reading, writing, listening and speaking are influenced by the use of internet (15).

The results showed that the use of internet influences cooperation and interaction skills among students. This hypothesis's result indicates that the use of internet can greatly improve and enhance students' cooperation and interaction skills (16). Traditionally, interactions among students as a need and necessity are less due to the limitations of access to technology and the prior bias of teaching theorists on individual learning. But by promoting and expanding the use of internet and, as it was mentioned before, due to its interesting and amusing nature and because most of the students consider it as an entertainment, it strengthens the sense of game and entertainment in students and we also know that students are interested in collective and team games and this sense is well-formed in the form of cooperation and interaction by the use of internet in smart schools environment (17).

The results showed that the use of internet influences gaining real reasons or reading, writing and modifying communication. This hypothesis's result indicates that the use of internet can appropriately help students comprehend real reasons for reading, writing and modifying communication and enhance it if needed (18). As Cherry said, there are 12 reasons for using multi-media projects in classroom one of which is real reason for reading, writing and modifying communication for students that is, in fact, confirmation of obtained results of this hypothesis. Since schools are learner organizations in which a creative and able generation are educated in realm of life and able to create knowledge, we can deduce that its learners are gained and apply skills and real reasons for reading, writing and modifying communication very well (19).

The results showed that the use of internet influences level of students' learning. This hypothesis's result indicates that since internet is the most powerful tool which has so far been invented for exchanging information, it will cause a transformation in training and learning science. In the process of internet globalization and development, some innovations should be offered in all sections and information and communication technology will be converted to a practical and global tool that is obligatory for developing this new way of thinking and behavior which enable teachers to meet new requirements (20). Internet learning indicates applying information and communication technology, internet and multi-media system such as some tools for improving learning quality through offering some facilities for easy access to training resources and service and providing some mechanisms such as remote interaction and cooperation (21). As Faghihi received these results in a research, the effect of electronic learning on improving teaching-learning process has been respectively in good and very good level in the students, teachers and managers' opinion which confirms the research's findings. The results of these hypotheses which can be obtained also from secondary hypotheses' results indicate that it influences students' learning especially and respecting motivational dimensions and there is positive significant relationship between internet and all learning components and from which the most significant relationship is among internet and team learning and this is consistent with research's findings of Kashi (2015), Mohseni Tabrizi and Hashemi (2011), Sharifi (2007), Lutcher et al (2016) and Abolinji et al (2017).

In continue, we refer to some suggestions derived from research's findings:

- Education of students for activity and living in the era of information technology and internet sovereignty is studied through holding congresses and conferences with the presence of students' parents.
- In addition to providing condition for using internet resources encouraging students to do electronic researches is an opportunity for students to give more beauty and variety to language skills such as reading, writing, listening and speaking by benefiting from computer skills.
- Preparing internet condition and infrastructures and information technology for students' team activities.
- Reducing volume of teachers' work during week and increasing free time in order to prepare required resources and presenting electronic teaching for reading, writing and modifying communication.

One of this research's limitations is this issue that smart schools has a complicated procedure which should be considered due to its complex nature, variety of different activities, inference of different issues affected by cultural and social restrictions.

Undoubtedly, the researcher will know a new perspective at the end of his research which could guide the researchers who want to do the same research. So, this research can be considered as a new chapter for some of studies.

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