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The relationship between smart schools and education performance of young girls

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Abstract:

The aim of this study was to investigate the relationship between smart schools and performance in young students. In this study, 247 female students in the fifth grade of smart schools and 247 students from schools of the city Borujerd were selected by random cluster sampling. Data collection tools include questionnaire educational performance tests shades and Taylor (1999), respectively. After completing the questionnaire by the participants, data were analyzed by multivariate analysis Manoa. The results of data analysis showed that the relationship between intelligent schools and educational performance has a significant effect (α = .05).

Key words: Educational performance, smart schools, the young female students

Introduction:

Technological innovations have had a significant impact on the current learning styles. Computer-based training performance and their effects will depend on how you use it. Computer-based communication activities can increase student autonomy and

collaborative learning and help students grow. PCs and the widespread availability of the Internet have created an environment where education systems the world has required major changes in the structure of education. Smart School, a school with a new educational approach that integrates information and communication technology and curriculum, teaching and learning in the process of change will follow. In this approach, the role of the teacher as a guide and not a transfer of knowledge, the role of students as active, creative, critical and participatory rather than passive consumers of knowledge and evaluation system as process-oriented rather than result-oriented, will change (Soleimani, 1391). Without doubts, educational performance in the education system is of the utmost importance, educational researchers and psychologists have tried to improve learner performance are the factors that identify, in the offensive. the study of intelligence, family , parents' education, the relationship between parents, motivation, personality variables such as introversion and extraversion, neurosis and psychosis, their perception and adaptation have paid. (fruit and fire blight, 1388) and (Gulaty 1986). Smart School as one of the most fundamental components of the document changes in the educational system of the Islamic Republic of Iran is a dynamic learning and teaching-learning process and improve the caller is told that in order to manage the system, has been restored to the lives of students of different levels In the age of information and communication, and on arrival they learned to live in the present age is the age of technology is known to provide (Niknami, 1392). or even unfamiliar with how to use them. (Tavakoli, 1380). Since the students each have their own unique learning styles. ICT can help teachers use technology in the classroom. According to the learning styles of each individual to study and learn solutions, such as using pictures instead of working with others rather than just working, structured learning opportunities in front of non-structure

environment. (Saif, 1389). For years, the subject of intelligence, education is highly regarded practitioners in that using it to improve the training. The realization of this vision requires the use of the equipment and is expert (Burke, 2007). In other words, more can be said that since learning the particular sense in the education system, the education takes place. the ability to meet growing social and emotional needs them (Burke, 2007). In fact, in all modern societies Information and Communication Technology is the core of the development. As far as the education, information and communication technology plays an important role, undoubtedly one of the necessary preparations to enter this arena, a new way of teaching that does not have a parallel with the traditional conventional (Saadatian, 1393). Moradi (1391), in a research on intelligent development strategy of the Ministry of Education schools in the development of teaching - learning and the role of schools in developing intelligent teaching - learning , results showed that smart schools to improve teaching There is a significant correlation between the results can be generalized to the population. Results of Barrow et al (2009) suggest that the performance of students taught by the computer to dramatically improve the performance of students was trained in the traditional way. The results of Elliott et al (2010) also showed that between student achievement and teaching with ICT significant correlation exists. The results of Elliott (2010) about the comparison of the multimedia teaching method and traditional teaching method of stating that it is a performance group that uses multimedia have trained more than average and better than the performance of the control group. Niromand, Yazdani and Ganji (1392) in the original investigation as information and communication technology and the requirements of the implementation and the development of smart schools in the educational progress of the learners indicated that between information and communication technology and educational progress, there is a

significant relationship. Hameshi, Naderi, Shariatmadari and Saif Naraghi (2008) as a research systematic approach to information and communication technology and its role in the education of scientific thinking and development axes have done. the findings of this research indicates that it was information technology and Communication with a positive and significant relationship-centered thinking training. Heydari (1393) in his research entitle intelligent building as the impact of the deepening conflict in the classroom, and students quickly came to the conclusion showed that a significant relationship between the intelligent class or deepen learning and speed of learning of students there. According to the aforementioned cases, the researcher was utilizing internal and external research relationship between the smart schools and educational performance of the students as seen.

Method:

The descriptive research method and cluster random sampling was used. according to the statistical population, sample size, 1985 against with 548 students young girl was designated the fifth base, as well as the average age of respondents 11-year-old has been reported. In order to collect data questionnaire, educational performance (FAM & Taylor, 1999). To calculate the validity of the questionnaire content and validity of the educational performance of structural reliability methods were used. Validity of the questionnaire as well as through the calculation of the coefficients by cronbach's alpha 89% was calculated.

Data Analysis:

The information collected by means of descriptive statistics and inferential statistics methods of analysis. The analysis of the data in the two sections provide descriptive statistics including

tables, forms, and calculation of frequency distributions, descriptive indicators and statistical inference hypothesis testing includes a section using the K.S. test to check for normal of data. To analyze data used SPSS ver. 22.

Results and findings:

The analysis of the findings of the research showed that between educational performance in intelligent schools and normal schools exist significant relationship (α = 5%).

Table 1:

maximum	minimal	standard deviation	mean	number	group	
4	**2**	**0/666**	**3/02**	**274**	Normal schools	educational performance
4	**3**	**0/416**	**3/51**	**274**	Smart schools	

Table 1 shows the mean, standard deviation, minimum and maximum for the research component. The results show that the average educational performance in schools, is (**3/51**) above than educational performance in normal schools (**3/02**).

Table 2:

Significant	F	mean square	degrees of Freedom	sum square	Variables
0/001	**111/082**	**178/988**	**27**	**337/941**	educational performance
		14/260	**246**	**113/168**	

Table 2 shows multivariate analysis of variance and test results are given. Given the significant level of less than .05 is obtained, concluded that the 95 percent confidence level, the components of educational performance among schools is a significant difference between conventional and smart schools.

Discussion and conclusions:

The aim of the present study was to examine the relationship between educational performance and intelligent-building and normal schools. According to the results, conclude that between educational performance and intelligent and meaningful relationship between the normal schools. intelligent is an important factor that coursed the weak educational performance in students. In this case, when the presence of teachers in the classroom and teaching, with the parting wings and higher motivation training their students, and the same applies to students' educational performance will upgrade (Ghorchian, 2011). the results of this research with the findings of the Jafari (1393), and rashtchi (2013), afsharieh and Rashtchi (1392), Moradi (1391), Niromand, and Ganji Yazdani (1392) are similar. As well as the results of this research with the results of Barrow, et al. (2009) and Ellvite (2010), Deryakolo et al. (2010) which concluded that between the educational performance and progress of information and communication technologies consistent with significant correlation . The results of this part of the study, with the results of previous research, such as: Rashtchi (2013), and Afsharieh, Mortazavi (2008), lmohajub (2000), Deryakolo (2013) and Sarlak et al. (2010) are same. According to the findings students who use electronic technology in education with compared to students who do not benefit from this technology, educational performance success.

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