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# THE EFFECT OF INTEL-ELECTRONIC SCHOOLS ON DEVELOPMENT OF GRADE - II PUPILS' QUALITY AND LEARNING SPEED IN SHIRAZ REGION II AND III IN 2014

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## ABSTRACT

This study aimed to investigate the effect of Intel-electronic Schools on Development of grade-II pupils' quality and learning speed in Shiraz region II and III in 2014. The correspondent of this study included hundred forty pupils who studied in some Intel-electronic schools in Shiraz. These pupils were pre-tested in ordinary schools and then post tested in Intel-electronic schools. Two questionnaires of quality and learning speed assessment were used to gather the data. The gathered data was statistically evaluated by t-test and S.P.S software. The findings of the study showed that:

The intel-electronic schools have significant on the development of both pupils' quality (P = 0.0001) and learning speed (P = 0.0001).

**Keywords: Intel-electronic schools, Pupils' quality and Learning Speed**

## INTRODUCTION

The term "Intel-electronic" schools have recently entered in our educational literature and many educational activities have taken place in this regard **(Aminifar, A. *et al*, 2012)**. Today, our educational system should be equipped by these Intel-electronic schools in order to improve our quality of education and thus yield to the improvement of both pupils' quality and learning speed **(Gheshlaghi, M, 1387)**.

Learning is the process that causes change in individualsbehaviours **(Seif, 2006)**. After the learning process, the individuals will be able to do things that they were not able to do before. Learning is an essential factor for both animals and human beings. Without learning there would not be any existence **(Mokhtary, M, 2009)**.

Learning with good quality results from good educational plannings and their implementations which can be evaluated by some measuring tools **(Sarmad, 2009)**. Quality learning creates ability in the learner that yields to overall development **(Mohammadi, S, 2003)**.

Making the schools Intel-electronic is a new perspective in educational - system of Iran and is a mean to - achieve quality and speed learning (enacted approach ministry of education, 2011). Intel-electronic schools are schools which their functions, managements and controls are based on computer and network technology **(Taghipoor, Zahir, 2005)**. The curriculum and the subject content of these schools are computer centered. The teaching method in these schools are student centered and emphasizes on the students' thinking skills **(Ahadian, 2008)**.

Modern Intel-electronic system of education has a lot of advantages for the individuals in school systems (**Fazelian, *et al*, 2014)**.

Thus, the researcher attempted to conduct this study to determine the effect of Intel-electronic schools on the development of grade II pupils' quality and learning speed with respect to their components.

**METHODOLOGY**

This study was a descriptive type of study. The correspondents of the study included hundred forty (140) grade-II pupils who were pre-tested in ordinary schools and then post tested in Intel-electronic schools in Shiraz region II and III in 2014.

**Study Tools**

To gather the needed data, quality and learning speed questionnaire was used. This questionnaire consists of twenty five questions. Questions one to five were based on attitudes and perceptions. Questions six to ten were based on the attainment and exploration of knowledge. Questions sixteen to twenty one to twenty five were based on the intellectual habits. T-test together with S.P.S.S software were used to evaluate the gathered data.

**DISCUSSION AND FINDINGS**

In order to analyzethe effect of Intel-electronic school on the development of grade-II pupils' quality and learning speed in Shiraz region II and III in 2014. The researcher hypothesized the following:

1) The Intel-electronic schools in Shiraz have significant effects on the pupils' quality and learning speed.
2) The Intel-electronic schools have significant effects on pupils' with respect to attitude and perception.

The of knowledge, attainment and exploration of knowledge, expansion and correction knowledge, and intellectual habits. In order to verify or to rejectthe hypothesis, the pupils' were pre-tested before attending theIntel-electronic schools. Then the pupils' quality and learning speed with their components were post tested after they attendedthe Intel-electronic schools for two months. The descriptive information based on mean score and standard deviation before and after attending the Intel-electronic schools showed that: Intel-electronic schools have significant effects on pupils' quality and learning speed with respect to their components. This descriptive information is presented in **Table 1**.

The statistical information base on the t-test value and level of significancy showed that Intel-electronic schools have significant effect on pupils' respect to their components before and after attending Intel-electronic school. These statistical information is presented in **Table 2**.

**Table 1: The descriptive information of Findings**

| Variable | Components | Mean Score | N | Standard Deviation (S D) |
|---|---|---|---|---|
| Quality and Learning Speed before attending Intel-electronic schools | Attitude and Perception | 13.344 | 140 | 3.206 |
| | Attainment and Exploration of knowledge | 13.892 | 140 | 3.182 |
| | Expansion and Correction of knowledge | 13.525 | 140 | 3.325 |
| | Significant use of knowledge | 14.207 | 140 | 3.320 |
| | Intellectual Habits | 13.474 | 140 | 3.047 |
| Quality and Learning Speed after attending Intel-electronic schools | Attitudes and Perceptions | 14.835 | 140 | 2.718 |
| | Attainment and Exploration of knowledge | 15.778 | 140 | 2.921 |
| | Expansion and Correction of knowledge | 16.200 | 140 | 2.786 |
| | Significant use of knowledge | 15.694 | 140 | 3.308 |
| | Intellectual Habits | 15.058 | 140 | 3.065 |

| Table 2: Statistical Information | | | | |
|---|---|---|---|---|
| **Variable Components** | **Mean Difference** | **T-test value** | **df** | **Level of Significancy** |
| **Attitude and Perception before and after attending Intel-electronic schools** | **- 0.866** | **- 4.697** | **139** | **0.001** |
| **Attainment and Exploration of knowledge before and after attending Intel-electronic schools** | **- 1.274** | **- 5.986** | **139** | **0.001** |
| **Expansion and Correction of knowledge before and after attending Intel-electronic schools** | **- 1.978** | **- 7.782** | **139** | **0.001** |
| **The Significant use of knowledge before and after attending Intel-electronic schools** | **- 0.948** | **- 4.758** | **139** | **0.001** |
| **Intellectual Habits before and after attending Intel-electronic schools** | **- 0.967** | **- 4.974** | **139** | **0.001** |

## CONCLUSIONS

Based on the descriptive information in **Table 1** and statistical information in **Table 2**, The researcher concluded that: Intel-electronic schools have significant effect on the development of grade-II pupils' quality and learning speed with respect to attitude and perception (t = -4.697, P = 0.001), attainment and exploration of knowledge (t = -5.986, P = 0.001), expansion and correction of - 4.758, P = 0.001), and Intellectual Habits (t = - 4.974, P = 0.001), Based on the above mentioned conclusion, the researcher concluded that the department of education has obtained a great significant achievement by making some of the schools Intel-electronic in Shiraz but yet it has to be continued in order to attain best quality of education.

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