

The Relationship between Information and Communication Technology (ICT) and Social Skills of Students' Guidance School in Nowshahr City in the Academic Year: ۱۳۹۰-۹۱

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Abstract

The main objective of this research is the relationship between information and communication technology (ICT) and the social skills of Nowshahr city guidance school in the academic year of ۹۰-۹۱. The nature of this research is descriptive and its goal is applied. The descriptive method is used to data analysis and the Pearson correlation coefficient and the Regression multi variables coefficient are used in inferential method. Stratified random sampling is used and the sample size is about ۳۴۶ selected people based on Morgan table. Data collection instruments included two questions. ۱- Matson standard questionnaires. ۲- The research questionnaires with ۰,۹۹ reliability. The findings of this research show that the information and communication technology (ICT) is one of the important communication equipments which improve the awareness levels, and it transfers efficiently through the time and place and can solve many problems of modern societies. Since it is virtual in nature and has its own characteristics, therefore the present findings have no significant relationship with physical connection and interaction of auditory and visual communication. But there is a significant relationship between aggression and supremacy, and depends on social, cultural and familial status, it will decrease or increase.

Keywords: Information and Communication Technology, Social Skills, Guidance School.

Introduction:

Social skill is a set of learned behaviors that enables someone to have efficient relationship with others and prohibited someone from irrational social reaction. There are some examples

of this behavior like: cooperation, to be partner with others, helping, being a starter of a relationship, asking for help, to acknowledge or praise of others. Communication skills are the major part of the social skills. Nowadays, all the societies confirm the permanent need of information technology, and also know that realization of sociability, social order, sustainable development are happened just be education. Ali Ahmadi (۱۳۸۰) found in a research, nowadays, it is proved that social and economical development needs abilities which generated from scientific changes of technology and rooted in close competition in the era of expansion of human knowledge and technology invention. Nowadays, educational new technologies provide the background for fast and easy transferring.

Karimi (۱۳۸۴) researched about the influence of information and communication technology on youth motivation and their entrepreneurial creativity in Tehran academic places. The results showed that educational courses of information and communication technology have no influence on creativity and motivation of entrepreneurs and those who were not participated in computers courses have more creativity and motivation. It may be concluded that computers programs cannot response the entrepreneurship needs. Also, information and communication technology have more influenced on girls motivation and entrepreneurial creativity than the boys. Paseban Razavi (۱۳۸۵) researched about the role of new technologies on people's life. Schools by the use of technologies add a new dimension to learning process and also increase the relationship between school and home.

Mortazavi (۱۳۸۵) researched about the influence of some familiar, social and educational factors on the use of information and communication technology by high school students of Tehran city according to teacher's view. The results showed that familiar factors (job, education, financial status) ,social factors (media, market, social places) , university factors (the attitudes of principals, teachers, peers, educational facilities, student's scope, extracurricular activities, curriculum content) influence the use of information and communication technology by students. Lendier (۲۰۰۴) found in his research that people with the high social stress can use the internet to form their successful and sincerely relationships. And these internet relationships have not low quality than the traditional relationships. on the study of internet users, he concluded that internet usage has inverse relationship with people's aggression and angeriness.

The increase in the internet usage of new users is related to the reduction of aggression and angeriness. By using internet they can make relationship with unknown people and this may

include the reduction of angriness and obstinacy. The guidance course is not the first or the last period of using new technologies. This is one of the intermediate levels of educational process. And if the students in this course were the first users, they should compensate the lack of internet usage in their home or lower educational courses. The students are one of the fundamental pillars of any system. And according to this study, familiarity with information and communication technology and its usage has an important role in development of society in different social fields. Now, with this understanding that the students are the main members of society and do their role as well as possible, this question arises: whether information and communication technology is related to social skills of Nowshahr city guidance school students or not?

Importance and Necessity of the Research

The information and communication technology provides needful tools for informational society. These tools enable people to create, collect and store the new knowledge and information and then use them. They enable a person to connect with the people and source all the world to participate in knowledge generation and culture and traditions transfer and use the other information. With this vision, we can say that current social theories are propounded higher than provinces and countries boundaries. So that it may cause fundamental problems with may affect current social and cultural changes.

According to the meaning of sustainable development and its requirements which valorize the man and manpower in all various levels, and the accuracy of ICT role in social reform, education of thinker and improvement students, the need of change base on ICT in social system, mostly in education system of our country, is felt more than before. According to the importance and necessity of this issue in the current research which studies the relationship between information and communication technology with social skills of guidance school students, the focus is on the importance of correct and useful usage in utilization of new technologies and their effects on learning of social skills.

The Purpose of the Study

The main objective: the relationship between information and communication technology and the guidance school students' social skills

The Secondary one:

١. Awareness measurement of information and communication technology is on students' socially appropriate behaviors.
٢. Awareness measurement of information and communication technology is on students' impulsive behaviors.
٣. Awareness measurement of information and communication technology is on students' self confidence.
٤. Awareness measurement of information and communication technology is on peers' communicational skills.

Research Hypothesis

Main hypothesis: there is a relationship between information and communication technology and students' social skills.

Secondary hypothesis

١. There is a relationship between information and communication technology and students' appropriate behaviors.
١. There is a relationship between information and communication technology and students' impulsive behaviors.
١. There is a relationship between information and communication technology and students' self confidence.
١. There is a relationship between information and communication technology and students' and peers' communication skills.

Materials and methods

This research is a kind of descriptive and correlative research

Reliability and Validity of Questionnaire

In order to estimate the reliability of this research on information and communication technology, the measuring tools of Cronbach's alpha method is used. The final questionnaire was adjusted by ١٨ close-ended questions. In the present study, the Cronbach's alpha

coefficient is. /۹۹٪ and the coefficient of inventory classification by the use of Guttman is. /۹۹٪.

Population

The population of this research is all the guidance school students' of Noushahr city in the academic year of ۹۰-۹۱. And the population size, according to the statistic of Noushahr city department of education, is ۳۷۱۶ people.

Table ۱. The population of research

Region name	girl	boy	total
Urban	۹۵۰	۱۱۶۷	۲۱۱۷
Rural	۷۸۷	۸۱۲	۱۵۹۹
Total	۱۷۳۷	۱۹۷۹	۳۷۱۶

The sample and sampling

In the current research by the use of Morgan table, ۳۴۶ students were chosen by using of stratified random sampling among the Noushahr city guidance school students as population size.

Analysis

A_ descriptive

Table ۲- mean and standard deviation of components of social skills in boy and girl student

Variable	girl		boy		total		appropriate
	X	SD	X	SD	X	SD	
۴۶/۶۹	۵/۴۴	۴۶/۱۱	۵/۳۴	۴۶/۴۱	۵/۳۹	aggression	۱۳/۱۸
۵/۲۱	۱۲/۴۷	۴/۵۶	۱۲/۸۳	۴/۸۲			
Supremacy	۱۸/۷۷	۴/۷۱	۱۸/۹۷	۴/۸۹	۱۳/۸۷	۴/۴۲	

Peers relationship 16/63 3/40 16/20 3/10 16/44 3/31

The results show that the mean and standard deviation of boy and girl students and total students in components of appropriate social skills are respectively: (44/69, 0/46), (34/11, 0/46), (46/41, 0/39). Components of aggression are respectively: (13/18, 0/21), (12/47, 4/06), (4/82, 12/83). Components of supremacy are respectively: (18/77, 4/71), (18/97, 4/89), (13/87, 4/42) and the components of peers' relationship are respectively: (16/63, 3/40), (16/20, 3/10), (16/44, 3/31).

B_ Findings of research hypothesis

The first hypothesis was: there is a relationship between information and communication technology and students' appropriate social skills.

Table 3. The correlation coefficient of information and communication technology and students' appropriate social skills

Variable	information technology		
	Coefficient	significance level	number
Appropriate social skills	0,060	0,230	336

The results of table 3 show that the correlation coefficient of information and communication technology has not significance meaning with the students' appropriate social skills variables ($r = 0,060$) of fallible level ($p \leq 0,05$). Therefore the zero assumption is rejected. So we can say by confidence that there is no significance relationship between information and communication technology and the students' appropriate social skills. Therefore the first hypothesis of research is rejected.

The second hypothesis was: there is a relationship between information and communication technology and students' aggression.

Table 4. The correlation coefficient of information and communication technology and students' aggression

Variable	information technology		
	Coefficient	significance level	number
Aggression	-0,169	0,002	338

$p \leq 0,01$

The results of table 34 show that the correlation coefficient of information and communication technology and students' aggression is ($r=0,169$) and on fallible level it has significant meaning. ($p < 0,01$). So the zero assumption (H_0) is rejected and the research hypothesis (H_1) is accepted. Therefore we can say by 99% confidence that there is a relationship between information and communication technology and students' aggression. So the second hypothesis of the research is confirmed.

The third hypothesis was: there is a relationship between information and communication technology and students' supremacy.

Table 5. The correlation coefficient of information and communication technology and students' supremacy

Variable	information technology		
	Coefficient	significant level	number
Supremacy	-0,134	0,014	337

The results of table 5 show that the correlation coefficient of information and communication technology and students' supremacy is ($r=-0,134$) and on fallible level it has significant meaning ($p < 0,05$). So the zero assumption (H_0) is rejected and the research hypothesis (H_1) is accepted. Therefore we can say by 95% confidence that there is a relationship between information and communication technology and students' supremacy.

Table 6. The correlation coefficient of information and communication technology and peers' relationship

Variable	information technology		
	Coefficient	significant level	number

Peers' relationship	-0,01	0,066	338
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The results of table 7 show that the correlation coefficient of information and communication technology has not significant meaning with the variable of peers' relationship on the fallible level ($p \leq 0,05$). So the zero assumption (H_0) is accepted and the research hypothesis (H_1) is rejected.

Table 9. Results of regression analysis on information and communication technology with students' aggression and supremacy.

Criterion variables	predicator variables	index	ss	df	ms	f
(p)						
Aggression 9/80 (0,002)	information technology	regression	222/789	1	222/789	
		Remaining	7097/80,6	336	22/613	
		Total	7820/60,4	337		
Supremacy	information technology	regression	114/994	1	114/994	6,09

In table 9 the effect of information and communication technology on aggression variance as a predicator variable and aggression as a criteria variable in regression equation is analyzed.

The results of variance analysis and regression statistical characteristics are presented between the mean of aggression number and information technology according to these results, the observed F rate is significant.

Also the effect of information technology on supremacy variance as a predicator variance and supremacy as a criterion variable in regression equation is analyzed.

The results of variance analysis and regression statistical characteristics are presented between the mean of supremacy number and information technology. According to these results, the observed F rate is significant.

Discussion and conclusion

The findings of present research show that, there is no significant relationship between information and communication technology and students' appropriate behaviors. These findings are conformed to the Karimi's (۱۳۸۴), based on the impact of ICT and entrepreneurs motivation and the effect of this educational course on girl's motivation and entrepreneurial creativity verses the boy. And also Knzk, Christine (۱۹۹۷) research based on students' attitudes about information technology, there is no significant differences between motivation, creativity or views about school and peers.

Findings show that there is a negative and significant relationship ($r=-0.169$) between information and communication technology and students' aggression. The pragmatics of information and communication technology determines the approximate amount of ۳ percent of students' aggression variance and contributes in its changes and reduces the amount of aggression and pertinacity in this research. Therefore the second hypothesis of this research is confirmed. This finding is conform with Lndyr's (۲۰۰۴) finding based on that, people with high social stress can use internet to form their successful intimate relationship, and these relationships have not lower quality than the relationships formed by traditional ways. Also he stated that the internet does not have a simple main effect on people but its effect depends on personal variables and how does a person use it. Teens that have aggression and pertinacity behavior at home and at school and those who are alone, with the use of internet they can connect to the unknown people and this may reduce their aggression and pertinacity.

This finding is not conform with Anderson's (۲۰۰۷) findings based on that; students use their time to play with videos and computers game show aggression and hostile behaviors than those who do not use. In these games they suppose they are hero and they may win with aggression.

Also there is a negative and significant ($r=-0.134$) relationship between information and communication technology and students' sense of supremacy.

The pragmatics of information and communication technology determines the appropriate amount of ۳ percent of students' supremacy variance and contributes in its changes and reduces the amount of students' supremacy in this research. Therefore the third hypothesis of this research is confirmed with the Paseban Razavi's (۱۳۸۵) findings based on the research done about the role of new technologies on people's lives. Schools by using the

communication technologies add a new dimension to the learning process and also this increase the relationship between home and school. The increased utilization of information and communication technology in education and widespread aspects of social life causes that, the schools try more to improve students in some cases like: improve their self confidence, asking questions, do their homework better than others, not to be confused in their works and increase the sense of supremacy.

Sense of supremacy prepares youth in the competitions and makes them superior. It reinforces the independence, transcendence and supremacy in youth who are full of energy and scattered forces. The youth use information and communication technology's components like email, chat, face book, often known as good and easy entourage and know themselves as a member of social groups in this cyberspace. Participation in virtual group discussions is more than face to face ones. Therefore the probability of superiority in one person is less than face to face discussion, and it is reduced.

Therefore the information and communication technology reduces the students' sense of supremacy in some cases like doing tasks better than others, ordering and being the first one. On the other hand students often seek for more topics and contents and they are always humble in front of others.

Findings of this research show that there is not a significant relationship between information and communication technology and relationship with peers. Therefore the fourth hypothesis of this research is rejected. The finding is related to Vgman and Bowen's (۲۰۰۰) research based on, how schools can be in a strong and effective partnership with various families, like making a secure identity space, knowing and valuing the various types of parental intervention, exact evaluation, a school attitude and performance witch transfer to the parents. And also it is related to Christopher's (۲۰۰۴) research which he believes in that, people who use internet less than others have more relationships with their parents and friends. And the people, who use internet less, in comparison of those who use it more, have a better relationship with their parents and friends considerably. Generally, the results show that excessive use of internet is related to weak social ties. In this regard, this research is not related to Kunar and Chandyr's research (۲۰۰۴). They believe that excessive use of internet can isolate the people and spend less time with their parents and friends. And excessive use of internet can cause depression.

The Research Suggestion

١_ if the ICT becomes visual and online, it can relate to appropriate social behaviors. So it is suggested that easy and free situations should be made for teachers and families to use information and communication technology in their lives and educational affairs.

٢_ implementation of present research nationwide with the support of Ministry of education and related situations.

٣_ aggression and supremacy are negative adjectives of social skills. Second and third findings of the present research show that by the use of information and communication technology we can reduce those negative adjectives. So it is suggested that education via information and communication technology should have an effective and active interaction with other institutions and related organizations, especially family organization.

٤_ spreading and providing the educational justice in all aspects via new information and communication technologies.

٥_ using of statistical methods like structural equation for clarifying the role against the social skills variables.

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