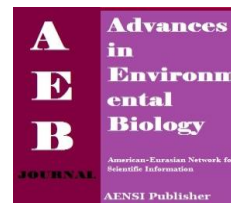




AENSI Journals

Advances in Environmental Biology

ISSN-1995-0756 EISSN-1998-1066

Journal home page: <http://www.aensiweb.com/aeb.html>

Influence of the educational programs on the individual and social behavior of the students on elementary school - fifth grade

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ARTICLE INFO

Article history:

Received 25 April 2014

Received in revised form

8 May 2014

Accepted 20 May 2014

Available online 16 August 2014

Key words:

curriculum, educational programs,
individual and social behavior

ABSTRACT

The present study was carried out in order to investigate and show the influence level of the culture programs on the individual and social behavior of the elementary school students of BOJNURD city. This is a quasi-experimental study containing two groups ; the experimental group and the control group. The statistical population of this study are all the students of fifth grade in the school year 90-91 of Bojnourd city. Firstly, the fifth grade students two schools were randomly chosen among the schools of Bojnourd in a way that 100 student s of the sample in question were from these two schools. Without knowing the scores of their last years, were randomly assigned to a group of 50 people to as experimental group and another group of 50 people as the control group. In this study, the researcher made questionnaire with a four-choices scale to measure personal and social behavior of students was used. And the validity of the questionnaire was obtained in using alpha Krenbakh 0.83. Data analysis was performed in two levels; Illative and Descriptive statistics. For the Descriptive (Applied) statistics level, Frequency and variance indicators, standard deviation and for the Illative statistics level the t-student test , Kolmogrov Smirnov, repeated measures design of Mauchly 's test of Sphericity were used. The results showed that breeding programs to develop personal and social behavior of students, were effective.

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To Cite This Article: Elhami, Mehdi, Afshin Mahmoud, Ayeneh Beigy Reza, Influence of the educational programs on the individual and social behavior of the students on elementary school - fifth grade. *Adv. Environ. Biol.*, 8(11), 286-289, 2014

INTRODUCTION

In today's societies, the institution of National Education is an important tool to achieve social purposes [1]. Targets can be in different levels (aspirational Aims, educational goals and minor objectives) are formulated in the community. Aspirational aims drawn from philosophy, believes and values system of the society; are very general. The educational goals are derived from the aspirational aims and minor objectives from the educational objectives [5].

Social goals that are one of the aspirational aims of today societies have long been of interest to the scientists and are linked with the philosophy of life [8] and the realization of these goals is considered as one of the most important general functions of the national education [12].

Social values are a one of the component of thr society culture [11] and for the fans of social attitudes, freedom from egoism, respecting the rights of others and empathize with them, developing the group cohesion and stablishing the social justice , are the most important moral virtues and count as component of social values. [13] According to Mansour Nejad (1385: 7) although we have to participate in the community and interacting with others is one of the needs of our life, but unfortunately we are not well trained and educated for the right way of such presence in the community practices and for doing our social duties and also for our rights restoration.

Also some authors like [4] and [14], think that our students did not yet notice the importance of respecting the rights of the aged people and others, cooperation, discipline in the use of public and private facilities and etc...

These problems are due to the incomplete socialization and insufficient social grow of the students. These problems are placed in the framework of society objectives and general policies and specially in the society aspirational Aims of each country, to train good citizens and in Iran also they have received special attention in the national documents (Constitution, the Program and Vision of the Islamic Republic of Iran).

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According to experts that believe that the goals and aspirations of the community direct and help the education system. In order to make function well in maintaining the social system [3] One of the missions of the Islamic Revolution is to educate and build a new human who believes in the religion, practices and respects the divine laws and custom and enjoys moral virtues and attributes. Since the ultimate goal of Education System of the Islamic Republic of Iran is to oversee the development of the students in all physical, mental, moral, social, political and etc... aspects, then the Education system commits itself to try to realize these goals. [7].

The term curriculum have been applied to various meanings. In other words, the experts opinion about a definition of curriculum is different. As Arneshtein and Hankinz [2] argue that the curriculum specialists can not agree on providing a single definition of curriculum. Lack of common terminology, their comments about curriculum are difficult to communicate.

• Mackenzie has defined the curriculum as an outlined program for learner to deal face to face with the various aspects of the environment using the guidance of teachers.

Zare's research in 1373 entitled: "Assessment of the satisfaction level of the education teachers and students of Yazd classes with the educational classes" showed that the teachers and students had the necessary consent of the educational classes.

Seyed Amery [10] study entitled: "The Influence of educational games on the creative growth of the elementary school students" had the below results:

1 - As for the consciousness (mental) component there was a significant difference between male and female students in the experimental group with the control group students.

2 - As for the innovation (originality) component, there was a significant difference between male and female students in the experimental group with the control group students.

3 - As for the imagination component, there was a significant difference between male and female students in the experimental group with the control group students.

A research is conducted by Karaman Kepenekci [6] entitled "the social rights of children in primary school textbooks about social studies" in Turkish language. The purpose of this study was to provide a range of children's Social rights on the texts of the classes of fourth, fifth, sixth and seventh grade of social studies education in Turkey. All texts have been analyzed using content analysis. The results showed that overall 28% of the content in these books is about children's rights.

This study aimed to explore the impact of educational programs on individual and social behavior of students and the researcher therefore wants to evaluate two specific research questions:

1 - The breeding programs affect the students personal behaviors?

2 - The breeding programs affect the students social behaviors?

Method:

The research method used in this study due to lack of randomly selected samples is quasi-experimental based on nonequivalent control group design. On this design E is the symbol of the group scheme, C symbolizes the control group, O1 is the symbol of pretest, O2 is the symbol of the post-test and X is the symbol of the independent variable.

Table 1: Design nonequivalent control group .

E	O1	X	O2
C	O1	-	O2

In this study the entire statistical population of students in fifth grade, school year 90-91 are from Bojnourd city,. Firstly, the fifth grade students two schools were randomly chosen among the schools of Bojnourd in a way that 100 students of the sample in question were from these two schools. Without knowing the scores of their last years, were randomly assigned to a group of 50 people to as experimental group and another group of 50 people as the control group.

In this study, the researcher made questionnaire with a four-choices scale to measure personal and social behavior of students was used. In order to obtain the internal consistency of the questionnaires, the initial review was conducted on 30 students and the related alpha Krenbakh was 0.83.....in order to make sure about the validity of the questionnaire the criteria of two halving (bisection) was used and the result showed the intrinsic correlation coefficient of 0.85. Data analysis was performed in two levels; Illative and Descriptive statistics. For the Descriptive (Applied) statistics level, Frequency and variance indicators, standard deviation and for the Illative statistics level the t-student test, Kolmogrov Smirnov, repeated measures design of Mauchly's test of Sphericity were used.

Results:

The first hypothesis:

"The effectiveness of educational programs on individual behavior of elementary school students is significant. »

Table 2: Comparison test between the control and experimental groups for individual behavior index (post-test) .

T-test for equality of the averages					Loon test Test for equality of variances		The first hypothesis
95% confidence interval for the differences		P value	degree of freedom	T statistic	p value	F statistic	
Highest limit	Lowest limit						
-1.097	-3.06	0.00	98	-4.172	0.102	2.717	Accepting the assumption of equality of variance
-1.08	-3.07	0.00	91.005	-4.172			Reject the assumption of equal variances

The results in Table 2 indicate that the assumption of equal variances is not rejected, then the null hypothesis that the variance is the same for the two samples together with 95% acceptable. Therefore, we can conclude that there is a significant difference between the variables under study. According to data collected with regard to the significance of null hypothesis, we can conclude that the researcher's claim that the "influence of the educational programs on individual behavior is meaningful" is confirmed.

The second hypothesis:

"The effectiveness of educational programs on the social behavior of elementary school students is significant. »

Table 3: Experimental comparison between control and experimental groups for indicators of social behavior (post test).

T-test for equality of the averages					Loon test Test for equality of variances		The second hypothesis
95% confidence interval for the differences		P value	degree of freedom	T statistic	p value	F statistic	
Highest limit	Lowest limit						
-2.42	-5.77	0.00	98	-4.87	0.074	3.26	Accepting the assumption of equality of variance
-2.42	-5.77	0.00	87.51	-4.87			Reject the assumption of equal variances

The results in Table 3 indicate that the assumption of equal variances is not rejected, then the null hypothesis that the variance is the same for the two samples together with 95% acceptable. Therefore, we can conclude with 95% probability that there is a significant difference between the variables under study. According to data collected with regard to the significance of null hypothesis, anthe comparison chart of two groups averages we can conclude that the researcher's claim that the "influence of the educational programs on individual behavior is meaningful" is confirmed.

Discussion and conclusions:

Evaluating the first featured question on this study showed that the assumption of equal variances was rejected by the Leuven test and the null hypothesis that the variance of two samples are the same with 95% confidence intervals for the two samples were taken. Therefore, the probability that investigator came to the conclusion that there is a significant difference between the study variables. According to data collected with regard to the significance of null hypothesis, researchers claim that the "significant influence breeding programs on individual behavior is" confirmed.

The results of the evaluation of the 2nd specific question showed that the regarding the acceptance of the assumption of equality of variances there was significant difference fir the testing of the average equality of the variables under study. According to the data with respect to the null hypothesis and the charts compared between the two groups.

The researcher's claim that the "effectiveness of educational programs on the social behavior of students is significant." Was confirmed.

The results of this study correspond with the results of Zare [14] reasearch, about the uccess of the breeding programs and show the consent about these programs. From the point of view of educational programs effectiveness, the results of this study correspond with the research results of Seyed Amery [10] as well.

In a survey conducted by Amini about investigating the interest of students towards educational activities, the response to the question raised by the study entitled "how much the extracurricular activities has had effects on the internalization of Islamic values was evaluated. "12% of the students considered it as to be very high, , 56% considered it as to be a lot, 14% considered it as to be low, 18% considered it as to be very low. Which indicates that these values could be internalized through extracurricular activities and the present reasearch results confirm the above results in this regard as well.

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