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Assess the Achievement of the Objectives of Technology Work Course of Sixth-Grade Elementary from the Perspective of the Sixth Elementary Teachers in Asalooye City in the Academic Year 2013-2014

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Abstract

The aim of this study was to assess the achievement of the objectives of technology work course of sixth-grade elementary from the perspective of the sixth elementary teachers in Asalooye city in the academic year 2013-2014. The purpose of this research is applied in the data collection, descriptive statistics, the study population consisted of 35 sixth-grade elementary teachers in Asalooye city in the 2013-2014 school year using whole census statistical community were selected. Instruments included a questionnaire and notes that experts were confirmed validity and reliability using Cronbach's alpha and was calculated0.95. Surveys data obtained show that the realization of the goals in six primary components of literacy and technology and information technology and the creation of technological thinking and the development of vocational and technical training and the establishment of a culture medium and in the design and production is good.

Keywords: Sixth-grade elementary, Work and technology, Technological thinking, Technological literacy.

Introduction

Recognizing the potential value of information technology to expand opportunities for students to develop skills in order to prepare them for entry into the information society will help. But because of a lack of familiarity with information technologies and their applications in students makes it difficult to use; we assess the achievement of the objectives of primary education and knowledge and use of information technologies community has constituted the essence of this research. The welcome adolescents and young adults as well as the gradual entry of information technologies, information technology and educational center of the country, the question of how to use these technologies share of Iranian students in the use of these resources highlights and can be an effective aid for education planners and policy makers in order to fit the learning path based on information technologies with respect to the quality of teaching.

Created by sixth elementary and the addition of books and technology in the development of technology skills, approach, with regard to work and basic computer skills and jobs were created modular and ... The specific objectives need to change the existing infrastructure and the power of signs and attitudes of teachers towards students' learning and practical activities they refused a field. According to the opinion of Barzegar (2007), concerns about the quality of education and training opportunities need to develop methods that are most vulnerable to the effects of globalization changes generally affect developing countries are directly intended. Information and communication technology, when properly applied and taught; it can cause a wide range of teaching and learning in an active process and can be a real life looking (Barzegar & Moradi, 2007).

Given the important role of technology and literacy skills among sixth-elementary students by creating new content can be as important for the students to develop entrepreneurial and technical skills. According to the idea of Badragheh (2006), with the advancement of Science and Technology and the complex personal and social needs of communities in complex also need to satisfy the complex needs of science and technology is complex; therefore, attention to the students' learning and Word to create change in the field of technology and entrepreneurship education and student learning was felt. According to the sixth grade in elementary created and added to the contents of this book and technology base, achieve the objectives envisaged in this book for sixth-elementary students with regard to existing infrastructure and also taking advantage of potential schools to bring students to the objectives and enhance strength, Knowledgeable teachers is important. Hashemi (2012) believes that for many years in developed countries as one of the most important tools for the development of information technology has been used. Rapid

changes in the information age all humanitarian organizations including education challenges such as globalization, intense competition, lack of resources is put fluctuations unpredictable. Education is forced to deal with this situation, the need to reform and reorganize the use of information and communication technologies. Given the importance and benefits of public and private sector information and communications technology, education can play a major role in the use of information and communication technologies (Hashemi, 2012) This requires the use of information and communication technologies in schools, attention to the issue of education, field of technology for teaching and interacting with students, coordination and cooperation of all institutions and government agencies, the private sector, legislation and a comprehensive strategy is observe that this strategy leads to efficiency and effectiveness of the education system, at all levels of education, equality of educational opportunity. Understanding how to use information technologies to learn they are present as background in information technology literacy is of great importance. Era of information technology, computers and the Internet are sources of information for students.

The importance of place and how to use computers, the Internet and information technology, one of the research areas considered opinions. Islami (2004) also believes that access to information technology skills to retrieve license information has brought students and one of the tools in the educational attainment of pupils is good (Islami, 2004). In today's information society, computer and Internet technologies, using them as the most important benefits of media can be used to disseminate information. It thus seems that students have access to and use of these technologies is essential. The influence of information technology training centers, and homes have been transformed teaching and learning methods and students as a group of technology users with a vast amount of information and knowledge is faced. Therefore, it is essential to prepare students for life in an information society.

IT skills, which enables one to make good use of computers, the Internet, CD-ROMs and other technologies to achieve its various goals makes it proportionally, from schools and universities to expand. School students in developing countries to perform and teach classes of matters related to Internet and computer and while the country enjoyed the extended use of ICT in schools in the country with the most advanced industrial countries far due to the lack of technology in schools, the teachers' lack of familiarity with the educational applications of these technologies and its impact on student learning has resulted in fewer students than the technologies used to and a variety of applications benefit in enhancing their own learning.

So try to form smart schools or schools in the country as a whole in IT, one of the fundamental issues that the Ministry of Education should aim to provide a context for understanding and proper use of these technologies address and training at all levels of school starts, and it would also create new forms of content and technology is the sixth elementary. Effective use of technology requires appropriate tools to meet the needs of the classroom so that students outside of class hours required information is provided. This requires special institutions involved in ICT in education is due to the necessary investments, technical support and provide the necessary infrastructure. Applications require very high-quality schools and teachers in training need to use the software are comprehensive, due to the application of skills and knowledge relevant to the content of the course students will be encouraged and the feedback from the suppliers of educational software with their teachers, to improve the content of educational software provides (Edwin, 2001).

Technology education, training and personal improvement, increased productivity, and participation in social and economic life, reduce poverty and increase income and development will be delivering content and technology in elementary and sixth grade next year to reclaim the distribution of skilled manpower and investment in the future. But the key word here is what the current and future development goals (sustainable development and comprehensive) are considered and to achieve that change in educational content and create new content and technology base in the sixth elementary is considered and part of the curriculum in primary education has a new approach must change and get the content as a part of public education at the elementary importance of achieving the objectives specified. Research is being conducted research on the man who referred to some of them. Sepandi (2012), to analyze the content and technology of the sixth grade of elementary school year 2013-2012 with William Roman technique is done.

Component analysis of the text content, Q (activity) and picture books and technology is done. Statistical community, business and technology books in sixth grade elementary school years 2012 and 2013 are a sample target population. Quantitative content analysis technique was William Roman involvement coefficient sixth grade elementary students with text books and technology equal to 1.35, respectively. The text books and technology is active. Students clash with Q factor (exercise) Technology and sixth grade elementary workbook with 1.05. Thus Q (Activity) Work and Technology is enabled. Involvement coefficient sixth grade elementary students with the picture and the technology equivalent to 0.75 are the picture and the technology is seeking the involvement of the learner. Accordingly, the content and technology sixth grade elementary school years in the context of the question (activity) is active but the images of the involvement of the student to follow.

A study of Abbasi (2011), explores the cultural dimensions of information technology is discussed. The results show that the culture of designing IT-based systems and how they acquire their cassava. Part of this effect may be due to the social effects of using information technology which is more from the perspective of popular culture, he said. On the Internet, satellite television and the possibility of applying information technologies and the diffusion of language, behavior or eating certain values may be cultural changes. From another viewpoint, components and dimensions of national culture leads to different attitudes towards the deployment of information technology are different protections. The organizational culture as mental software organization members builds a variety of phenomena such presuppositions managerial, political dynamics, various cognitive frameworks and motivations of their information technology users and can cause a variety of approaches to information technology in the organization.

Ghorban Zadeh and Mohammadi (2004), the paper explores teachers welcomed the innovation and application of teaching aids by high school teachers and college Tabriz District 3 began. The results showed that the main factors hampering the education system teachers are not familiar with computer applications; information technology and how to use the incorrect evaluation of the teachers have been considered. Hakimi (2004), factors affecting the level of awareness of teachers not using technologies teachers

use ICT in Kashan city have been placed under investigation. According to the results, teachers are not prepared to teach using information and communication technologies and the knowledge and skills necessary to use the computer software and hardware have been entitled. Hajj Foroshi and Orangi's Research (2004), the use of ICT within the school year (2001-2002), among the first in thirteen high school students in Tehran were studied. Research results have shown that the use of ICT and collaborative learning, students will develop and it explores the data contained in the CD-ROM training, student development network sharif University School Networking, the Internet and the English translation of the official courseware encourages it. A study Akpinar (2002), made use of information technology in the public and private school students by 8 major cities of Turkey were compared. Results showed that the students who learn at home from their computer help, percentage is very small. More than 50 percent of students have access to computers and Internet access at home, each student has 0.57 percent students to learn to use them.

Another study in the use of new technologies in teaching and learning process conducted research that "Filsl and Barnes" have done. The research in the years 1999 to 2001, the Department for Education and Employment Australia has done, to examine learning outcomes in the use of technology in teaching and learning. In this study, the activities of the nine schools in the learning process and curriculum technological applications are discussed. In this study special emphasis on "learning technologies" is the purpose of learning technologies, digital information and communication technologies are those that are commonly used for learning. Privileged (2001), as well as the significant results achieved in the use of computers at home and at school. His study showed that the use of computers by students in Coventry and Limyngton at home most of the school and the activities that most students do with computers, game is enjoyable for them.

The study also suggests that gender differences in boys than girls devote their time to the game. Research findings indicate that increasing the distance between and student use of information technology, especially computers in the home and school. Partr (2000), a paper entitled "First Steps in IT organization and communication in elementary classrooms' knowledge and skills required by their teachers to use technology in their classrooms to handle the word and excel and power point, monitoring software, communication and modeling have split. Momtaz (2000), in this research the factors affecting the use of ICT in the schools studied, believes that access to high quality IT Software & Hardware and training teachers to use computers and watch the most important factors that influence the decision-causing teachers to use information technology. In a study Hakaraynn et al (2000), the skills and experience of students in the use of ICT in the judgment of a national assessment in Finland investigated. The purpose of the research is study skills, elementary and secondary school students from the new technologies of information and communication. From the data analysis, three factors were identified that related to students with ICT. The first argues that computer supported learning, whereby learning becomes more meaningful and motivating for the students to peruse. Second, the scientific use of ICT at home and is reportedly the third factor standing of ICT in schools with access to the equipment has been developed.

The major research questions

- What are the six elementary teachers' views about the implementation of educational technology in course of Technology and work in elementary sixth grade of Asalooye?
- What are the six elementary teachers' views about the implementation of culture of work in course of Technology and Work in elementary sixth grade of Asalooye?
- What are the six elementary teachers' views about the implementation of technological thinking in course of Technology and Work in elementary sixth grade of Asalooye?
- What are the six elementary teachers' views about the implementation of training skill in course of Technology and Work in elementary sixth grade of Asalooye?
- What are the six elementary teachers' views about the realization of the design and production in course of Technology and Work in elementary sixth grade of Asalooye?
- What are the sixth elementary teachers' views about the development, technical and vocational in course of Technology and Work in elementary sixth grade of Asalooye?
- What are the differences between male and female sixth elementary teachers about achieving the goals of the course and the technology in course of Technology and Work in elementary sixth grade of Asalooye?

Methodology

Given that the present study was to assess the achievement of course objectives, work IT elementary teachers' views of the sixth elementary city Asalooye sixth investigate, according to the goals, applied and in terms of data collection descriptive- survey. The study population consisted of all sixth elementary teachers employed by the Education Department Asalooye city in 2013 is 2014 degrees. The total number of 35 persons, including 19 women and 16 are men. The census method of supervisor selected as the total population of the regions. Data for this study was obtained using a questionnaire to establish the validity of the experts was of the view and to achieve reliability through Cronbach's alpha was calculated based on the number of statistical samples 0.95.

Results

The first research question: what are the six elementary teachers' views about the implementation of educational technology in course of Technology and Work in elementary sixth grade of Asalooye?

Table 1. Descriptive results of the implementation of educational technology in course of Technology and Work.

Question	Frequency %					Descriptive indices				
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Middle	Frequency	Variance	SD
1	0	2.9	14.3	60.0	22.9	4.02	4	4	0.49	0.70
2	2.9	5.7	45.7	37.1	8.6	3.42	3	3	0.72	0.85
3	0	2.9	57.1	37.1	2.9	3.40	3	3	0.36	0.60
4	0	20.0	57.1	20.0	2.9	3.05	3	3	0.52	0.72
5	2.9	14.3	34.3	42.9	5.7	3.34	3	3	0.82	0.90
6	0	14.3	31.4	34.3	20	3.60	4	4	0.95	0.97
7	0	14.3	31.4	34.3	20	3.42	3	4	0.72	0.85
Technology literacy component	0.82	10.62	38.75	30.24	9.28	3.46	3	3	0.65	0.79

Results indicated that 0.82% of the teachers in the implementation of information technology in course and Technology literacy component by the sixth elementary at the very least, at least 10.62%, 38.75%, on average, 30.24% as high and 9.28 % as too many have found. This suggests that the views of teachers, the implementation of components of IT literacy level was moderate. The t-test results showed that the attitudes of male and female teachers elementary Asalooye about the realization of IT literacy component in sixth elementary course and Technology, there is no significant difference. The results with the results Abbasi (2011), a Sharifi and Reghabi (2004), Akpinar (2002), John Partr (2000) were consistent with the results Sepandi was countercurrent. The second research question: what are the six elementary teachers' views about the implementation of culture of work in course of Technology and Work in elementary sixth grade of Asalooye?

Table 2. Descriptive results on implementation of culture of work in course of Technology and Work.

Question	Frequency %					Descriptive indices				
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Middle	Frequency	Variance	SD
8	0	14.3	40.0	34.3	11.4	3.42	3	3	0.782	0.88
9	2.9	5.7	20.0	57.1	14.3	3.74	4	4	0.785	0.88
10	0	2.9	48.6	37.1	11.4	3.57	3	3	0.546	0.73
11	0	17.1	45.7	28.6	8.6	3.28	3	3	0.739	0.85
12	0	17.1	34.3	40.0	8.6	3.40	3	4	0.776	0.88
13	0	25.7	25.7	42.9	5.7	3.28	3	3	0.857	0.9
Component culture of the work	0.48	13.8	35.71	40	10	3.44	3	3	0.747	0.85

Results indicated that 0.48% of the teachers in the course of achieving the element of culture of and Technology base in the sixth elementary at the very least, at least 13.8%, 35.71% moderate, 40% as much as 10% have been assessed as too high. This suggests that the views of teachers, the realization of high-level components of the work culture. The t-test results showed that the attitude of the teachers of the elementary Asalooye realized in the course work component of culture of and technology of the sixth elementary, there was no significance. The results obtained in this study with the results of the Reghabi and Sharifi (2004), Hajj Foroshi (2004) and Akpinar (2002) and Hakaraynn (2000) is consistent. The third research question: what are the six elementary teachers' views about the implementation of technological thinking in course of Technology and Work in elementary sixth grade of Asalooye?

Table 3. Descriptive results of implementation of technological thinking in course of Technology and Work.

Question	Frequency %					Descriptive indices				
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Middle	Frequency	Variance	SD
14	0	20.0	25.7	48.6	5.7	3.40	4	4	0.77	0.88
15	2.9	2.9	45.7	31.4	17.1	3.57	3	3	0.84	0.91

16	0	5.7	22.9	60.0	11.4	3.77	4	4	0.53	0.73
17	0	14.3	51.4	25.7	8.6	3.28	3	3	0.68	0.82
18	0	20.0	45.7	25.7	8.6	3.22	3	3	0.77	0.87
Components of technological thinking	0.58	12.58	38.28	38.28	10.28	3.44	3	3	0.71	0.84

Results indicated that 0.58% of the teachers thought of achieving technological element in course work and Technology by the sixth elementary at the very least, 12.58% as low, moderate 38.28%, 38.28% and 10.28% in the most These assessments indicate that the level is too high based on the views of teachers, the technological realization of reflection component level was moderate. The t-test results showed that the attitudes of male and female teachers elementary Asalooye thinking about the realization of technological components and Technology in course sixth elementary, there was no significance. The results obtained in this study with the results Abbasi (2011), Hajj Foroshi(2004), Montazer (1381) and Momtaz (2000) is consistent. The fourth research question: what are the six elementary teachers' views about the implementation of training skill in course of Technology and Work in elementary sixth grade of Asalooye?

Table 4. Descriptive results of the implementation of training skill in course of Technology and Work.

Question	Frequency %					Descriptive indices				
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Middle	Frequency	Variance	SD
19	0	11.4	25.7	57.1	5.7	3.57	4	4	0.60	0.77
20	2.9	20.0	28.6	45.7	2.9	3.25	3	4	0.84	0.91
21	20.0	22.9	28.6	20.0	8.6	2.74	3	3	1.55	1.24
22	2.9	14.3	57.1	22.9	2.9	3.08	3	3	0.61	0.78
23	0	14.3	37.1	40.0	8.6	3.42	3	4	0.72	0.85
Professional development and technical	5.16	16.58	35.4	28.09	5.74	3.21	3	4	0.86	0.91

Results indicate that 16.5% of teachers in the course of achieving the professional and technical components of the development work and Technology by the sixth elementary at the very least, 16.58% as low, 35.4% moderate, 28.9% as much and 5.74% were assessed as too high. This suggests that the views of teachers, professional development and the realization of the technical components of the medium. The t-test results showed that the attitudes of male and female teachers elementary Asalooye about the realization of IT literacy component in sixth elementary course and Technology, there is no significant difference. The results of the research results Hakimi (2004), Montazer (1381), Akpinar (2002) is consistent. The fifth research question: what are the six elementary teachers' views about the realization of the design and production in course of Technology and Work in elementary sixth grade of Asalooye?

Table 5. Descriptive results of the realization of the design and production in course of Technology and Work.

Question	Frequency %					Descriptive indices				
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Middle	Frequency	Variance	SD
24	0	20.0	28.6	42.9	8.6	3.40	4	4	0.83	0.91
25	2.9	11.4	37.1	34.3	14.3	3.45	3	3	0.96	0.98
26	0	17.1	34.3	34.3	14.3	3.45	3	3	0.90	0.95
27	2.9	17.1	34.3	25.7	20	3.42	3	3	1.19	1.09
Component design and production	3.62	16.4	33.57	34.3	14.3	3.43	3	3	0.97	0.98

Results indicated that 3.62% of the teachers in the course of realization of component design and manufacturing and Technology base in the sixth elementary level is too low, too low of 16.4%, 33.57% moderate, 34.3% as much as 14.3% % as too many have found. This suggests that the views of teachers, the realization of component design and production level was high. The t-test results showed that the attitudes of male and female teachers elementary Asalooye about the realization of the design and production of components and Technology in course sixth elementary, there is no significant difference. The results obtained in this study with the results Abbasi (2011), Hajj Foroshi and Orangi (2004), Hakaraynn (2000) is consistent. The sixth research question: what are the sixth elementary teachers' views about the development, technical and vocational in course of Technology and Work in elementary sixth grade of Asalooye?

Table 6. Descriptive results of the development, technical and vocational in course of Technology and Work in elementary sixth grade.

Question	Frequency %					Descriptive indices				
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Middle	Frequency	Variance	SD
28	2.9	17.1	34.3	25.7	20	3.60	4	3	0.83	0.91
29	0	8.4	37.1	28.6	25.7	3.71	4	3	0.91	0.85
30	2.9	5.7	37.1	28.6	25.7	3.68	4	3	1.04	1.02
31	0	8.6	42.9	37.1	11.4	3.51	3	3	0.66	0.81
32	0	2.9	34.3	42.9	20	3.80	4	4	0.63	0.79
Training component	1.16	8.54	37.14	32.58	20.56	3.66	4	3	0.81	0.87

Results indicated that 1.16% of teachers achieving the vocational component of course work and Technology by the sixth elementary at the very least, at least 8.54%, 37.14%, on average, 32.58% and 20.56% in the most have been assessed as too high. This suggests that the views of teachers, the middle-level training component are realized. The t-test results showed that the attitudes of male and female teachers elementary Asalooye about the realization of training courses and Technology components of sixth elementary, there was no significance. The results with the results Abbasi (2011) Hajj Foroshi (2004), Akpinar (2002), Hakarayn (2000) is consistent. The seventh research question: what are the differences between male and female sixth elementary teachers about achieving the goals of the course and the technology in course of Technology and Work in elementary sixth grade of Asalooye?To compare the attitudes of men and women in each of the six elementary components of course work and Technology in schools the Department of Education, T Asalooye has been used.

The results suggest that the p-value of the element, there are IT literate 0.432. Culture, so 0.341. Thinking technological 0.595. Professional development and technical 0.682. Design and manufacture of 0.917. Considering that sig 0.05. The p-value for all components of the course work and six elementary Technologies 0.05. Further and show that the rate of use, none of the six basic Technology course work and six elementary teachers elementary education Asalooye there is no significant difference.

Comparison of mean scores of components using the Friedman test: Components of Friedman rank test were compared with each other. The test results are listed below:

Table 7. Comparison of mean scores of components and the test results using the Friedman test.

Components	Average Rating	N	df	Chi-square	Sig.
IT literacy	5.74	35	5	132.66	0.000
Work Culture	4.70				
Technological thinking	3.16				
Professional development and technical	2.40				
Design and production	1.26				
Training	3.74				

We observed that the obtained p-value less than 0.05, so we can conclude that the average rank of the components studied, there are significant differences. Lowest level, the fifth element "design and production," which is equal to 1.26 is obtained. The highest rank is the average value of the first element of the "IT literate" is equal to 5.74 is obtained. Based on the results table to Ranking the components are as follows.

- IT literacy = 5.74
- Work of Culture = 4.70
- Training = 3.74
- technological thinking = 3.16
- professional development and technical = 2.40
- Design and Production = 1.26

Discussion and Conclusion

The research and technology in achieving the goals of the course work has been reviewed by the sixth grade. Survey results and data obtained show in Book VI of the purposes and basic IT literacy initiatives and information technology and the creation of technological thinking and professional development and technical training and the establishment of a culture medium and in the design and production is good. Business and technology to create a new class of sixth grade students in learning and to develop specific skills in technology and the use of computers and technology tools students as well as the necessary software word and PowerPoint is with respect to considered in the course of their design and production of tools. One of the fundamental problems of

inadequate and results in this paper is that the traditional structure of schools judgment and lack of proper infrastructure facilities and workshops for teaching and learning, and technology to work doubly hard and implement the lessons in the conditions of difficult. Traditional planning is not defined by content and technology and laws consistent with student-centered approaches to learning and teaching era of information and communication does not exist. Organizational patterns in schools are not designed for the Internet age and the model in this area is very inefficient. So despite the traditional curriculum in schools, the educational system is not able to meet the needs of students, the school requires fundamental changes in the structure and practices of education.

When schools were required to enter teaching and technology infrastructure for teaching and learning these lessons are provided and appropriate education and sixth-grade teachers to teach a lesson to be provided. Effective use of technology in teaching and requires appropriate tools to meet the needs of the class to provide information needed by the student in class hours. This requires special institutions involved in ICT in education is due to the necessary investments, technical support and provide the necessary infrastructure. Hardware and software needs of school education and teacher quality requires the use of integrated software, through this software has the skills and knowledge required in the course content, students are on the other hand, due to the feedback that teachers are suppliers of educational software, educational software to improve the content provided. The results of this study indicate that the course objectives and the reasons cited unrealized technologies and to resolve this problem to the work of education are serious and they is right for the must be suggested. IT infrastructure needed for course work and workshops equipped with computers, video projectors are the schools. The course aims to teach and build skills and capacity for work and technology workshops in schools should be prepared to teach this lesson and the teachers' lack of familiarity with the Teaching and Technology This course is one of the major problems to resolve this problem have been proposed. Service training for teachers to teach this lesson has been mastered and appropriate information resources, they are apart from the teacher to teach the lesson of the sixth grade teachers who have skills in teaching technology and hardware and software training is suitable to be used and to develop students' skills in course and underlying technology for the production of simple tools using various means to monitor the teacher's workshop for students engaged in the manufacture and design plan and design a plan for job and career and technology teachers in the course of their progress to the evaluation of the accuracy of Up the advice they are able to grow and develop their skills to offer.

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