

COMPARISON OF SOCIAL EMOTIONAL LEARNING SMART AND NORMAL SCHOOL STUDENTS: STUDIED ISFAHAN PROVINCE

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Abstract

This study aims to compare the dimensions of the social-emotional learning smart and normal school students took place in Isfahan province. The research method of the descriptive type, collection, respectively. Community research all secondary students of Isfahan province formed. Statistical sample includes 600 people first and second secondary school student normal and smart schools of Isfahan province that was random stratified sampling method were selected by multistage. To collect data from the socio-emotional learning test standard questionnaire crane et al (2009) have been used. Reliability of this a questionnaire via the cronbach's alpha coefficient of 0.80, respectively have been reported. There are two formal questionnaires and narrative content was calculated. Data analysis using descriptive statistics and inferential statistics (t-test, analysis of variance test, a variable is a factor) was carried out. The results showed that students ' socio-emotional learning between boy and girl, normal schools and schools as a whole is a smart schools there is a significant difference $P < 0.05$. As well as the results of the analysis of variance showed that between the social and emotional learning for students by gender and course there is a significant difference $P < 0.05$ but gotten significant differences depending on the area did.

Keywords: *Socio-Emotional Learning, Smart School*

1-Introduction

Education is one of the most valuable institutions for progress and development of society is made. The task of this institution to maintain, expand and transfer of cultural heritage, social and individual needs, responsiveness to the development of science and technology and providing the required specialist forces in society. "This institution including the institutions that consequently changes in production technology, human capital, information technology and consumer preferences, to the very rapid rate of several upheavals and the communities increasing.[1].

Scientific developments and the emergence of a diversity of needs in various communities, and also admitted that the education system is in the process of rapid change and developments in the it more. In addition to scientific developments, various developments such as the multitude of other students and increasing the annual trend growth

to be alright and also educational, as well as the per capita budget cuts including developments that requires education to adapt itself to the them. Now, if education fails to ID these developments is the lack of responsiveness of compensation and disability prejudice, as on the quality of the educational system of the country will import.

This requires that the proper direction indeed always with these developments, the principle of "educational quality in accordance with developments in the planning priorities, headed by the education system we consider.

On the other hand, the effect of the development of information and communication technology on various systems, which will be more apparent with the passage of time, the fundamental developments in various areas of economic, social, cultural, educational, and also has created. The emergence of new horizons in the field of competition in the international level, the impact of new technology on all aspects of human life, the increasing importance of global and human capital in the knowledge age and evolution, suggests that today's education requirement, is not the kind of share a past.

One of the fundamental steps of that regime by those involved in training and education in this regard have been removed and will be looking for intelligent design of schools that will be in comparison to the premise of the dimensions of the component to the social learning – the smart schools in ordinary and be paid. In this chapter the expression problem, the importance and necessity of research objectives and questions about the theoretical and operational terms and definitions will be reviewed.

2-The Expression of Problem

The era of knowledge and technology the human face of the your life impact equation that even visualize life without technology for human beings lived in the twenty-first and made impossible to dominate all aspects of your life is put under the case nowadays that even from the global village is not talking but also all modern technologies of new topics and information explosion age called the Global Roundtable has been interpreted.

Therefore, due to the ever-increasing expansion of technology and getting affected all aspects of life are affected, due to the nature of the technology, as well as training to get to a newer goals to achieve, impressed and is constantly changing due to the intensity and speed of the changes, inevitably potential –considering technology and electronic educational facilities under the title using the smart schools in line with the correct and timely training Try it with curriculum and technology integration will not only satisfy your needs but also to be able to respond to the needs of your community as well. "Today, the increased volume of knowledge and information, old curriculum materials fast, rapid changes in the foreseeable future and communities is not the subject of ongoing teaching and learning instead of teaching was essential if you have to prepare the educational system to accompany the role with other social institutions" Fava "human breeding that can play a role in this era, it is essential. It should also be accepted that the information and communication technology causes transformation in traditional teaching process and teaching shall be-learning settings is challenged [2].

"With new technologies in education, talent and a favorable interactions flourishing students targeted in the fundamental transformation of the educational system and comprehensive basis under the impact of new technologies [3] on the other hand a new continuing education requires learning practices, in a manner that the individual can help it to be independent and autonomous for all life to claim the knowledge and use it to pay.

In this way, the importance and the necessity of putting aside old strategies and practices in education and teaching according to the new educational strategies and practices becomes apparent. The widespread deployment of information and communication technologies in education process, with the transformation of educational approaches in the world, in the field of the formation of the smart schools is made [4] say: Presence technology

make it possible to create a school learner to be respected and the key decisions the process of teaching-learning with teacher and student to be taken with the appropriate opportunity. Appropriate use of the technology and the design of appropriate educational software is viable. Communication practices based on asynchronous communication technologies, in particular, cognitive or social interaction between learning and the learner, learning meta-cognition, and encourage individual and independent knowledge of the participants to the development. Believes that: training information and communication technology-based learning, as people involved in active learning and allows them to make their opinions by answering to share with each other.

As a result learn diverse opinions and views of recipients familiar with, and learn from each other. In this way, collaborative learning and becomes active. On the other hand occurs in active learning environment that is student the concepts with the real experiences of the relationship and position. With the use of more technology, can be used to simulate a real environment and makes it possible to take a good interest. Information technology-based learning and communication, because communication with other student groups in both motivation and creates satisfaction». «Teaching & learning processes in schools, will be strengthened and an interactive environment of a fabric to enhance key skills students in the era of knowledge-driven will be provided. Since the current ability to create schools that enhance learning and help students more efficiently and more productive role in society do not have to train students more prepared for the job, you need to change are life. Schools should make conditions that kids living at that and are working to consider your training fit with community needs to offer.

Making use of information and communication technology tools, a new strategy to improve and develop the education system provided that the establishment of the smart schools the results of it. "The smart school project is the new way of integrating information technology and curriculum, the fundamental changes in the process of teaching and learning will follow. In this approach, with regard to the role of the teacher as a guide and are not transferor knowledge and the role of the student as a member of an active, creative and contribute to the atmosphere (instead of a passive member and consumer knowledge) evaluation system for process-driven and not results-driven change. The smart school educational system in a massive transformation seeks to be in a way that students can make in all areas of information technology training, including classroom management and understand the work of the program.

«Create a smart schools in the country, the gradual transformation of architecture school (includes the structure, culture, roles) and move toward excellence and organizational learning (creating a learning organization) that foster creative manpower, the researcher was critical in the formation of knowledge-based society and in the national innovation system in order to transform learning in teaching-learning practices and partnerships by providing appropriate facilities to promote science and technology in different levels of society and educational system of Nepal memory approach to The axial thrust and the research of the teacher to the student-oriented, dynamic and attractive environment for the attainment of the talents and creativity of the collective and individual students are created [5].

The ultimate goal of enabling the smart schools, work force training, equipped with a computer and information literacy skills that can satisfy the needs of their life in the new world. The approach is comprehensive and consolidated approach to smart schools. In addition, the implementation of educational model of smart schools requires students actively participated. Smart schools are cooperation and competition environment training materials and exercises for the expansion of these skills have been developed in the students.

The main focus of the training process as learning in the education system will be remembered and when the student learns that can use computers and digital devices is a

major part of their need to satisfy, delight learning he will be more because in this way the sense of sight (eyes) that has the greatest impact on learning (75%) to use and enjoy the most student learn to climax If the student makes the kind of regulatory their looks.

Self-regulation is checking your thoughts, feelings, and behaviors, in order to reach the goal. This goal includes improving the level of understanding and comprehension while reading, organized off the posts and asking the questions [6] your learning skills computer setting under the influence of two factors "guiding your decisions" and "efficiency" are used as a template, and the computer. Important source of transferring works in their regulatory expertise. Hereby the student learns that effective time management strategy to work, it will have mastered the concept, strategic information to be organized and active working environment has decrypted, and maximum use of the existing resources to be.

"The most important feature of smart schools is that students with independent thinking and express their creativity and ability to apply the ruling by virtue of the use of space capabilities to trainers, teachers, and parents to strengthen education, and encourage the school generally learn and creates the motivation and willingness to be set [7].

The institution of teaching and learning in the present century is affected by industrial society and communication. The traditional educational system, students cannot take the necessary information-driven society, have a function. To have students that are necessary in the performance of the intelligence community must have a new approach to teaching and learning that it would need to keep up with the developments and achievements of human science and technology for education and training is considered essential.

Smart schools concerning the answer to this need were visible, the amount of the realization of the goals of the smart schools, quality of learning, teaching, and how kind of education students and etc. Of an important topics that researchers have to pay it. With its dimensions of learning, reasoning, and creativity and its related components under consideration and more time spent and cost of equipment and supplies purchase, the present research attempts to answer this question it is to say that the emotional and social dimensions of learning: whether students are smart and normal schools of Isfahan province difference?

Recently with the smart schools under the schools open in order to take advantage of the capabilities of such a special technology in the field of education is raised. In this approach the "smart schools educational units called groups that use e-learning for attending school and maintained with physical space, teacher, student and educational system of the intelligent and consolidated and comprehensive approach towards providing educational services to students and their attempts to have thicker. In other words, smart schools include the interrelated components in order to arouse students ' curiosity and active participation are designed to coordinate efforts with students, teachers, administrators, in an comprehensive and consolidated towards the educational needs of all individuals fulfilling their action.

Since the evaluation of the performance of schools is one of the most important concerns and responsibilities of educational systems in the present age is therefore required that schools are continually evaluates its results to the officials and planners will help in improving the status of existing curricula. Since learning of the students including have variables that are in the process of learning is that education is the most important component has been a very influential and the education goals will be considered, according to the learning ability of students and its dimensions, it seems necessary, therefore the necessity that the performance of these schools in various dimensions, especially in learning and its dimensions, compared with the normal functioning of schools and in the forthcoming decisions Based on this logic is based on the adoption of the present study is to compare the dimensions of the social-emotional learning of students in these two groups of engage schools.

3-The Research Question

There is a difference between Social emotional learning students of Isfahan province, in terms of course, gender and area?

4-Research Methodology

The research method of type collection is descriptive respectively. Community research all secondary students of Isfahan province formed. Statistical sample includes 600 people first and second secondary school student normal and smart schools of Isfahan province that was random stratified sampling method were selected by multistage. To collect data from the socio-emotional learning test standard questionnaire crane et al (2009) have been used. Reliability of this a questionnaire via the cronbach's alpha coefficient of 0.80, respectively have been reported. There are two formal questionnaires and narrative content was calculated. Karyotype data using descriptive statistics and inferential statistics (t-test, analysis of variance test, a variable is a factor) was carried out.

5-The findings of Research

There is a difference between Social emotional learning students of Isfahan province, in terms of course, gender and area?

Table 1- analysis of variance table summary of social and emotional learning score in terms of gender, the area and course of study

Item	Sum of squares	Df	AVG square	F	sig
<i>Gender</i>	2347.279	1	2347.279	22.710	0.00
<i>Area</i>	1534.502	1	1534.502	14.846	0.00
<i>Course of study</i>	979.707	4	244.927	2.370	0.051

Based on the results of the table 1- the results of the analysis of variance based on emotional and social learning difference according to the calculated F view to be that between the average socio-emotional learning of students by gender and course there is a significant difference ($P < 0.05$) so the question posed based on the existence of differences between the average social emotional learning secondary-school students in Isfahan by gender and course to be approved. But on the basis of the information obtained and the values of the calculated average of the difference F social emotional learning of secondary school students in Isfahan province by area is not significant. So the question was based on the difference in learning by district is not approved.

Table 2- social and emotional learning score average comparison table for boys and girls in Isfahan province

Gender	AVG	SD	t	sig
<i>Boys</i>	74.81	10.85	4.37	0.001
<i>Girls</i>	78.75	11.16		

Based on the results of the table 2- the average score is emotional and social learning in smart schools about the calculation routines and the average score for girls 78/75 boys 74/81 and the average score obtained that t observed at the level of $p < 0.05$ meaningful. So the difference between the averages scores of the learning dimensions of boys and girls in smart schools are also capable of meaning and questions raised in the smart schools will also be approved.

Table 3- social and emotional learning score comparison table, the average male and female normal school in Isfahan province

<i>Gender</i>	AVG	SD	t	sig
<i>Boys</i>	76.59	10.60	2.90	0.004
<i>Girls</i>	79.89	9.60		

Based on the results of the table 3- as well as the calculations done by the average score of the dimensions of learning directed at ordinary schools sex also suggests that the average score for girls and boys has been 79/89, 76/59 that the average achieved for the benefit of girls and has been observed on the surface of $t-05 \geq p$ can be significant. So the difference between the average scores of the learning dimensions of boys and girls in ordinary schools is also significant and the question raised in ordinary schools is also to be approved.

6-Discussion and Conclusions

In ordinary schools is also learning about gender differences is calculated based on the average of the girl students in ordinary schools between the 18/77 and 20/73 between normal school students achieved the average normal school girl students in between the more and the level observed in the $t-50/63$ p is a significant question raised in ordinary schools is also used in its approved gender.

The lack of consistency in the findings can be found in the search was a variety of factors. The type of research performed, tools used, the course is considered the cultural, economic, and political factors, and Search applications. It also can be found such that today, in connection with issues of learning and learning dimensions of gender to be based on not only the exact results, scientific and medical hand and next to it it is necessary to other cultural factors, psychological and social-are also assessed.

Target training in our country growth and all-round education (intellectual, physical, emotional growth, 3) students in such a way that, while Iranian commitment to Islamic values, and their potential to achieve moral perfection, the inventive world aware of issues of the day and in order to solve their problems and issues and to build a future society to be more desirable. In this way the idea of smart schools or any other educational innovations in education that could be invaluable if we are to assist this aim. The remarkable thing for education, it is only by providing a sufficient number of the required technology for e-learning tools, smart schools goals will not be achieved.

But before you create it in addition to the assessment tools and the appropriate technology infrastructure and equipment, planning to prepare users (learners, teachers, staff, parents, and ...) to change the attitude of the users, the cultural insights of users, design appropriate curriculum with technology has the necessary planning and action in the direction of the quality of students ' learning to action part.

Using traditional methods and a lecture by the teacher that unfortunately, some still in a lot of our schools as a teaching method can be applied as well as the first, the most common and most achievable by conventional methods is by definition cannot be grounds in the field of learning and the learning part is students.

Because the traditional method of normal schools and the State in the country, some of which can be applied so that more students are passive and do not have significant participation in learning and teaching and this makes only the accumulation of information on students ' minds and that this information is also briefly after a short time to be forgotten. In the event that the active participation of students and the use of appropriate methods and tools and make them involved and in all educational fields and update the necessary fields to have thicker, and enhance students ' learning provides that with respect to the results of the study and topics raised in the literature research and reviews the results of other research is conducted are examples of this entry, which students in the field of smart schools Better

growth in connection with learning compared to normal schools and due to this significant difference can be made to be sure the results.

So we have this question of the educational system to accept that with the traditional method of making (and repeat lessons) and stay on the fence, the spirit of the place based on classroom and students as the future of producers near the border of the canvas to concentrate on fixing the first needs of its banal also has faced a problem and will not be able in the age of information explosion and the perfect place for your global village have.

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