Feasibility application eBook (as supplemented or replaced), the educational system, secondary school, secondary school teachers from the Viewpoint of Kermanshah

Hamidreza Hatami Kheibar[1,*], Bahman Saeidi Pour[2] and Mohammad Javad Karamafrooz[1]

[1]Department of Educational Sciences, Kermanshah Branch, Islamic Azad University, Kermanshah, Iran.

[2]Department of Educational Sciences, Payam Noor University, Iran.

ABSTRACT

The aim of the present study, the feasibility of application of e-books education in high schools, professionals and high school teachers, Kermanshah is. This study was descriptive survey population, the experts and teachers in secondary schools Kermanshah, comprise a total of 160 people, using simple random sampling, and refer to the Table of farmers and Morgan, were selected. Measuring instrument variables, a questionnaire of 20 questions is included. For data analysis, descriptive and inferential statistics (t single sample, and absolute t), using the software 20SPSS, was used. The findings indicate that, out of high school teachers Viewpoint, Kermanshah province, the deployment of e-books, as a supplement to existing textbooks, 4/24 percent, so the use of it, as an alternative to current books, ineffective, and the results showed that the experts and teachers in secondary schools, the main obstacles to the adoption of electronic books, technical and cultural infrastructures, and lack of preparation, students know.

Introduction

Today, information technology, has been associated with education, so, imagine training without the use of information technology, it is not possible. High-speed networks, as well as remote training, support, and subsequently, the process of learning and teaching has become more flexible than before, (Khalkhali and et al, 2010, p 75).. One of the most important products of information technology, the virtual library is based on the electronic documents, such as books and magazines are. E-books, as it is a new phenomenon, the system of education and information, to deal with major change. (Fasbrg, 2011, p 111) use this new technology in the field of education in general and academic performance in particular, significant changes in the nature of student learning, provides (Ming -nia, 2011) because of of new technologies, training, learning, teaching methods and techniques, how to evaluate and how teachers and students, has changed (Daiizadeh and, et al, 2010, p 83). According to the psychology of learning, the students, through the use of various means of seeing and learning lessons better and easier to learn, because it aids due to the different senses enable students to make education more realistic and more practical making (Margito and Jones, 2008, p 45). Technocrats believe that information technology, comprehensive quality assurance in education is used (Margito and Jones, 2008, p 45) Many scholars publishing, believe that no other media can not replace printed books. For publication in electronic form, certain pleasures and spiritual aspects of using and reading the paper book of the living, but others like (Vitager, 1999), believe that learning based on computer technology, lack of quality. So how to use e-books, the educational system and the teaching - learning process, as well as one of the intellectual challenges of curriculum specialists. Given the above, the main issue of the present study is that, e-books, as one of the new technologies in the field of education, what methods can be used ?

Theoretical

Educational Technology, is defined, systematic approach to design, implementation and overall evaluation of teaching and learning, which aims to be determined, and the results of Psychology and Communication, will be used to train more efficiently, and to provide a more stable (Ritchie, 2008). One of the most important new technology products, technology in education, e-books, which, according to many experts, instructional technology, has attracted (Foster, 2009). Electronic book, is a term for a single electronic mappings, in the form of professional edition, and to prevent being copied, are coded (Mahmoodnoor, 2012, p 300).

Electronic books, means that readers read texts on their own. Proper name for this device "E-book Reader " is (Lam et al, 2009) e-books on the web in the form of PDF, HTML, or plain text are available. To read some e-books, text books should be transferred to your computer, or page or chapter to read them (Dairon, 2011, p 5). The main features of e-books include:

• Ease the transition at the same time content integrity, content integrity and diversity of application, intermediate exchange content with each other, support multimedia features, convenience and performance (Mehmet, 2004).

Research Questions

• To what extent experts and high school teachers Kermanshah, the concept and application of e-books, are familiar

• Viewpoint of Kermanshah high school teachers in the use of e-books, replacing the current books, education in high school is how?

• Viewpoint of Kermanshah high school teachers in the use of e-books to supplement existing textbooks in secondary school education system, how?

• Viewpoint of Kermanshah high school teachers about barriers to adoption of e-books, educational system, what is the average?

Tele:
E-mail addresses: kamrann0156@yahoo.com

• the views of experts and high school teachers Kermanshah, in terms of education about the use of e-books, education in high school, what difference is there?

Methods:

This study is a descriptive survey. The population of this study, secondary school teachers, all experts and Kermanshah Province, established in the year 2013-2012, which have more than two years of teaching experience, which is equal to 280. Using a simple random sampling method and sample size determination table, a sample of 160 individuals was selected in this study to collect data, a questionnaire was used. Which includes 20 items. Ahead of the study, the reliability coefficient obtained by Cronbach's alpha coefficient for the questionnaire, 0/85 has been used to analyze the data, the descriptive statistics and inferential statistics, independent t-test, a one-sample t-test and analysis of variance will be used.

Findings

The results of the descriptive statistics showed that. More than 53 % of the sample (n = 86) for men and about 46.2 percent of the respondents, ie, 74 of whom are women constituted. A total of 39 patients (24.4%) of the participants, with 5-0 years work experience, 91 (56.5%), with 10.5 years of work experience, 30 patients (18/8 percent) with 15-11 years of service years. 7 % of patients (n = 10) had a diploma or associate degree. The number (119) of 74 percent and a master's degree (n = 31), 19 percent have a graduate degree, respectively.

To investigate this question, to what extent experts and high school teachers Kermanshah, the concept and application of e-books, have knowledge of a single-sample t-test was used, the results in Table 1. Observed. According to the table, Kermanshah high school teachers and experts familiar with the concept and application of e-books, the low level

Table 1. A one-sample t test and descriptive statistics to examine the familiarity with the application of e-books

Difference in mean	Significance level	Degrees of freedom	t	Standard deviation	Average	Number	Index Variable
Average opinion: 3							
0/540	000/0	159	43/59	0/156	2/46	160	Meet the editors

Table 2., Professionals and school teachers to Kermanshah, the use of e-books, replacing the current textbooks in the education system high school show. According to the table, it is clear that the average obtained for these questions, the equivalent of 2/26, and the standard deviation equal to 0/359, we can say, professionals and high school teachers, Kermanshah used the e-book, instead of the current books in secondary school education system, bad, and the low level.

Table 2. A one-sample t test and descriptive statistics to examine the use of e-books

Difference in mean	Significance level	Degrees of freedom	t	Standard deviation	Average	Number	Index Variable
Average opinion: 3							
-0/740	000/0	159	26/04	0/359	2/26	160	Alternative

The output obtained for the third question in Table 3. Feeds. According to the table, it is clear that the average obtained for the questionnaire, the equivalent of 4/24, and the standard deviation equal to 0/196 is.. So we can tell, professionals and high school teachers Kermanshah, in the case of an e-book, as a supplement to existing textbooks, education in high school, is at the appropriate level, and most of them are in favor of it.

Table 3. A one-sample t test and descriptive statistics to examine the books are full current

Difference in mean	Significance level	Degrees of freedom	t	Standard deviation	Average	Number	Index Variable
Average opinion: 3							
1/24	000/0	159	79/79	0/196	4/24	160	As a supplement

Next exit, obtained to assess the barriers eBook Table 4 - is presented. According to that table, the average obtained for the questionnaire, the equivalent of 3/26, and the standard deviation equal to 0/333 is.. That the average error of 0/5 is significant. So we can say, professionals and high school teachers Kermanshah, about barriers to adoption of e-books, the educational system is at a high level, most respondents with these obstacles have been agreed.

Table 4. Descriptive statistics, one-sample t-test and cross-examine the barrier

Difference in mean	Significance level	Degrees of freedom	t	Standard deviation	Average	Number	Index Variable
Average opinion: 3							
0/360	000/0	159	21/25	0/333	3/56	160	Barriers

Finally, to examine this question was addressed, among professionals and high school teachers Kermanshah, in terms of education, the use of e-books, education in high school, what difference is there? Scheffe test (Table 5), indicated that the respondents' views of the postgraduate degree, Diploma and Associate Degree with than respondents, there is a significant difference. In other words, respondents with a postgraduate degree, a better approach than using e-books in their secondary school education system.

Table 5. Scheffe test results in relation to the views of experts and secretaries of education

Significance level	Standard deviation	Differences in Average	Years of service		Dependent variable
0/001	0/111	-0/488*	Diploma These diplomas	Masters	The use of e-books
0/167	0/103	0/264-	Bachelor		

Discussion and conclusions

The results showed that the rate of high school teachers and experts familiar with the concept of e-books, and its applications at a low level, so it can be said that, understanding and application of educational technology, and the dimensions of the ebook, especially in terms of functional is still unknown, and in schools, special planning, education and teaching - learning process, and equip learning centers has been performed. According to the results of the research, the importance of educational technology and e-books, in addition to extensive research and practical need to change the attitude of the authorities, and those involved in education, the importance and necessity of the use of educational technology.

In the second study, in the view of experts, and high school teachers about the use of e-books as an alternative to current textbooks, the analysis of the data showed that mean professionals and teachers, about replacing eBooks, is not desirable. The results, it can be inferred that such a criterion for judging the use of educational technology, and its dimensions, using systematic and coherent set of concepts and content of the discipline, educational activities, educational supplies different, have different capabilities and performance, and at every stage

of education, have very different efficacy and effectiveness, may result. Many experts believe printed books, always have its place among libraries, publishers, and readers will be maintained, and publishers continue their activities, will focus on the publication of printed books, on the other hand, not all students have access to computers and the Internet, especially in developing countries, the problems related to reading e-books, has caused, e-books, despite the many advantages they can not completely replace the current books are.

The third question, this study examines the views of experts, and secondary school teachers in Kermanshah province, the application of e-books to supplement the current book is about, which is more than 90 % of experts and teachers, would agree with this, according to the results study, we can say that, today, traditional methods of teaching - learning alone can not meet the needs of learners, since, by using these methods to achieve problem solving using information, partnership and understanding with each other is not possible to use e-books, along with current books, can accelerate learning, and better use of class hours, remove from class a uniform, dry and motivate students, and hence, it is proposed to modify and enhance teachers 'attitudes towards the use of e-books on teaching and learning, through promotion of teachers ' knowledge, providing media facilities, involving the use of educational tools and media, especially the electronic book, the teacher evaluation teaching action be.

The fourth question, the results of the analysis showed, professionals and high school teachers, the greatest obstacle to the application of e-books in schools, lack of infrastructure, technology and culture, and lack of skills students lack appropriate facilities, and the teachers are unprepared to accept the new role, the following priorities were. In explaining the results, it can be inferred that such development infrastructure requires a costly investment, so the Ministry of Education, so it can not cope. On the other hand, even if all technological and cultural infrastructure is provided, but the content is presented, based on the characteristics and needs of the learners, not the end goal funds will be neutered, as well as the teachers are unprepared to accept the new role of other barriers to adoption of e-books are in schools, it is recommended that in-service courses for teachers to improve their theoretical and practical knowledge by experienced teachers, and familiar with the equipment, training, designed to hold.

The results of the analysis showed that the respondents' views about the use of e-books, in terms of education, there are significant differences. In other words, respondents with a postgraduate degree, a better approach than the use of e-books education in high school, so it can be removed, possibly teachers and specialists degrees higher with the application of the concept and benefits of the book e, than teachers and experts with a low degree, are familiar with, and use of electronic books, in order to increase the effectiveness of teaching - learning postulate.

Resources

Daiizadeh Hosien, Hoseinzadeh Babak, Qaznavi Babak. (2010). Examine the role of ICT, the academic performance of high school students. Leadership and Educational Administration Quarterly, Year IV, No. 4. Pp. 97-81

Khalkhaali, Ali. ; Soleimanpoor, Javad. ; Fardi, Masoomeh.. (2010) provide a model for good classroom management. Quarterly Journal of Educational Psychology. Freshman, No. 2. Pp. 71-60.

Doiron, R (2011). Using E-Books and E-Readers to Promote Reading in Education Domain". Educational Innovations Quarterly. No.26, P. 156.

Mehmet N. (2004.) Use of Educational Technology in Educational Technology, 3. Issue 2, Article Available at: http:// tojet.net/volumes/v3i2.pdf

Foasberg, N. (2011) Adoption of E-Book Readers among College Students: A Survey. Information technology and libraries.. Educational Innovations Quarterly. 3re year, No.9

Marghitu, D & Jones, E Kulkarni, S. (2008). Use of Technology Enhanced Education to Improve Tneaching and Learning Process. The International Journal of Virtual Reality, 7 (1) :45-52

Richey, R.C (2008). Reflections on the 2008 AECT definitions of the field Scenery. Journal of Technology and Teacher Education. 16 (2), pp. 233-263.

Mohamed Noor, A. Embong, A & Abdullah, M.R. (2012). E-Books in Malaysian Primary Schools: The Terengganu Chapter World Academy of Science, Engineering and Technology 66

Whittaker, B. (1999). What went wrong? Unsuccessful information technology

Foster, G. & Remy, E. (2009). E-bookfor Academe: Astudy from geetysburg college. Education center for applied Bulltin. Issus 96.

Lam, P. Lam, SH.L. Lam, J. and McNaught, C. (2009) Usability and usefulness of eBooks on PPCs: How students' opinions vary over time. Australasian Journal of Educational Technology, 25 (1), 30-44

Ming Niea, M.Armellinia, A. (2011). How do e-book readers enhance learning opportunities for distance work-based learners? Research in Learning Technology Vol. 19, No. 1, 19 –