Internet and Social Development in Teens

Nabi Aslani

Department of Educational Administration, Islamshahr Branch, Islamic Azad University, Islamshahr, Iran

* Corresponding author's Email: aslaninabi@yahoo.com

ABSTRACT: The basic objective of the present study is review the role of using of the internet on Social growth of guidance school students. All students of Non-government schools in region 4 of Tehran education in 2011-2012 school years have formed Statistical populations for this study. With random sampling through the mentioned schools a school was chosen and using end-groups method were selected 15 students who had allowed them to use the Internet and 15 students who had not allowed them to use the Internet. Then using compatibility questionnaires, were measured the adolescent social self-efficacy scale and a researcher made questionnaire about the use or non-use of the Internet by related variables students and it was found that the use of Internet has not significant effects on social growth including compatibility and the spirit of cooperation and collaboration But the rise of Internet use time is reduced compatibility.
Key words: Internet, Social adjustment, Spirit of cooperation and collaboration.

INTRODUCTION

Without doubt we're head in the most revolutionary period of history and constant change has become undeniable fact of life. (Lensky and Lensky, 1990). Practically in all of human history, has been slow the rate of social change rather and more of people have followed their fathers' same way of life, more or less.

However today, contrariwise we have been living in the evolving and permanent dramatic changes world so that the strangest part of the event in the modern world can be seen unprecedented pace of social changes. But what has created the ground of such profound and dramatic change and has made very eminency this point of history is human new technologies achievements. The technologies have been recognized as information technologies. Hence, some give notice of the conquest of a new technological paradigm that is organized on the basis of information technologies (Castells, 2001).

We should acknowledge with following McLuhan1 the information technology that has not any proportion with previous culture led to rising of Cultural critical that occur along with social changes (Mohseni, 1994). According to the above context, to believe the present writer, first is explained the subject of social growth then are examined the role of using of Internet on social development, briefly.

Social development and its components: Social development from the social science perspective, is synonymous with socialization and the socialization is harmony and conformity of person with the values, norms and attitudes of the social and group, or other means, the socialization is process that person achieve social necessary knowledge and skills for effective and active participation in social and group life (Alaghebandan, 1987). The components of social development include:

1- Cooperation, which from sociology perspective is a process of where individuals and groups unite their activities together to achieve common goals and help to each other and the success of an individual or a group is success of other individuals and groups. Social survival is related to the cooperation and synergies population largely and accustomed to cooperation and understanding its value in life is something that should be of interest to educators. Participate the children in educational and training activities and act to a collective work strengthen cooperative spirit among them. The foundation of educational activities should be based on the teacher, student and parent collaboration. On this principle the teacher should collaborate with student in preparation program, selection of materials, training goals determination, training and assessment of student progress and cooperate in solving personal and social problems with each of students.

2 - Social adjustment flow in which the relation of different individuals and groups set up and establish so that their satisfaction has been funded. In terms of training, social adjustment is necessary to the extent. The children confront rules and regulations and special rates in school, at home and other locations customs. Some of these things are essential to sustain life and the person should be forced to follow them to a condition satisfactory to the offensive with the people in spent. Teachers' task is introducing children to the value and importance such matters. An important point is that the coach should not expect consistency in the odd mode and passive receptivity and surrender themselves to take the position. In this case is overwhelm the characteristics of the individual and disappears a state of independence. 3- The opposition, in terms of sociology is defined to those of the reaction as a person by their wants to use conditions and certain factors to reach its purposes while this condition is to prevent people success to reach the goals. 4- Agreement that relations between persons are changed in order to avoid conflict or reduction and the elimination it and is developed the adjustment among

individual. Agreement and adjustment of the social life have the greatest importance because it is often intellectual resolve differences generally not possible, so agreement and adjustment among the people who have different ideas is necessary. Shariatmadari (2006) with a reflection on the above can be said that social development means harmony and conformity with the values, norms and attitudes of social group. Despite social growth of individual depend on communications and social interactions, new technologies often fills a lot of opportunities for teens. The programs of this media are containing special cultural patterns that can be effective on social development. So finding the amount and type of impact of these kinds of technologies on the social development can help us to insurance in the fight against the potential pest of the new technology of informational. Researches results show that individuals' presence in the internet environment has not effect on social identity and social adjustment (Doran, 2002). But as internet usage increases, people spend less time with friends and family or even less go shopping (Nie, 2000). And also causing problems in adolescent relationships with parents and affected on the quality of their social relationships with others (Mesh, 2002). Meanwhile, some researches findings suggest that the young Iranian users really do not know that there are possible type of use, and often have not a clear goal. For this reason they use of the entertainment section, the anti-ethical problems and vain dialogue in chat rooms (Ziaee Parvar, 2005).

The basic aim of the research is to study the role of the internet on social growth of the for sun guidance school students. This research is to examine the following hypotheses:

Hypothesis 1: the students which take advantage of information technology (Internet) their social adaptation are higher than other students.

Hypothesis 2: the students which take advantage of information technology (Internet) their spirit of cooperation and collaboration with other students are higher.

Hypothesis 3: Time use of information technology (Internet) has effect on students' adjustment rate.

Hypothesis 4: Time use of information technology (Internet) has effect on spirit of students' cooperation.

MATERIAL AND METHODS

In this study, a causal - comparison methods has been used to survey the role of Internet use on social growth. The statistical population of the study is composed of all of for sun non-government guidance schools students of district 4 city of Tehran that are a total of 3087 people. With random sampling through

the mentioned schools a school was chosen and using end-groups method were selected 15 students who had allowed them to use the Internet and 15 students who had not allowed them to use the Internet.

The instrument used in this study to examine the compatibility of student is adaptability questionnaire which was produced by Sinha2 and Sing3 in 1993. This questionnaire has 60 questions. The amount of validity of the questionnaire are reported 0.51by the experts. The final coefficient of the questionnaire is set 0.95 by halves method. The Adolescent Social Self-Efficacy Scale which had designed By Connolly 1989 and in order to assess the degree of students collaboration between Peer as well as has been used as the third instrument. This scale is a self-report tool that has 25 words. Validity of this measure has been determined by experts. The reliability coefficient of the questionnaire is reported 0.95 by retest method. And finally has been used a researcher made questionnaire about the use or non-use of the internet by students. For data analysis, were used the descriptive statistics and inferential statistics. Using the descriptive statistical parameters such as mean, standard deviation and inferential level was used in order to test the research hypothesis T Pearson correlation test.

RESULTS

A summary of the results of the comparison of social adjustment between the two groups of students are given in Table 1. Considering that the minimum level of statistical significance was calculated in the Table 1 is larger than the minimum acceptable level of significance for researchers (0.05), so is confirmed the null hypotheses namely a lack of the difference in the operations of two groups of students in the social adjustment. In other words, taking advantage of the Internet with 95 percent confidence has not effect on the consistency of students.

Second hypothesis: the spirit of cooperation of the students who are using the Internet is more than students other.

According to Table 2 has presented a summary of results for the comparison of two groups of students in a spirit of cooperation. Considering that the minimum level of statistical significance was calculated in the Table 2 is larger than the minimum acceptable level of significance for researchers (0.05), so is confirmed the null hypotheses namely a lack of the difference in the operations of two groups of students in the spirit of cooperation and collaboration of the students. In other words, taking advantage of the Internet 95 percent confidence has not effect on the spirit of cooperation and collaboration.

Third hypothesis: the amount of time spent using the Internet has effect on the student compatibility. A

summary of the results of the comparison of time using the Internet and consistency is shown in Table3. As shown in Table 3, It can be observed correlation coefficient (r=0.571) is significant at (p=0.05) Level, so is rejected the null hypotheses namely a lack of the impact on the Time Spent Using the Internet and compatibility. In other words, Time Spent Using the Internet has effect on compatibility of students. And since the relationship direction is positive and direct and as well as a high score in compatibility is representing weakness, Therefore, it can be said if the time students use the Internet be more the consistency score will be increased, consequently reduced compatibility.

Fourth hypothesis: the amount of time spent using the Internet has effect on spirit of cooperation and collaboration students.

Based on Table 4 are presented summary of results for the comparison between the duration of use of the Internet and the spirit of cooperation and collaboration between the two groups of students. As seen from Table 4 it can be observed correlation coefficient (r=-0.189) in level of (p=0.05) is not significant, so is confirmed the null hypothesis namely the lack of role between the duration of internet use and the spirit of cooperation and collaboration. In other words, time spent using the internet has effect on the spirit of cooperation and collaboration of the students involved.

Table1. Test T Independent social adjustment compared two groups of students studied

Statistical indicators Groups	N	Average	SD	DF	T	P
Using the Internet	15	12.93	2.43	28	1.465	0.154
Without using the internet	15	14.40	3.01			

Table2. The independent T Test for Compare spirit of cooperation and collaboration between the two groups

Statistical indicators Groups	N	Average	SD	DF	T	P
Using the Internet	15	117.33	10.78	28	0.525	0.604
Without using the internet	15	120.40	19.90			

Table3. Time correlation between Time Spent Using the Internet and compatibility in study group

Variables	Correlation	P	Test result
time spent using the Internet and compatibility	0.571	0.026	significant

Table4. Correlation test between duration of use of the Internet and the spirit of cooperation and collaboration

Variables	Correlation	P	Test
Duration of Internet Use and compatibility	-0.189	0.499	Not significant.

DISCUSSION

In this study that have been conducted with aim of investigate the role of Internet use on social development, the first hypothesis of this study is that the students the benefit of the Internet have more social adjustment than other students, reject and the null hypothesis namely lack of difference in performance between groups of students in social adjustment is confirmed. In other words, taking advantage of the Internet With 95% confidence has not effect on the consistency of students. These results are consistent with researches of Doran (2002), Moharamzadeh (2005) and Fattahi Bayat (2006). A second hypothesis is that the spirit of cooperation and collaboration of students who use the internet with is more than other students; reject and the null hypothesis of no difference in performance between the two groups of students in a spirit of cooperation will be confirmed. In other words, taking advantage of internet with 95% confidence has not effect on the spirit of cooperation and collaboration. Third hypothesis indicates that the amount of time spent using the

internet plays a role in student compatibility. The assumption is confirmed or the null hypothesis namely lack of impact between the amounts of time spent using internet and consistency is rejected. In other words, the amount of time spent using internet has not effect on students' consistency. And since the relationship direction is positive and direct as well as a high score in compatibility represents weakness of it, therefore, it can be said that if the time students use the internet become more the consistency score is increased and consequently compatibility is reduced. The researches of Pour Shahriari (2005), Nie (2000) and Mesh (2002) are consistent with the results of the test. Fourth assumption that was the amount of time spent using the internet has effect on the spirit of cooperation and collaboration of students. The assuming also was rejected and the null hypothesis namely lack of impact between the time using the internet and a spirit of cooperation and collaboration is confirmed. In other words, the duration of internet use has no effect on the spirit of cooperation and collaboration of students.

Limitations of the study:

A – The limits controllable by the researcher: Subject of the investigation is limited to the Internet by the researcher. The statistical population is restricted to for sun guidance school students in Tehran area 4. Our study is limited to 91-90 years.

B – The limits beyond the control of the investigator: The samples are not selected randomly, due to the population non-uniform conditions in terms of studied traits (Internet access). There is no any questionnaire to measuring social education components that on this bas the researcher had to use the Social Adjustment questionnaire and a researcher made questionnaire. The possibility is not responding accurately to the questionnaire's questions by students.

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