

Determining the role of greatness plan on learning the manners and skills of Islamic life by students in the opinion of teachers and principals of elementary schools in Jarghoyeh district

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ABSTRACT

The aim of present research is to determine the role of greatness plan on learning the manners and skills of Islamic life by students in the opinion of teachers and principals of elementary schools in Jarghoyeh district in 2011-1391(2011-2012). The present study has been descriptive –traverse one and its statistical population included all principals and teachers of elementary schools in Jarghoyeh district (old and new Jarghoyeh) consisting 175 individuals. The statistical sample of this study included 120 individuals who were selected by Kockarn sampling method formula and in random categorical manner proportional to sample volume. The study tool was researcher-made questionnaire which was adjusted based on Likert's 5- point scale (very much, much, good, medium, little).Data resulting from research were analyzed by using uni- variable T test and also LSD follow up test in SPSS software environment. The results of this study showed that the effect of teaching greatness plan is more than medium level in learning any of the skills of making relation with God, effective relationship, interpersonal relations, dignity, empathy, decision making, social order, self-esteem , thought, and self-consciousness in students but its effectiveness in learning emotion management skill by the students is in lower level.

Key words: instruction, students, greatness plan, life skills, learning

1. Introduction

Advanced education system tries to prepare nowadays students to confront with great and small challenges of world in future and the teachers and trainers of such a system know that their conventional role as describers of textbooks and questioners of lessons has been ended and future generation expects them to provide them with life skills such as creative thought, the power to solve problems, critical thought, development the power of social ability and the like and direct students towards creative and productive tasks that they can find their ways in future ups and downs of life environments. The aim of present education system is to train complete citizens, namely those individuals who are both aware of their responsibilities and rights and enforce them and to cooperate in managing their society (Raouf and Faghihi, 1997:316).A student who is under compelling education does not do anything unless he receives an order, he does not dare to eat something when he is hungry, he does not dare to when he is happy even he does not dare to breathe. When you think instead of him what do you expect him to do? You that take care of all his deeds why he himself should take care of something? Thus such a child never needs to judge about something. If he confronts any problem in life in future, he will become dependent and helpless. The aim of education must be training those individuals who can live in future arranged society (Rossou, 2004:295).

Today considering cultural changes and the effect of intervening factors in life, many people including students lack necessary and basic capacities to deal with life problems and thus made them susceptible in front of routine life difficulties. Considering the fact that formal education programs are directed more on providing information and knowledge so children and adolescents remain deprived of learning and scientific dealing with problems and the skills they need in daily life (Vashaghani, 2005). To create developed human beings who are equipped with morality and finally become pious individuals, there is a need for learning life skills. Human beings can identify their capacities and developing and preventing factors through obtaining life skills, and also they can familiarize with environment and may have realism, safe relationship with others, self-worth development and love reinforcement and exchanging it with others and finally have a successful life. Thus it is necessary that families try not only to learn life skills in their own life but also teach them to their children and surrounding people so

that a developed, active, dynamic, genius society equipped with good and favorable human properties is created at the end (Khorshidi et al., 2011).

Life skills are considered a series of instructions which provide a consistent and potential aspect in creating positive and useful behavior. These potentials prepare individual to accept responsibilities of social role and confront with routine requests, expectations and problems especially in interpersonal relations without impairing himself and others. Life skills enable a person to convert knowledge, attitudes and values to factual and objective capacities. He must learn what he should do and how to perform it. Therefore making benefit from life skills is one of the factors to develop psychological health(Turk Ladani,2008).

Life skills enable a person to make himself compatible with society and meet is physical, mental and spiritual needs in a proper manner. In the other words, life skills familiarize a person with four norms as success, independence, generality and discrimination and in most of these skills, human sources are converted in to human capitals. In this vein, Khorshidi et al believed that obtaining life skills results in pious people. Erik findings (educational Resource Information Center, 2010) indicate that there is a direct and significant relationship between obtaining life skills and psychological health, social acceptability, career success, motivation, law observance, educational success, different dimensions of development, self-esteem, self-belief, positive self-picture and responsibility acceptance. Gazda, 2001believe that life skills must be taught to children in order to prevent their behavioral problems. Darden, 1996 believed that schools must provide a natural setting for these instructions (Shimchin et al, 2005, page12).Therefore life in schools must be an imitation of real life in the society and the best way to learn life skills is learner-oriented interactional methods (Eskandari, 2004:164).

Teaching life skills has been effective in different programs which we can refer to prevention of high risk sexual behaviors among adolescents (Magnani et al ,2005),enhancing social compatibility (Arabi,2001) and increasing psychological health in adolescents (Agha Jani ,2002).

Considering the importance of the issue, World Health Organization provided life skills instruction to reduce social- psychological damages and develop psychological health level in 1993 which includes 9 basic skills for living(Hunter ,1999).Also World Health Organization has suggested(1999) that life skills are necessary for developing adolescents 'psychological health and their preparation for future.

Citizen training is one of the principles of citizenship which is one of the concerns of planners and policy makers of education in the world with respect to rapid social, technological and political changes of contemporary periods Concepts of citizenship are taught up to adolescents in developed countries and the governments provide parents and teachers with necessary instructions. In England since 2002 AD on, teaching citizenship and familiarity with it in a formal manner have been included in curriculums of schools from ages of 11 to 16. The objectives of such instructions are generally as follows: 1-familiarity with rights and responsibilities of citizenship 2 discussion and verification of important titles and issues of citizenship 3-understanding and comprehending society and familiarity with social activities 4-active participation in a group or social program (Khorshidi et al, 2011, volume2:147).

Practitioners of education have an important role in planning social and life skills instruction. They can make benefit from the study results regarding life skills instruction and by using their experiences and also the raised theories in this domain, plan programs related to social and life skills instruction. To Moot et al, Practitioners of education can also plan not only for social skills instruction but also for developing social qualifications which is more comprehensive than social skills (Moot et al, 1999).

The necessity of teaching life skills can be sought in following cases: A) converting home to dormitory (reducing intimate relationship)B) the phenomenon of identity crisis (alienation of some adolescents and youth)C)separation, conflict and confrontation of generations D) permanent job engagements of parents outside home (deterioration of mental and spiritual ties) E)development and dominancy of mass media culture and presence of negative thought phenomenon, doubts, and not being certain in decision making that the effect of any of these factors on the adolescents and young individuals 'life makes clear the importance of teaching life skills (Sharafi ,2009 ,page 18)

Therefore since obtaining life skills is one of the objectives of education system and that these skills must conform to belief, value, moral and cultural system of Islamic society so the greatness plan by using experts, teachers and practioners' opinions in religious school of Qom has been prepared. Since the above plan has been implemented in curriculum year of 2011-1391 in elementary schools of Iran completely (100 percent) it is attempted in this study that the effect of greatness plan is verified after a one- year period in the opinions of practioners. For this purpose a questionnaire has been prepared by considering the above objectives and distributed among teachers and principals of one of education districts in Esfahan city and after gathering and analyzing them, the enhanced results have been presented in this package.

Therefore the aim of present study has been to verify the experiences of teachers and principals who implemented the plan of teaching manners and life skills in elementary schools and researchers are willing in this study to investigate the effect of greatness plan on learning any of the life skills by the students.

2. Research questions

This research tries to answer to following questions:

- 1-To what extent teaching greatness plan has had a role in learning the skill of making relation with God by the students?
- 2-To what extent teaching greatness plan has had a role in learning the skill of effective relation with others by the students?
- 3-To what extent teaching greatness plan has had a role in learning the skill of interpersonal relation with others by the students?
- 4-To what extent teaching greatness plan has had a role in learning the skill of dignity by the students?
- 5-To what extent teaching greatness plan has had a role in learning the skill of empathy by the students?
- 6-To what extent teaching greatness plan has had a role in learning the skill of emotion management by the students?
- 7-To what extent teaching greatness plan has had a role in learning the skill of decision making by the students?
- 8-To what extent teaching greatness plan has had a role in learning the skill of social order by the students?
- 9-To what extent teaching greatness plan has had a role in learning the skill of self- esteem by the students?
- 10-To what extent teaching greatness plan has had a role in learning the skill of thinking by the students?
- 11-To what extent teaching greatness plan has had a role in learning the skill of self- awareness by the students?

Since no study has been conducted about greatness plan in elementary schools especially in Esfahan County and in Jarghoie district, the present study intends to investigate it in Jarghoie district by considering the opinions of principals and teachers of elementary schools and there is a hope that by gathering the results of this study, education practioners are enabled to perform effective proceedings to improve life skills of students in different levels of education.

3. Methodology

The present study has been descriptive –traverse one and its statistical population included all principals and teachers of elementary schools in one of the Esfahan education districts in 2011-1391(2011-2012)consisting 175 individuals and from this statistical population 120 individuals were selected by Cochran sampling method formula in random categorical manner proportional to sample volume. From 120 sample members, 60 individuals (50 percent) were male and 59 individuals (49.2 percent) were female. Also most of the individuals in the sample had MS degree (74 individuals, 61.7 percent) some with more than 20 years' experience (42 individuals, 35 percent).

The study tool was researcher-made questionnaire including 55 questions about life skills in 11 dimensions with respect to 11 subscale of life skills by the title of making relation with God, effective relation with others, interpersonal relation with others, dignity skills ,empathy skills, emotion management, decision making skill ,social order skill, self- esteem skill ,thinking skill, self- awareness skill which were introduced in the plan that for any skill 5 questions were considered regarding the objectives of the plan. To assess the fluency of measuring tool in this study, content validity and face validity have been used and also to evaluate the stability of study tool Coronbach alpha coefficient has been used. Coronbach alpha coefficient for 11 skills of this questionnaire has been obtained for high level factors as 0.85,0.92,0.97,0.90,0.90,0.93,0.94,0.94,0.91,0.92,and 0.88 respectively and stability index of total scale in this study was 0.96.Therefore the responding scale of this questionnaire is also Likert's 5- point scale (very much, much, good, medium, little).

Data resulting from research were analyzed by using uni- variable T test and also LSD follow up test in SPSS software environment.

4. Results

1-To what extent teaching greatness plan has had a role in learning the skill of making relation with God by the students?

[Insert Table 1 about here]

Based on table 1 ,the mean score of effectiveness of teaching greatness plan in learning the skill of making relation with God by the students is 3.59 with standard deviation of 0.90 and also the calculated t is 7.052 which is greater than standard t ($t > -1.96$) and is significant in 0.001 level. Therefore the effectiveness of teaching greatness plan in learning the skill of making relation with God by the students is higher than average value.

2-To what extent teaching greatness plan has had a role in learning the skill of effective relation by the students?

[Insert Table 2 about here]

Based on table 2, the mean score of effectiveness of teaching greatness plan in learning the skill of effective relation by the students is 3.41 with standard deviation of 0.83 and also the calculated t is 5.390 which is greater than standard t ($t > -1.96$) and is significant in 0.001 level. Therefore the effectiveness of teaching greatness plan in learning the skill of effective relation by the students is higher than average value.

3-To what extent teaching greatness plan has had a role in learning the skill of interpersonal relation with others by the students?

[Insert Table 3 about here]

Based on table 3, the mean score of effectiveness of teaching greatness plan in learning the skill of interpersonal relation by the students is 3.47 with standard deviation of 0.83 and also the calculated t is 6.178 which is greater than standard t ($t > -1.96$) and is significant in 0.001 level. Therefore the effectiveness of teaching greatness plan in learning the skill of interpersonal relation by the students is higher than average value.

4-To what extent teaching greatness plan has had a role in learning the skill of dignity by the students?

[Insert Table 4 about here]

Based on table 4, the mean score of effectiveness of teaching greatness plan in learning the skill of dignity by the students is 3.63 with standard deviation of 0.82 and also the calculated t is 8.373 which is greater than standard t ($t > -1.96$) and is significant in 0.001 level. Therefore the effectiveness of teaching greatness plan in learning the skill of dignity by the students is higher than average value.

5-To what extent teaching greatness plan has had a role in learning the skill of empathy by the students?

[Insert Table 5 about here]

Based on table 5, the mean score of effectiveness of teaching greatness plan in learning the skill of empathy by the students is 3.54 with standard deviation of 0.84 and also the calculated t is 6.956 which is greater than standard t ($t > -1.96$) and is significant in 0.001 level. Therefore the effectiveness of teaching greatness plan in learning the skill of empathy by the students is higher than average value.

6-To what extent teaching greatness plan has had a role in learning the skill of emotions management by the students?

[Insert Table 6 about here]

Based on table 6, the mean score of effectiveness of teaching greatness plan in learning the skill of emotions management by the students is 3.12 with standard deviation of 0.82 and also the calculated t is 1.591 which is smaller than standard t ($t > -1.96$) and is not significant in 0.114 level. Therefore the effectiveness of teaching greatness plan in learning the skill of emotions management by the students is higher than average value but in spite of this it was not significant.

7-To what extent teaching greatness plan has had a role in learning the skill of decision making by the students?

[Insert Table 7 about here]

Based on table 7, the mean score of effectiveness of teaching greatness plan in learning the skill of decision making by the students is 3.23 with standard deviation of 0.86 and also the calculated t is 2.932 which is greater

than standard t ($t > -1.96$) and is significant in 0.004 level. Therefore the effectiveness of teaching greatness plan in learning the skill of decision making by the students is higher than average value.

8-To what extent teaching greatness plan has had a role in learning the skill of social order by the students?

[Insert Table 8 about here]

Based on table 8, the mean score of effectiveness of teaching greatness plan in learning the skill of social order by the students is 3.48 with standard deviation of 0.84 and also the calculated t is 6.204 which is greater than standard t ($t > -1.96$) and is significant in 0.001 level. Therefore the effectiveness of teaching greatness plan in learning the skill of social order by the students is higher than average value.

9-To what extent teaching greatness plan has had a role in learning the skill of self-esteem by the students?

[Insert Table 9 about here]

Based on table 9, the mean score of effectiveness of teaching greatness plan in learning the skill of self-esteem by the students is 3.45 with standard deviation of 0.88 and also the calculated t is 5.581 which is greater than standard t ($t > -1.96$) and is significant in 0.001 level. Therefore the effectiveness of teaching greatness plan in learning the skill of self-esteem by the students is higher than average value.

10-To what extent teaching greatness plan has had a role in learning the skill of thinking by the students?

[Insert Table 10 about here]

Based on table 10, the mean score of effectiveness of teaching greatness plan in learning the skill of thinking by the students is 3.22 with standard deviation of 0.93 and also the calculated t is 2.623 which is greater than standard t ($t > -1.96$) and is significant in 0.010 level. Therefore the effectiveness of teaching greatness plan in learning the skill of thinking by the students is higher than average value.

11-To what extent teaching greatness plan has had a role in learning the skill of self- awareness by the students?

[Insert Table 11 about here]

Based on table 11, the mean score of effectiveness of teaching greatness plan in learning the skill of self-awareness by the students is 3.60 with standard deviation of 0.89 and also the calculated t is 7.313 which is greater than standard t ($t > -1.96$) and is significant in 0.001 level. Therefore the effectiveness of teaching greatness plan in learning the skill of self- awareness by the students is higher than average value.

5. Discussion and conclusion

Considering the above mentioned points it became clear that having a happy, successful & effective life is the ideal that should be looked for in any life. This ideal is fulfilled when the ground for education and using life skills are provided and because of the importance and standing of this issue, the aim of present study was to determine the the role of greatness plan on learning the manners and skills of Islamic life by students in the opinion of teachers and principals of elementary schools in Jarghoyeh district that was fulfilled through answering to 11 questions. To answer first question : to what extent teaching greatness plan has had a role in learning the skill of making relation with God by the students? Based on table1 findings it became clear that the effectiveness of teaching greatness plan in learning the skill of making relation with God by the students is higher than average value. That this result is consistent with Mir Kamali (1998) and Mahmoudian et al findings to some extent, Therefore considering the fact that the most important life skill under which other skills are developed is the skill of making relation with God and regarding the holy prophet Mohammad's (peace be upon him) sayings (raised in Nahjolfessaheh) about the skill of making relation with God, three points can be addressed: 1-identifying God2-obeying and worshiping God3-thanksgiving.And also Imam Ali (peace be upon him) wrote in his letter 31 of Nahjlbaleghe to his son, Imam Hassan regarding the steps of self-development

that: My son I always recommend you to fear God and always obey him and make your heart alive by God's memory and resort him, what means more confident than having relation with god if you take its chain.(Dashti,2006 page 371)

To answer second question: to what extent teaching greatness plan has had a role in learning the skill of effective relation by the students? Based on table2 findings it became clear that the effectiveness of teaching greatness plan in learning the skill of effective relation by the students is higher than average value. That this result is consistent with Mir Kamali (1998), Askari Samani(2008),Kaplan et al (1992), Wilbourn and Smith(2005) and Tuttle findings .To answer third question: to what extent teaching greatness plan has had a role in learning the skill of interpersonal relation by the students? Based on table3 findings it became clear that the effectiveness of teaching greatness plan in learning the skill of interpersonal relation by the students is higher than average value. That this result is consistent with Mir Kamali (1998) , Taramian (2008) Askari Samani(2008), Eliassi (2010)Kaplan et al (1992), snow and Swanson(1992) findings .

To answer fourth question: to what extent teaching greatness plan has had a role in learning the skill of dignity by the students? Based on table4 findings it became clear that the effectiveness of teaching greatness plan in learning the skill dignity by the students is higher than average value. To answer fifth question: to what extent teaching greatness plan has had a role in learning the skill of empathy by the students? Based on table5 findings it became clear that the effectiveness of teaching greatness plan in learning the skill of empathy by the students is higher than average value. That this result is consistent with Askari Samani (2008) and Eliassi (2010) findings.

To answer sixth question: to what extent teaching greatness plan has had a role in learning the skill of emotions management by the students? Based on table6 findings it became clear that the mean score of effectiveness of teaching greatness plan in learning the skill of emotions management by the students is 3.12 with standard deviation of 0.82 and also the calculated t is 1.591 which is smaller than standard t(>-1.96) and has not been significant in 0.114 level. Therefore the effectiveness of teaching greatness plan in learning the skill of emotions management by the students is higher than average value but in spite of this it was not significant. so it can be said that greatness plan has had no role in learning the skill of emotions management by the students.

To answer seventh question: to what extent teaching greatness plan has had a role in learning the skill of decision making by the students? Based on table7 findings it became clear that the effectiveness of teaching greatness plan in learning the skill of decision making by the students is higher than average value. That this result is consistent with Askari Samani (2008), Eliassi (2010), Kaplan et al (1992) Aibler (1997), Unicef (2003) findings.

To answer eighth question: to what extent teaching greatness plan has had a role in learning the skill of social order by the students? Based on table8 findings it became clear that the effectiveness of teaching greatness plan in learning the skill of social order by the students is higher than average value. That this result is consistent with Taramian (1999),Verdi(2004), Verdin et al(1990), Kaplan et al (1992),Lieberman(1998),Moot et al(1999)Briton (1999), Lin &Wang(2007), Hamidi (2005), Kadish, Kessler and Calhoun(2001) findings.

To answer ninth question: to what extent teaching greatness plan has had a role in learning the skill of self-esteem by the students? Based on table9 findings it became clear that the effectiveness of teaching greatness plan in learning the skill of self-esteem by the students is higher than average value. That this result is consistent with Taramian (1999), Ismaili (2001), Mahmoudi et al(2003),Verdi(2004), Vashaghani (2005) Pasandi (2010) Verdin et al (1990),Snow &Swanson(1992), Vichrouski et al(2000),Peak et al (2003), Botovin & Griffin(2004), Yadavari(2008), Haghighi et al(2006) and Briton findings.

To answer tenth question: to what extent teaching greatness plan has had a role in learning the skill of thinking by the students? Based on table10 findings it became clear that the effectiveness of teaching greatness plan in learning the skill of thinking by the students is higher than average value. That this result is consistent with Shabani (1999) and Askari Samani (2008) findings. And finally to answer eleventh question: to what extent teaching greatness plan has had a role in learning the skill of self-awareness by the students? Based on table11 findings it became clear that the effectiveness of teaching greatness plan in learning the skill of self-awareness by the students is higher than average value. That this result is consistent with Mir Kamali (2008), Elliasi (2010), Smith et al (1999) and Sadeghi (2006) findings.

Based on this, as an application recommendation to upgrade the level of students 'life skills, more attention must be given to teach life skills with different forms by holding regional conferences, efficient in service teaching

courses and holding scientific and practical workshops for principals and teachers and an attempt must be made to include life skills' courses in the schools' curriculum programs. Also more attention must be given to reinforcing students' religious beliefs, group activities, communication skills and teaching the culture of correct and effective criticisms to them and if it is possible families are taught in this respect.

In short consequences resulting from implementations of this study can be used in following cases by teachers, principals, planners, experts, & those who are interested: 1-promoting student's functional level in the field of Islamic life skills 2-including teaching programs of life skills in formal programs of elementary school 3-reinforcing complimentary activities in schools to promote life potentials 4-encouraging teachers in revising teaching methods & teaching life skills 5-basic planning for implementation & upgrading teaching courses of life skills & relevant in service courses.

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Table 1: comparing the average of learning the skill of making relation with God by the students with hypothetical mean value of 3

Factor	mean	standard deviation	deviation from mean	t	freedom degree	significance level
Relation With God	3.59	0.90	0.083	7.052	116	0.001

Table 2: comparing the average of learning effective relation skill by the students with hypothetical mean value of 3

Factor	mean	standard deviation	deviation from mean	t	freedom degree	significance level
Effective relation	3.41	0.83	0.076	5.390	118	0.001

Table 3: comparing the average of learning interpersonal relation skill with others by the students with hypothetical mean value of 3

Factor	mean	standard deviation	deviation from mean	t	freedom degree	significance level
Interpersonal relation	3.47	0.83	0.076	6.178	118	0.001

Table 4: comparing the average of learning dignity skill by the students with hypothetical mean value of 3

Factor	mean	standard deviation	deviation from mean	t	freedom degree	significance level
Dignity	3.63	0.82	0.076	8.373	115	0.001

Table 5: comparing the average of learning empathy skill by the students with hypothetical mean value of 3

Factor	mean	standard deviation	deviation from mean	t	freedom degree	significance level
empathy	3.54	0.84	0.078	6.956	117	0.001

Table 6: comparing the average of learning emotions management skill by the students with hypothetical mean value of 3

Factor	mean	standard deviation	deviation from mean	t	freedom degree	significance level
emotion management	3.12	0.82	0.076	1.591	116	0.114

Table 7: comparing the average of learning decision making skill by the students with hypothetical mean value of 3

Factor	mean	standard deviation	deviation from mean	t	freedom degree	significance level
Decision making	3.23	0.86	0.079	2.932	116	0.004

Table 8: comparing the average of learning social order skill by the students with hypothetical mean value of 3

Factor	mean	standard deviation	deviation from mean	t	freedom degree	significance level
social order	3.48	0.84	0.078	6.204	117	0.001

Table 9: comparing the average of learning self-esteem skill by the students with hypothetical mean value of 3

Factor	mean	standard deviation	deviation from mean	t	freedom degree	significance level
Self-esteem	3.45	0.88	0.080	5.581	118	0.001

Table 10: comparing the average of learning thinking skill by the students with hypothetical mean value of 3

Factor	mean	standard deviation	deviation from mean	t	freedom degree	significance level
thinking	3.22	0.93	0.085	2.623	117	0.010

Table 11: comparing the average of learning self- awareness skill by the students with hypothetical mean value of 3

Factor	mean	standard deviation	deviation from mean	t	freedom degree	significance level
Self-awareness	3.60	0.89	0.082	7.313	117	0.001

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