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Studying the effectiveness degree of active teaching methods on religious and moral education of students at fifth grade of primary school in Shiraz from teachers' point of view

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Abstract

The aim of this research is to study the effectiveness degree of active teaching methods on religious and moral education at Recognition, Emotional and behavioural aspects of students at primary school. Research sample is 103 teachers (men& women) of fifth grade in primary school who were selected randomly. A questionnaire was used to gather information regarding recognition, emotional and behavioural aspects. Independent T- test was used to analyze research data. Results indicated that active teaching methods have effect on religious and moral education at Recognition, Emotional and Behavioral aspects of students at fifth grade of primary school.

1. Introduction

At the present time in the realm of education, methodology is of the most challenging issues for teachers and applying appropriate methodology according to each teaching material is of great importance. In other words, one of the most fundamental issues that educational system is confronted today is how to make ingenuity and changes in teaching methodologies that could be very significant in providing adequate content and teaching methodologies for adult lives.

Education has a different meaning in this complicated world comparing to the past. Changes in science and technology have made the necessity of the change in educational matters undeniable. We can not deal with students and their education with the past methods and the old orientations. Today educational systems should educate and teach students who would be powerful in understanding today world and also act categorical in relation to managing and heading it in a creative and thoughtful manner (Shabani, 2006). From another perspective, we believe that having a satisfying and ideal society depends on having good and worthy people. And having good people is derived from proper religious and moral education. Doubtlessly, when education lacks ethical and moral factors, it would be imperfect and inadequate. So that it negative consequences will destroy the society.

Paige has mentioned the role of active teaching methodologies and he believes that if a person is operant acceptance can not be morally free. He also states that reaching thought independence, proper mind education and

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growth of students' personalities are probable using these methods (Shekoohi, 200). Or he writes in another article that: "active methodologies, play significant role in intellectual and religious education and make a child to develop his own mental figures not as superficial but also as something deep and real." (Mansoor Dadsetan, 1982). In the urgency of moral and religious education it can be said that religion and morality are the things that help a person to get out of the difficult situations and they are strong powers that prevent a person to move toward mistakes and corruption. Since the moral poverty is among the most harmful and severe poverties and having it is a huge and devastating problem (Ghaemi, 1985). Zarrinpoush has shown in research called "child moral education at elementary duration" that teaching methodologies that teachers apply at elementary school are based on the same old and traditional ways and modern and new methodologies have not been recognized yet and most of the flaws in teachers' practices are due to the applied methods. As a result it can be said that traditional teaching methods are not practical especially in relation to moral issues. Also John (2007) has developed a research named "investigating the role of music in religious education" that according to its result proper and accurate use of music can be an effective way to enhance learning process through teaching basic principles and develop and increase personnel's interests. Finally he concluded that creative and proper use of music can be effective in religious education, acquiring knowledge and information, understanding and comprehension, and developing beliefs in a person. Hayemore (2006) has done a project called "studying the roles of software programs of religious teaching based on education by using computer" that the findings indicate that software programs of religious teaching based on education by using computer reinforces beliefs principles. In addition, teaching such programs help students to practice these principles in their daily life. Other findings suggest that there is a significant difference between post-test and pre-test scores.

2. Research Questions

1. Is there a significant difference between the effectiveness rate of active teaching methodologies in religious and moral education of students at 5th grade at elementary school from teachers' perspective and to the average rate of the effectiveness?
2. Is there a significant difference between the effectiveness of active teaching methodologies in cognitive dimension in religious and moral education of students at 5th grade at elementary school from teachers' perspective and to the average rate of the effectiveness?
3. Is there a significant difference between the effectiveness of active teaching methodologies in affective dimension in religious and moral education of students at 5th grade at elementary school from teachers' perspective and to the average rate of the effectiveness?
4. Is there a significant difference between the effectiveness of active teaching methodologies in behavioral dimension in religious and moral education of students at 5th grade at elementary school from teachers' perspective and to the average rate of the effectiveness?

3. Methodology

Considering the point that the present study investigates the effectiveness of active teaching methodologies in religious and moral education of students at elementary school from teachers' perspective, and also the aims and research questions, the research methodology of this project is descriptive and measurable. Therefore, in this research a descriptive method is used to investigate teachers' opinions and perspectives in relation to the effectiveness of active teaching methodologies at tridimensional (cognitive, affective and behavioral) moral and religious education of students at the 5th grade of elementary school. Multiple staged sampling method is used in this research. That is from 4 educational districts of Shiraz, two districts were chosen and then the questionnaire was given to the teachers of the 5th grade and after completion by teachers, they were collected. Participants were 103 teachers of the 5th grade from 2nd and 4th educational districts of Shiraz that were serving as teachers in the educational year 1385_1386.

3.1. Statistical Tests

To analyze the research data, descriptive statistical tests (frequency, percent frequency, mean and standard deviation) and inferential tests (one-variable t-test) were applied. For doing the statistical analysis SPSS 15 was used.

4. Research Finding

Main research question: Is there a significant difference between the effectiveness rate of active teaching methodologies in religious and moral education of students at 5th grade at elementary school from teachers' perspective and to the average rate of the effectiveness?

Table (1): one-variable t-test for comparing mean of the sample with the theoretical distribution

Tridimensional factors/ statistical index	frequency	mean	Standard deviation	t-value	Degree of freedom	Level of significance
Moral & religious education	103	4/17	0/3870	30/68	102	0/001

The result of the one-variable t-test shows that there is a significant difference between the obtained mean for studying he effectiveness rate of active teaching methodologies in moral and religious education of students at the 5th grade of elementary school from teachers' point of view ($X=4/17$) and the average rate of the effectiveness.

$$(T=30/68, df=102, p=<0/001)$$

First alternative research question: Is there a significant difference between the effectiveness of active teaching methodologies in cognitive dimension in religious and moral education of students at 5th grade at elementary school from teachers' perspective and to the average rate of the effectiveness?

Table (2): one-variable t-test for comparing mean of the sample based on cognitive scale with the theoretical distribution

Tridimensional factors/ statistical index	frequency	mean	Standard deviation	t-value	Degree of freedom	Level of significance
Moral & religious education	103	4/87	0/3337	581/66	102	0/001

The result of the one-variable t-test shows that there is a significant difference between the obtained mean for studying he effectiveness rate of active teaching methodologies in cognitive dimension in moral and religious education of students at the 5th grade of elementary school from teachers' point of view ($X=3$) and the average rate of the effectiveness.

$$(T=581/66, df=102, p=<0/001)$$

Second alternative research question: Is there a significant difference between the effectiveness of active teaching methodologies in affective dimension in religious and moral education of students at 5th grade at elementary school from teachers' perspective.

Table (3): one-variable t-test for comparing mean of the sample based on affective scale with the theoretical distribution

Tridimensional factors/ statistical index	frequency	mean	Standard deviation	t-value	Degree of freedom	Level of significance
Moral & religious education	103	4/62	0/5793	338/48	102	0/001

education of students at the 5th grade of elementary school from teachers' point of view ($X=4/17$) and the average rate of the effectiveness.

$$(T=339/48, df=102, p=<0/001)$$

Second alternative research question: Is there a significant difference between the effectiveness of active teaching methodologies in behavioral dimension in religious and moral education of students at 5th grade at elementary school from teachers' perspective.

Table (4): one-variable t-test for comparing mean of the sample based on behavioral scale with the theoretical distribution

Tridimensional factors/ statistical index	frequency	mean	Standard deviation	t-value	Degree of freedom	Level of significance
Moral & religious education	103	4/51	0/5918	334/13	102	0/001

The result of the one-variable t-test shows that there is a significant difference between the obtained mean for studying the effectiveness rate of active teaching methodologies in behavioral dimension in moral and religious education of students at the 5th grade of elementary school from teachers' point of view ($X=4/17$) and the average rate of the effectiveness.

$$(T=334/13, df=102, p=<0/001)$$

5. Conclusion and implication

5.1. Conclusion

By applying active teaching methodologies in the realm of education, moral and religious education has been under a lot of effect. The results of the present study have shown that proper and accurate use and application of the active teaching methodologies can be one of the most effectiveness factors in moral and religious education of students at elementary school. Since in such methods developing mental discipline, comparison and inferences, evaluation, decision making and ... are considered in specific ways and in this way students could analyze the moral and religious concepts and finally they can internalize them in both applicable and inferential aspects. In fact it can be stated that if an education process is being held through this method, it can result in the desired behavior.

In addition, the research findings indicate that active teaching methodologies have impact on cognitive, affective and behavioral aspects of moral and religious education. Since the educated person not only distinguishing between good and bad things and appropriate emotions to them but also he will treat based on accurate and proper judgment. Therefore, it seems that by applying active and student-centered teaching methodologies we can internalize the moral and religious behaviors in students and since teachers' duties besides the empowering the moral and religious beliefs, is to reinforce their moral behaviors, it can be said that if we teach the moral and religious concepts through active teaching methodologies, it can be expected that students internalize such values and in case of any interference, they would show a proper behavior. Finally it can be added that by proper and accurate use of such methodologies not only the students will learn about moral and religious concepts but also they can make this knowledge into moral and religious behavior and performance in a applicable, inferential and believable way. In other words, in moral and religious education the aim is not to remember the expressions, words, phrases and utterances. On the other hand, the main aim is to generate basic changes in emotions, attitudes and beliefs of students about themselves and their surrounding environment.

6.2. Implications

According to the obtained findings, here are suggestions for those in charge of educational issues:

1. Improvement and correction of teaching-learning methods in a way that learning would be deeper than memorization and short-term memory and reaches the higher level of intellectual, affective and behavioral of students.
2. Replacing "learning" and "being educated" with "teaching" and "educating" in lesson planning and teaching.
3. Emphasizing on guidance and conduct in the religious education process instead of though and tempered treatment with students.
4. Educating teachers about the proper and accurate application of the active teaching methodologies in developing students' cognitive, affective and behavioral aspects.
5. Reinforcing the required motivation in teachers for applying the active teaching methodologies of moral and religious education process.

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