

Factors Affecting Promoting Religious Values of Elementary School Students from the Perspective of Teachers

Goli Qezlou, Abbas Khorshidi, Nader Barzegar

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

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ABSTRACT

This paper examines the factors on strengthen religious values of students from the perspective of teachers at education. For choice sample group using simple random sampling method 300 people (69 men and 231 women) were selected. Measurement tools of these research were a researcher made 92 items questionnaire. Validity of measurement tool is calculated by Cronbach alpha and its amount has been obtained (0.987). Then data with analysis the main components was analyzed by tends rotation method (Varimax). results showed that prioritizing factors affecting strengthening religious values are family, officials, religious affairs of school, media, social patterns and inheritance, respectively, and 80.059 % of total variance is explained by these seven extracted factors.

KEYWORDS: Religious values, Family, Officials, Religious affairs, School, Media, Social Patterns and Inheritance.

1. INTRODUCTION

Man is the only creature who is seeking happiness in the world and moral values is considered as one of his essential needs to gain happiness [1, 2], human born with ethical sense, one which is expressed very early. The sense appears at the family, is patterned by teachers and is nourished by the community. In fact, family, school and community train moral values and rules that is based on justice principles and consideration of the others rights. But basically what factors affecting promoting the values at students and how find internal desire for following of this values and moral rules and what incentives force them to following of rules are different during growth steps [3]. Child according to moral fields in the family environment that has obtains from parent and other family members with entry to environment school, with entering to school faces teachers and coaches whom are responsible for his training and upbringing and also see himself among new students in the same age, that they are also affected moral context in their family environments. If the trainer in the field of education has necessary knowledge and attributes be able to bring about desired changes in child conduct [4]. Primary control of students on their behavior mainly is established by social and outer immediate factors such presence of power references or fear of punishment. In fact moral values is searched at the external events aspect and the material needs, not at the people. But at older ages it seems that controlling the child's behavior is established increasingly by internalized standards of conduct that leads to restraint in the absence of external skills [5]. that is, arguments for doing what is right is based on a commitment than ethical principles which a person knows them as a basis for evaluating the ethical rules and democracy order and aggregation. In fact, the transmission from external factors to personal feelings and ethical beliefs indicates growth stages of moral reasoning in children that progress based on the actual consequences of an action to the global and abstract principles moral. [6, 7]), but failures in moral development may influence level of moral reasoning given by individual. One of the main causes of failure is the wrong context, which can be created due to the abnormalities such as conduct disorder in children and teens and hinder the development of moral values and also update moral behaviors at them. therefore it seems necessary according to the above to follow recognition of effective factors on promoting values at primary school students of Tehran. in this research values are divided into six categories according to Allport's classification: (economic, social, scientific, political, aesthetic and religious values) and our independent variables will include cases such economic and social base, values of parent (family), media, teacher, agreement with observance of social norms and rate of religious beliefs of student.

Background of the research

In regard to the effective factors on the strengthening of religious values have been done several studies several as follow. Quran has been speech about the values directly and indirectly. In Quran solvent and unlawful cases are specified strongly and in this way it determines human behaviors which is in the course of obedience to God's commands and the construction of the universe. some of these values are: Islam, faith, sincerity, independence, Charity, respect to parent politeness and affableness, trust and... (Nahjolbalagheh

*Corresponding Author: Abbas Khorshidi, Full Professor of Educational Sciences, Department of Educational Administration Islamshahr Branch, Islamic Azad University, Iran;
Email: a_khorshidi40@yahoo.com

Al-Feiz-Ol-Islam, aphorism 441) Imam Ali (as) says: (who has benefited from the dignity, does not involve lust). that is, it can be said about description and analysis this principle: in the Islamic morality, axis and what the moral mass circuit it is the dignity and self-esteem. Sazegara [8] at the study entitled "values" have expressed if values be stable, then there will some immunity and the power and ability to understand, the dynamics and creativity, the Power of Choice, innovation of thinking and creation accompany man and society. Porfeli [9] at the study showed the values is to meaning orientation of individual for showing to preferences. Moradi [10] about social aspects, considers religious values as the factor of familiarity and affection that prepared the field for philanthropy, sympathy and strengthen the relations. Also he knows it as control factor for individual that keep himself away from the torment and evil community, does not hurt others, people are safe from his hand and tongue evil and does not forget god in the social love and tears. Armaki [11] in a study showed in comparison of different courses of a person age, learning religious values in childhood period is more prepared. In this perspective that its nature is safer and more intact and can better memorizes education of religious values.

About the second seven years, and especially from about age 10 the child feels that seeks infinite happiness what does not know what it is and tries to achieve it with hesitant and curious. He also turning to God to gain more spirituality. Agha Tehran [12] explains that several factors is involvement in the reinforcement of children religious values considers and expresses that: it is expected now in the country where claims a government based on the religious values and reinforcement of the values is concerned by authorities significantly, education of values from childhood is one of the most important of government tasks of a country to achieved upbringing a value - oriented generation and one which has religious values. obviously upbringing a generation faithful to religious values prevents many of mental and psychological problems , social norm-breaking, the generation gap and enable the community for the benefit of all the human material and resources and talents.

The most influential psychologist who has been research on moral development is Lawrence Kohlberg (1927-1987). "he was a humble person and the true meaning was a researcher that deeply and broadly has probe on topics of philosophy and psychology and had been appreciated greats such as Jean Jacques Rousseau, John Dewey and James Baldwin". Its theory according to Socrates's belief who said " justice is the ultimate of the moral reasoning" and also is based on Piaget's belief about qualitative steps of growth that Kohlberg applied them in the field of moral reasoning [13]. Kohlberg has divided moral growth into the three levels of pre-conventional, conventional, post-conventional and has check each level at two stages and totally growth moral at six stages. Kohlberg, like Piaget and other cognitive psychologists expressed that the process of moral the judgments transformation are unavoidable. In his view, "moral development, the preparation concept for moral education is one of the basic concepts. Kohlberg, like Piaget and Kant does not allow passive learning of moral, he believes that the child or adolescent should themselves experience" that is placing in the natural position of solving social and moral problems and actively thinking about them, which causes internalization these values. From view of Kohlberg, students encouragement to discussion about different issues, attention to their view, contribute to the summing content and actively participate in the moral issues are the most important tools of teachers to help development of students' moral judgments.

Goodwin [14] in the his studies considered to measures six basic values or a personality motivation . These six values were:

- Discovery of the Truth: intellectual stimulus for discovery of the truth and systematize knowledge of the person (owners of the value have ultimate importance reasonable.)
- Interest to what is practically possible: including: the people who have this value are sensitive to the usefulness and practicality in form of business.
- Aesthetic emphasis on form and harmonious: for the holder of this value, the pleasure from beauty, harmony, art and doubt is important.
- Altruistic love and humanity: holder of the value attends to loving the people.
- Political (Interest in the power) the person who has the value tends to power and authority.
- Religious (seeking unity): Mystical desire for unity and understanding of the world as a transcendent reality.

Allport and his colleagues believed that these values are universal and for all people is applicable. Of course this values varies among different people and at a person may be appeared a certain value that does not observable at other one. Allport and colleagues were the first ones who have done the empirical research on values.

Gholipour quoted from Robbins [15] in a study considered totally values as follow:

In general we can say that the values represents normative that from view of individual or social is considered as a typical treatment (than dissenting behavior). Values from view of content and intensity have its specific features. Content feature of the value represents the subject that type of desired behavior is very importance. But intensity show degree or rate of its importance. Based on the expressed content, principle purposes of this research were preparation good answers to the following questions:

- What are factors affecting strengthening the religious values of students?
- Each of these factors is composed of what measures?

2. MATERIAL AND METHODS

Research methodology of the study in terms of objectives is developmental, in terms of data is quantitative and in terms of study type is cross-sectional survey. Because the researcher intends to acquire the field and seek of when, why, how and who. In fact, the aim was to recommendations of explaining and exploring the data in a specified time period of the sample [16].

Population, sample and sampling methods:

population of the research composed of all teachers of primary school in districts 2, 4, 6, 10, 18 of education of Tehran with the volume of 1000 people (230 men and 780 females). For choice representative sample group and also increase accuracy of measurements on basis random simple sampling method and sample volume determination formula for Bula [17], 300 people (69 masters and 231 mistresses) form sample volume. And sampling distribution at the following table have been show.

Assessment tools:

The data for this study has been gathered by a researcher made questionnaire with 92 items, including 92 questions from type of closed answer with a continuum of 1 to 7 (1 indicates the minimum and 7 represents maximum of that index acceptability of those who responded them). The questionnaire was formulated by the valid models that there is in the field of checking the values especially model Allport and interview with experts. in the research validation of measurement tool has been calculated by Cronbach alpha and is shown at the following table. It should be noted that reminder is that the whole validity of the test is equal to 0.987. In the research measurement tool has been calculated by simultaneously justifiability.

Table 1. Distribution of sampling in the sample group (n=300)

	District 2	District 4	District 6	District 10	District 18
The Mistresses	46	46	52	43	44
The Masters	14	13	15	13	14

3. RESULTS

A. description of the data: statistical characteristics of seven factors influencing reinforce religious values of students has been shown at the following table.

From Table 2 can be deduced the following results:

1. Comparison of the seven factors averages from viewpoints of the sample groups show generally that family factors including: officials, religious affairs, school, media, social patterns and inheritance are more effective on reinforcement of religious values, respectively.
2. standard deviation of factors are: family, officials, religious affairs, school, media, social patterns and inheritance, respectively.
3. Positive elongation shows that distribution is higher than normal distribution.
4. Positive skewness represents that skewness of distribution is to right than normal distribution.

Table 2. Descriptive characteristics of the research variables

Factors	Average	Error of the mean	Standard deviation	Elongation	Skewness
Family	5.9774	0.8436	1.22242	2.064	5.583
Officials	5.6771	0.7440	1.07812	-1.161	1.669
Religious Affairs	5.7160	0.7795	1.12959	1.798	4.532
School	4.1780	0.9599	1.39106	0.19	-8.41
Medium	5.6299	0.7515	1.08898	-1.460	3.261
Social patterns	4.1089	1.0895	1.57879	2.50	-8.96
Inheritance	5.5229	0.7988	1.15762	1.180	2.173

B. Data Analysis:

In order to identify and prioritize the factors affecting strengthening the religious values of primary schools students of Tehran education, main components analysis with tends rotation method (Varimax) was used. Results after several running factor analysis using view of number and content and considering indicators like sampling adequacy index (KMO = 0.865), Bartlett's test ($p < 0.0001$; Bartlett = 16488.308), equity, percentage of variance explanation, a greater factor loading than 0.3 and with having at least three items at one factor, it was specified that questionnaire with remove 48 items has been saturated maximum of seven factors. These seven factors totally explains 85.05 percent of variance.

Table 3. special values, percentage of explained variance and density percent of the scale factors of the religious values

Agent	Special values	Percentage of variance	Cumulative percentage
1	19.094	20.754	20.754
2	18.295	19.886	40.640
3	13.611	14.795	55.434
4	10.785	11.723	67.157
5	7.346	7.984	75.141
6	4.913	5.341	80.482
7	4.211	4.577	85.059

Table 4. Matrix of rotated factors of a set of 92 questions by Varimax method.

Q	F1	Q	F2	Q	F3	Q	F4	Q	F5	Q	OS6	Q	OS7
71	0.880	89	0.686	80	0.844	83	0.783	34	0.857	7	0.663	8	0.599
19	0.851	50	0.674	59	0.819	65	0.781	51	0.638	5	0.622	13	0.599
78	0.825	58	0.669	82	0.782	66	0.758	23	0.554	61	0.506	54	0.448
79	0.819	88	0.647	60	0.779	87	0.752	25	0.532				
86	0.813	4	0.639	73	0.755	85	0.735						
3	0.785	90	0.638	72	0.755	47	0.724						
2	0.771	49	0.596	67	0.538	84	0.709						
1	0.731	32	0.472			31	0.677						
27	0.731					20	0.627						
9	0.727												

Q= question; F= Factor

Special value of each factor, namely the sum of squares of the factor loadings indicate what it is shared in the total variance explanation of questions. As it can be seen, the first factor with especial value of 19.094, explained 20.754% of the total variance that based on the features of the principal component analysis of this factor has the biggest share in the total explanation variance and no any one factor cannot justify a more variance in comparison the first factor. The seventh factors with especial value of 4.211, explained 4.577% of the total variance, which has the lowest portion in total variance explanation of the questions. With regard to above table 85.059 percent of total variance explained by seven extracted agent.

Based on the factors structure matrix, the set of items which associated together were extracted and were named. As it can be seen, with respect to the variance explained, and the priority of the factors are family, officials, religious affairs, school, media, social patterns and inherited, respectively.

4. DISCUSSION AND CONCLUSION

This issue that no society without values cannot have a social life is an undeniable truth, because the emphasis of many social intellectuals, social, a society is not something except gathering individuals and groups in form of together and interact in group relationships and action and interaction and this issue will possible only by the values. But the large and gross error that about all of psychologists, sociologists and social psychologists have committed is that they believe all values govern on communities are congener and all of them made by human and dependent to reception most of people and do not true beyond friendly and reception of society. The view that rooted in the doctrine of positivism English empiricists assumes that no value is rooted in reality. Objects also are invaluable from this perspective that humans require them and honors them. Hence, value is what has a value and price for us and we're looking for. The value of a thing, with us idea is "Extra" and "relative", because it fits the needs and preferences of our stands and is unstable variable. It is the creature of our soul and our desires and opinions, without there is no stability. According to the Dutch philosopher Spinoza, we do not want an object because it is good, but also anything is good because we want it. Based on these trends, it is wrong that many scholars in the humanities and social sciences believe that each phenomenon which is requested and accepted by people is a value. Hence, the values is called social values but as we said this is an egregious and large error of them due to they considered the values (do's and don'ts) as the credit affairs [18]. The research was aimed to recognition of factors effective on promotion values in primary schools students of Tehran education. results stating of there are 7 factors that factors and indicators of them are, respectively:

First factor:

The family with the 10 questions has a strong correlation which are: (peace and security in the home space, creating an atmosphere of open and flexible interaction between children and parents, happy atmosphere in the home, parent education, good jobs and parents enough income, love between family members, parents, parents' properly family relations, hunting desired value behaviors by parents, parents model role, parents mastered the principles of education and its application).

The second factor:

Authorities are strongly correlated with 8 questions which are: (good mood of officials dealing with public, the simple life of officials and avoiding a life of luxury, fairness and justice by officials, clergies' simple life and avoiding the world, rule of law and the promotion and dissemination of ethics and virtues by the officials, avoiding extremes and wastage, coordinating among educational programs for families, schools and mosques if in the addition of prayer be where fixing problems of the people).

The third factor

Religious affairs has a strong correlation with the 7 questions are: (participating the family in the religious ceremony, parental sensitivity to religious values of children, action to religious commands by parents, increase parent information about religious and ethical upbringing, encourage and valuing to students bound to religious values, hunting favorable valued behaviors of student by teachers, education of confronting with cultural invasion at school).

The fourth factor

The school has a strong correlation with 9 questions are: (friendships with peers who have cultural and family similar background with their students, creating an open and flexible environment for interaction coaches with student, dominance coaches to principles training and upbringing and applicant it, beauty and succulence of school physical space, use of helpful experience of world scientific theories at upbringing and promotion values such behaviorism, meaning-therapeutic and choice curriculum content proportional with religious values and needs and interests of student, friendship with successful classmates in the classroom, teachers' model role in terms of scientific and ethical dimensions, no compulsory education religious values).

The fifth factor

The media has a strong correlation with the four questions are: (Using the Internet, television and radio programs, satellite programs, TV programs and video case).

The sixth factor

Social patterns are strongly correlated with the 3 questions are: (popular actors for students if they are worthy model and if the characters and their action is the same, favorite athletes for students if they are worthy model and if the characters and their action is the same, the attractiveness and adornment of mosques and religious places)

The seventh Factor

Inheritance is a strong correlation with 3 questions are: (genetic characteristics of students, the role of psychological problems inherited from the parents, the physical structure inherited from parents).

These findings are consistent with previous backgrounds and researches. Sarmadi's findings [19] in the research entitled "relationship between religiosity and educative efficiencies of secondary schools students of Qom" showed that there is a significant positive relationship among father's education and occupation, the area of education and religiosity, and there is a significant negative correlation among household income and expenditure and religiosity. These findings are consistent with some findings in the second factor of this study. Zeinali [20] in a research entitled "review internalization ways of Islamic values among teen girls of guidance schools of Tehran" showed that with use of induction method, propaganda, argument and logic, practical pattern, behavior and speech and storytelling can be internalized values among teens that this results with some of the research components including: officials being a model at family and community, model role of teachers from view of scientific and ethical dimensions, training religious values are consistent through indirect methods such as storytelling, theater and games... behavioral pattern aspects of administrative and service agents of school and model role of parents.

The results of Moradi's research [10] entitled "factors and barriers of internalization for values" indicates that the Islamic values is not separate from human values and is coincident on man nature and factors like education, view, experience, will, faith and... are effective on internalization values. On the other hand, barriers like unfavorable environment, inappropriate upbringing, Satan's temptations, worldly preoccupation, weather breath, will weakness, neglect, ignorance prevent internalization values and finally internalization factor of values is divine love (love of God). This research re-emphasizes on seven factors of desired study.

According to results of this study, the educational authorities are recommended:

- Adherence to the traditional rhetoric of revolution, which is based on religious values. Attention authorities to their model role among people.
- Reinforcing spirit of worship and religiosity among officials of country.
- Lack of contradictory of situation govern on social institutions by religious values about education.
- Specialized training clergy and missionaries.

- Provide the necessary training from the media and cultural custodians for families to identify values and its reinforcement ways.
- Create a competition among colleges and centers for training teachers in the field of "teaching values"
- Proper selection and training of teachers in their responsibility toward "teaching values"
- Fundamental reform of the education system through the reform of texts and employing religious teachers. Providing poems and stories books and entertainment as well as educational software for children.
- Due to ethical and behavioral problems of child, such as groups of friends, absence from school, attempting to steal, lie and remedy for elimination it by coaches of school.
- Proposal to the family:
 - Friendship with children and remove their distance from children and friendship with them, so that the children easily share their problems and their needs with them.
 - Parents practical adherence to the values and religious beliefs and respect offspring preservation.
 - Establish appropriate context for sense of security, peace, sincerity and mutual understanding parents and children.
 - Encourage children to respect the religious values and use of loving methods instead of use of imperative methods.
 - Family harmony with the teacher about observing the values
 - Parental serious monitoring on children dating process.
 - Parental monitoring on children's use of media.
 - Factors in promoting the religious values of students from the perspective of teachers

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