

**STUDY OF RELIGION AND LIFE FIRST-YEAR HIGH SCHOOL TEXTBOOK CONTENT BASED ON THE PRINCIPLE OF CARE AND RESPECT FROM THE PERSPECTIVE OF TEACHERS RELIGION AND LIFE**

**Leila Nadian<sup>1</sup>**

**Abstract**

The present study was in order to investigate the content of religious books and first year high school life based on the principles of ethical intelligence (respect) point of view of teachers and has been living in Isfahan in the academic year 2012-13. For this purpose, a 170-person sample of secondary school teachers of religion and life were selected through cluster sampling And the questionnaire (30 questions) were conducted for them. Cronbach's alpha was 0/947 reliability study. The data were analyzed by the results showed that from the perspective of teachers of religion and life course content is less than the average of seven intelligence-based moral principles such as respect is set And the principles of ethical intelligence, attention and respect for the fourth time, are set.

**Keywords: content analysis, principles of ethical intelligence, teachers of religion and life, Isfahan.**

**<sup>1</sup>Department of Curriculum development, Meymeh Branch, Islamic Azad University, Meymeh, Iran**

## Introduction

Is gone. Thus, community members see people in the community to work against their will. In such circumstances, the Training Manager must morally healthy atmosphere created for students in schools so they can develop moral intelligence. This requires a series of educational leadership, educational content and teachers with moral intelligence mentioned above.

Intelligence is a concept that has long been the man to study and examine all aspects, protests and its variants have been interested. The question has always been what is intelligence? How to Grow? And what are the components? Intelligence, problem-solving behavior is adaptive in order to facilitate practical purposes and is oriented adaptive growth. Wechsler (1985) intelligence involves the ability of the individual to act purposefully, to think rationally, and to deal effectively with defined environment. Simon Binet intelligence and good judgment, well-argued, well know and understand the intelligence knew of these activities (Gary Groth, 2006). Gardner intelligence knows which set of abilities to solve problems and create new products that are valued in one culture, is used. In his view nine intelligences are: linguistic intelligence, musical, logical-mathematical, spatial, motor Bdny-, individual intelligence, natural intelligence and intelligence, including capacity is raising the question.

The intentional application of moral intelligence in a person's life can lead to increased relationship with self, others and the world becomes larger (Ceske, 2002). Especially Wagon (2002) believes that moral intelligence foster greater self-awareness. Also in terms of individual conscience, moral intelligence is able to consciousness or sense of connection to a higher power or a Holy facilitate or increase (Ceske and Torrance, 2004)

Department of education and improving the level of ethical behavior in society. The results of this study can be found in the areas of selection, recruitment, training and teaching in the field of religion and life's lessons.

Borba moral intelligence principles of Islamic Perspective

1-awareness, 2-sympathy, 3-self-control, 4-respect , 5-kindness, 6-patience, 7-equity

In this study, religion and life first year high school textbook content based on the respect of teachers and life perspectives are discussed.

In the Quran to respect the order, particularly in respect of the Holy Prophet first and then deal with other people:

Do not raised your voice, the voice of the prophet, courtesy and respect (Hojarat1).

To another brother believers, so always make peace between your brothers in faith and God-fearing and righteous that you may be blessed was divine (Hojarat 10)

Believers, and believers! You should never make fun of and ridicule other folk, perhaps it's ridiculous people, you are the believers.

and whoever does not repent of debauchery and sin to God, is very cruel and wicked (Hojarat 11)  
You who believe! The very concept in one another right and avoid some suspicion is a sin and never the inner thoughts and miss each other, do not search the admissibility of persons. Do you love to eat the flesh of his dead brother, of course, hated and hating it. Then you should know that such absence is faithful to fact, and fear Allah and repent to Allah is the Relenting, the Merciful (Hojarat 12).

#### *History Research*

- Langloys and Lapvynth (2007) in their study indicated that work experience and experience of managers affects moral judgment, as the new administrator of schools, the ethics of justice and fair use, public morality or our older managers, including the ethics care is critical to the audit.
- Zdenek and Shukur (2007) in their study showed that the teacher's role in the implementation of programs related to the development of moral education in the students for their professional development is essential.
- Rasynsky and Bash (2006) study showed that among graduates of educational leadership in the field of defense there are differences by sex, so that men and women were more likely to defensive behavior. Also, in terms of age and older than the young graduates provide further reflection behavior.

**Methods:**

The present study examined the contents of the textbook for the first year of high school life based on the principles of religion and moral intelligence descriptive and our objective is applied.

**Statistical Society:**

The study sample includes all teachers of religion and life lessons of Esfahan high schools in the academic year 2012-13 the table below shows the distribution of population.

**Sample size:**

Since the study population was unknown variance a preliminary study on a group of people to determine the population variance was necessary. The formula used for counting and quantitative variables (Hussain, 2004).

The sample size in this study were 170 cases that have been studied.

**Sampling:**

In this study, a random sample stratified according to gender volume using stratified random sampling method. It is used when the population is not homogeneous in terms of numbers of construction. In such cases, the society is divided into classes and then from each class to randomly-selected sample.

The number of samples in each class will be determined as the ratio of the total population.

The following table shows the frequency distribution of the sample with respect to the base.

$P = \frac{\text{Mean observed}}{\text{Number of questions}} \times \text{Maximum score questions}$

$$P = 0/64$$

$$Q = 0/36$$

$$t = 1/96$$

$$d = 0/05$$

$$n = \frac{t^2 \cdot \sigma^2}{d^2} = \frac{1}{1 + \frac{1}{N} \left( \frac{t^2 \cdot \sigma^2}{d^2} - 1 \right)}$$

$$n = \frac{1.96^2 \cdot .54 \times .46}{.05^2} = 170$$

$$1 + \frac{1}{300} \left( \frac{1.96^2 \times .54 \times .46}{.05^2} - 1 \right)$$

**Measuring tool:**

Since the most common means of collecting information for the exploration of ideas, thoughts and perceptions to a questionnaire in this study, a questionnaire was used based on the principles of ethical intelligence.

**Research results**

In short, one-sample t test results freshman in high school textbook content of religion and life on the principle of respect from the perspective of teachers and life

Test Value = 3			Standard deviation	Average	N	Dependent variable
Sig.	df	t				
0/0001	169	-8/031	0/53	2/67	170	Care and respect

The results indicate that the content of the textbook of religion and life significantly (p <0.01) higher than average (3 = μ) based on the principle is not respected. So the hypothesis that

religion textbook content and the first year of life high school From the perspective of teachers and city life more than the average on the principle of respect regulated, can not be confirmed but less than average in respect of the principle has been used.

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