Curriculum Evaluation earned Islamic Thought
Islamic Azad University Khorasgan Branch

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ABSTRACT: The purpose of the present study is to Evaluate the Attained curriculum Islamic thoughts (1) in Islamic Azad University, Khorasgan Branch. This study is of descriptive - survey method. The statistical universe of the study consists of all the students in semester 2012-2013 school year, who attained the curriculum Islamic thoughts (1). It included one thousand and three hundreds and sixty-five individuals, 841 females and 534 males. A sample consisting of 300 individuals, 186 females and 114 males, was selected by cluster sampling method. The main questions investigated the Attained curriculum Islamic thoughts (1) in three domains: Cognitive domain, Affective domain, and Psychomotor domain. The tool for the study was a scholar-made questionnaire, including 43 questions based on Likert 5-item scale. Applying Cronbach Alpha coefficient, the reliability coefficient was calculated for Cognitive domain, Affective domain, and Psychomotor domain as 0.91%, 0.94%, and 0.90%, respectively. The validity of questionnaire was confirmed by five professors. The software SPSS was used to analyze the data in two levels of descriptive statistics (percentage of frequency, mean, standard deviation) and deductive statistics (univariate t test, Friedman test, and multivariate analysis). The results show that the average of attained curriculum Islamic thoughts (1) in cognitive, affective and psychomotor domains is above the mean.

key words: Evaluation, Curriculum, Intended curriculum, Implemented curriculum, Attained curriculum, Islamic thoughts (1)

INTRODUCTION

Among the important measures that often whole communities, especially in developing countries, which education are faced with, is evaluation. Since the curriculum, the educational system has a central role, the evaluation of curricula and curricula, it is vital to provide appropriate and effective educational system. Issues raised by teachers, students, entrepreneurs, professionals, teachers, students, administrators, and citizens showed their dissatisfaction with the textbook volumes, increasing number of titles, updated content, and the lack of content, lack of integrity and lack of vertical and horizontal sequence different levels of education, lack of textbooks in accordance with the needs of society and the nature of learning and knowledge and relevant courses. The only way to evaluate the different stages of the curriculum, which can increase the efficiency and effectiveness of curriculum system for continuous improvement in curriculum design. Essential part of any education is curriculum and the key role education plays a critical improvement. continuous evaluation of curricula seems necessary at various levels. Evaluation is one of the most important element of curriculum.

The business curriculum in the education system must be constantly evaluated and revised. The study of the curriculum, providing opportunities for learning selected or a set of design opportunities and learning experiences for the students on campus to reach citizens learn and of course achieved the intended learning outcomes of the course, the learners acquired in the course of their. In other words, concepts, processes and attitudes that students have learned in the field. The purpose of the program is to gain Islamic Thought. Information on students’ cognitive and attitudinal changes in the psychomotor domain and affective domain skills, the participation in the classroom and curriculum of Islamic Thought (1) is obtained. Now, according to this article, be the first to have a discussion about evaluation in the general sense. The concept of curriculum evaluation,
curriculum evaluation purposes, the necessity and importance of religion course evaluation in higher education is paid. In this sense, the views that people have in mind when dealing with the evaluation are considered.

Considering all of the definitions that have been evaluated, they can be divided into several categories, and great views:

Evaluation of equivalent size in the raw form of evaluation view has been measured.

Evaluation of a professional judgment: this is especially the activities that are carried out for the accreditation of institutions or organizations, are clearly marked.

Performance evaluation of this aspect of the evaluation of other viewpoints, the educational technologist.

Evaluation of a decision: One of the most popular approaches, taking into account the evaluation process for identifying, and collect data to help decision-makers choose appropriate decisions and rationale of the decision.

Evaluation of valuable phenomena: such as systematic analysis and evaluation of the direct collection of data to determine the value of the involved phenomena are considered. When a program is evaluated, the value shall be determined (Mahjoor, 1998).

Today, evaluation, research work is considered The qualitative and quantitative methods and formal and informal methods to gather data about a variety of educational activities that, The way it operates in order to identify, and make judgments about it can help to improve it. (Kiamanesh, 1997). Hence the evaluation of the formulation, design and implementation of the program after the implementation of the curriculum is done. The evaluation component has a key role, however, is the interaction with other components of the curriculum.

The concept of curriculum evaluation

Curriculum evaluation in two different domains and complex, and evaluating educational curricula rooted although it emerged as an independent field of study is related to the 1960s.

Definition of ((curriculum evaluation)) is largely defined function of the program and accepts it. However, with regard to the definition and evaluation, curriculum evaluation is a process of examining value and Merit Curriculum.

To investigate the value and merit of certain elements and aspects of the curriculum and the curriculum (Vajargah Fathi, 2003). Anro also improved the essence of curriculum evaluation process for research and curriculum material, administrative procedures, training methods I know (Anro 1984). The purpose of collecting information professional about the strengths and weaknesses of the curriculum planners curriculum that allows its programs or activities, and to revise. The curriculum allows planners or their activities and programs are revised or adapted them to maintain or stayed). Evaluation helps to identify the strengths and weaknesses of curriculum implementation and effectiveness of its implementation and post-implementation. Curriculum evaluation based on the evaluation of the program and its components as well as implementation of such programs is focused by educators (Myshn, 1996). It is of note that bills curriculum evaluation should be comprehensive and multi-faceted. According to Silver et al (1981) the design of evaluation, should self-evaluate. Lynch et al (2003) in an article entitled descriptive meta-evaluation. Believe that when evaluating a community-based curriculum, interdisciplinary scope of the test will (Lynch et al, 2003).

Curriculum evaluation purposes

A general classification to evaluate two of the syllabus can be conceived: the developmental program is intended to improve And summative evaluation or final offers guidelines to decide on future plans. But it can be more accurately stated the following objectives for curriculum evaluation help install decisions about curriculum contribute to decisions concerning the continuation, or the validity of its spread contribute to decisions about curriculum reform get organized evidence to support the curriculum.

Evidence for organized business opportunity for curriculum help understand the underlying processes, psychological, social and other (Worden, 1989)

According to Silver et al (1981) is essential for the evaluation of a general purpose only - to determine the value or worth of something - but it is a great role (Silverstein et al, 2000). Evaluation results from a sample of students in all aspects of their role. Another important role of evaluation is to determine the value of their curriculum. What is the purposes for which the curriculum meets the model is processing? Whether your intentions are valid? Does the curriculum for certain groups of students who used them is right?
The training models or selected targets in the search for the best choice? Educational materials for educational purposes is the recommendation of the best and most appropriate learning materials for achieving the objectives?

The third important role in judging the evaluation score and acceptance of all the rules and practices and management structure that serves the educational institution (Cullen, 1996)

**Needs assessment in higher education**

Define ((curriculum evaluation)) largely defined function that will accept the curriculum.

However, with regard to the definition and evaluation, curriculum evaluation is a process of examining value and Merit Curriculum. To investigate the value and merit of certain elements and aspects of the curriculum and the curriculum.

It’s a widespread perception, assessment, curriculum design, curriculum and lesson planning process includes all the steps. Hence it is essential to all aspects and elements of the curriculum, to be scrutinized and studied and This review is based on the need to reform the curriculum and its constituents done.

Evaluation of any component of our curriculum helps them to examine the quality curriculum and to apply the necessary corrections and revisions. (Fathi Vajargah, 2010). Tyler and Wolf believe that evaluation is an important part of the process of teaching and learning experience.

Research shows that the evaluation method is associated with learning, usually by changing the evaluation methods, the students will learn the techniques.

It also affects the type of learning For example, the opening and focused on the evaluation of projects To strengthen and deepen the students’ understanding and learning to be independent. The evaluation method, factor in the realization of a deep approach or a surface approach to learning and overall growth of quality in higher education is considered. Everyone has a special meaning for the evaluation, as organizational dimension, is used as a tool to show the the success or failure of the student, the student’s score and ranking for permission to cross-license to pick and instrument to predict a student’s success in college and career. For teachers and lecturers are also factors in the understanding of the situation in terms of both teaching content and teaching methods in great education (Arefi, 2006)

The importance and necessity of evaluation as an important component of the curriculum for which the evaluation results to improve curricula and better use of lesson plans Otherwise, the use of evaluation results in the curricula remain. For this purpose it is essential that sufficient resources be allocated to evaluation and assessment will be considered as a main task of the designers and implementers (Fathi and Ajargah, 2010).

**Importance of Religion**

In an era of dramatic developments, Moral and cultural relativism and value pluralism and combating fundamentalism, inefficiency category called religion, the religion of the young and functions that are non-motivated, and feeble. In this regard the strategy and the critical role of higher education in fostering a new generation of the most important principles that a country’s progress is dependent and investment for the future of education, health and infrastructure investment in the community is one of a kind (Kabirzade, 2002)

It is a modern interpretation of this generation and the generations become better known in the community and their problems are identified and the essence of each institution, its curriculum and education curriculum to transmit information and provide context for the development of skills and knowledge of the importance of the (Sarmad, 2002).

And although The content of the curriculum in an effort to be a better person to learn from their actions satisfaction, value and enjoyment ( Shoarinezhad, 2003). Islamic teachings on the grounds of public courses are in the curriculum to To address the argument of religious belief and scientific knowledge on growth of the student added to his intellectual principles such as furnished intellectual and cultural challenges, reason and logic to defend the values of our school (Tofighi, 2003).

In the High Council of the Ministry of Planning, Research and Technology, the aim of Islamic courses is to increase students’ awareness and understanding of religious issues, knowledge of Islamic values and the desired changes in behavior patterns were noted.

However, no systematic study has been conducted based on the methodology of this case to determine whether, to what extent Islamic courses have been successful in achieving their goals.

So, it is not clear that students who enter college and curriculum of the Department of Education predicted spend of knowledge, attitude and ability to change how religious issues. Islamic texts Unfortunately, all attempts and efforts were made to meet the fate of those involved in the utility is still not complete enough. Its important to say that Due to the sensitivity of this issue and the need for continuing
education to the youth of this generation, is constantly being revised to be able to meet the needs of generations of
students(Amini, 2004). Undoubtedly, the demands and expectations of the younger generation unfamiliar religion
was not very successful either above lessons.(Zarifian, 2003). These curriculums must be outside the realm of
purely cognitive, and is designed for students to the principles of intellectual world where no boundary shall be so
equipped, As a stand-alone character and become independent and scientifically - believe they can be identified
The cultural assault, responsive and easy to maintain in its invasions. With discrimination and recognition so that
the path is correct and select the correct answer and feel that it is a Muslim and Of religion and nationality can
easily make your school a reason to defend their values.(Tofighi,2003).

Among the major problems and obstacles to the success of this curriculum enjoy the lack of a systematic
training program and already ongoing assessment and intriguing for the courses in universities have failed In order
to analyze the strengths and weaknesses of its compliance with the requirements of students (Department of
compiling textbooks, 2002).

Despite the importance of education in the curriculum of the students thought that, unfortunately, the
evidence indicates a lack of training in this area,
Therefore necessary in order to evaluate the curriculum of Islamic fundamental question of this study is to evaluate
the achieved curriculum of Islamic Thought (1) at Islamic Azad University of Khorasgan.

The following questions have been formulated
To what extent does the curriculum acquisition Islamic Thought (1) the students’ cognitive development
has changed?
To what extent does the curriculum acquisition Islamic Thought (1) the affective domain of students has
changed?
To what extent does the curriculum acquisition Islamic Thought (1) students in the psychomotor domain
has changed?

Is there a significant difference between the changes in the domains of cognitive, affective and
psychomotor skills curriculum acquisition by students of Islamic Thought (1) ?
Is there a meaningful relation between Cognitive, affective and psychomotor domains changes in
curriculum acquired by students of Islamic Thought (1) in terms of demographic variables ((sex, age, term))?

Studies on curriculum Islamic Studies show that
For religious education, especially in a critical period of adolescent age or high school students, It was a
new design and drawing principles and pillars according to the time of changing conditions found within the new
program (Mirmohamadi 2004).

Students’ religious beliefs and commitment to fulfill their religious rites person has moderate to high, But
their commitment to fulfill the religious group is too small to evaluate. (Tavasoli and Morshedi 2007)
Religious attitude of students was sufficient (ie, strong positive), Among the components of religious
attitudes, emotional dimensions of readiness, motivational and cognitive dimensions to have the highest score,
Students Islamic Courses (1) and (2) have passed the courses that they have not passed the religious attitudes are
more favorable; but get Or not getting the education in other courses, Islamic ethics, Islamic literature, Islamic
history, and Islamic roots under current conditions does not have any effect on increasing or decreasing (Yousefi
louye 2008).

Liaghat dar (2009), who conducted the research found that: Only 1/35 of one percent of the students
towards the courses of Islamic Thought and 9/26 percent of courses both in Islamic thought and the very high
levels of satisfaction were high. While 3/87 percent of students in courses on various aspects of Islamic thought
have satisfied. According to the book’s content should be the same as the difference in other variables such as
mastery of subject teachers and new teaching methods will be explored, Despite the students’ positive attitudes
towards various aspects of Islamic thought, education, negative comments should not be ignored and must seek to
overcome deficiencies in the work, the need for young people is changing every day. And tailored to their needs, as
well as books and instructional practices should be updated (Janati 2009). Religious books provide students with
the necessary knowledge, skills and practices necessary information about their present life and their audience in
personal and social life, the way of the path, try to help.(Manteghi 2010)

METHOD OF RESEARCH

THE RESEARCH IS DESCRIPTIVE METHOD
This is achieved by evaluating the curriculum of Islamic Thought (1) examines the attitudes of students examined in this context is
The study was descriptive - survey.

The population in this study consisted of students in the second semester of the academic year 91-90 Islamic Thought (2) have been 1365 which 842 of them were women and 524 men. The sample of student population of cluster sampling was used.

Whole classes of Islamic Thought (2), which were included in class 27, class 14 randomly selected. And 300 student where chosen from 1365 student according to their gender by Kokran formula.

The instrument was a questionnaire. This questionnaire determine Information on students’ cognitive and attitudinal changes in the psychomotor domain and affective domain skills are such as:

The questionnaire included 11 items related to the cognitive domain. Based on a Likert scale of five degrees ((very good, good, average, poor, very poor)) was adjusted. Authorization of its validity and reliability professionals have also provided further Cronbach’s alpha equal to 91/0 is.

The questionnaire included 14 items related to the affective domain. Based on a Likert scale of five degrees ((very good, good, average, poor, very poor)) was adjusted. Developing the questionnaire, experts were placed to comment on its validity was confirmed. Cronbach’s alpha reliability for the 94/0 is obtained.

The questionnaire included 18 items related to the psychomotor domain. Based on a Likert scale of five degrees ((very good, good, average, poor, very poor)) was adjusted. Reliability and validity were confirmed. Levels of reliability through Cronbach’s Alpha 90/0 is obtained.

The data was analyzed using descriptive statistics (frequency, mean and standard deviation) and inferential statistics (univariate t-test, Friedman test and multivariate analysis) was performed.

Results:

First question: To what extent does the curriculum acquisition Islamic Thought (1) the students' cognitive development has changed?

Table 1. compares the mean of the mean presumptive 3 domains

<table>
<thead>
<tr>
<th>Gamut</th>
<th>mean</th>
<th>Standard deviation</th>
<th>Deviation from the mean</th>
<th>T</th>
<th>Degrees of freedom</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>3.38</td>
<td>0.72</td>
<td>0.041</td>
<td>9.018</td>
<td>285</td>
<td>0.001</td>
</tr>
</tbody>
</table>

According to Table 1, cognitive domain averages is 38/3. Calculated t is larger than table t. So changing curriculum of Islamic Thought (1) the cognitive domain, is above the average level.

Second question: To what extent does the curriculum acquisition Islamic Thought (1) the affective domain of students has changed?

Table 2. summarizes the comparison of the mean presumptive affective domain 3

<table>
<thead>
<tr>
<th>Gamut</th>
<th>mean</th>
<th>Standard deviation</th>
<th>Deviation from the mean</th>
<th>T</th>
<th>Degrees of freedom</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>emotional</td>
<td>3.51</td>
<td>0.69</td>
<td>0.042</td>
<td>12.565</td>
<td>284</td>
<td>0.001</td>
</tr>
</tbody>
</table>

According to Table 2 Average affective domain is 51/3 . Calculated t is larger than table t. So changing curriculum of Islamic Thought (1) the affective domain, is above the average level.

Third question: To what extent does the curriculum acquisition Islamic Thought (1) students in the psychomotor domain has changed?

Table 3. compares the mean emotional gamut - a move given out 3

<table>
<thead>
<tr>
<th>Gamut</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Deviation from the mean</th>
<th>T</th>
<th>Degrees of freedom</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental - moves</td>
<td>3.61</td>
<td>0.58</td>
<td>0.035</td>
<td>17.434</td>
<td>278</td>
<td>0.001</td>
</tr>
</tbody>
</table>

According to Table (3) Average emotional - Motion is 61/3 . Calculated t is larger than table t. So changing curriculum of Islamic Thought (1) the psychological dimension - motor is above the average level. Fourth question: Is the change in the three domains of cognitive, affective and psychomotor skills curriculum acquisition by students of Islamic Thought (1) there is a significant difference?
Table 4. Average rating training area

<table>
<thead>
<tr>
<th>Gamut</th>
<th>Average rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental – moves</td>
<td>2.23</td>
</tr>
<tr>
<td>Emotional</td>
<td>2.02</td>
</tr>
<tr>
<td>Cognitive</td>
<td>1.75</td>
</tr>
</tbody>
</table>

Results Table 4 shows the average rating of the psychological dimension - motor and cognitive domain ranked lowest to highest rank is assigned.

Table 5. Friedman ranking test field training

<table>
<thead>
<tr>
<th>Value</th>
<th>259</th>
</tr>
</thead>
<tbody>
<tr>
<td>χ²</td>
<td>30.644</td>
</tr>
<tr>
<td>Degrees of freedom</td>
<td>2</td>
</tr>
<tr>
<td>Significance level</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Results in Table 5 show the results of the three areas of significant (χ²=30.644). The research question that the significant difference between the scores of the three areas there are confirmed.

The fifth question: Whether the changes in cognitive, emotional and psychomotor domains of curriculum acquisition by students of Islamic Thought (1) in terms of demographic variables ((sex, age, term)), there is a significant difference?

Table 6. compares the demographic variables by training scores

<table>
<thead>
<tr>
<th>source</th>
<th>Dimension</th>
<th>Sum of Square</th>
<th>Degrees of freedom</th>
<th>F</th>
<th>Significant levels</th>
<th>η</th>
<th>Statistical power</th>
</tr>
</thead>
<tbody>
<tr>
<td>gender</td>
<td>Cognitive</td>
<td>0.494</td>
<td>1</td>
<td>0.898</td>
<td>0.344</td>
<td>0.004</td>
<td>0.157</td>
</tr>
<tr>
<td></td>
<td>Emotional</td>
<td>1.060</td>
<td>1</td>
<td>2.238</td>
<td>0.136</td>
<td>0.010</td>
<td>0.319</td>
</tr>
<tr>
<td></td>
<td>Mental-move</td>
<td>0.706</td>
<td>1</td>
<td>2.027</td>
<td>0.156</td>
<td>0.009</td>
<td>0.294</td>
</tr>
<tr>
<td>Age</td>
<td>Cognitive</td>
<td>0.802</td>
<td>3</td>
<td>0.486</td>
<td>0.693</td>
<td>0.006</td>
<td>0.148</td>
</tr>
<tr>
<td></td>
<td>Emotional</td>
<td>2.701</td>
<td>3</td>
<td>1.901</td>
<td>0.130</td>
<td>0.024</td>
<td>0.488</td>
</tr>
<tr>
<td></td>
<td>Mental-move</td>
<td>0.579</td>
<td>3</td>
<td>0.554</td>
<td>0.646</td>
<td>0.007</td>
<td>0.163</td>
</tr>
<tr>
<td>grade</td>
<td>Cognitive</td>
<td>2.469</td>
<td>3</td>
<td>1.495</td>
<td>0.217</td>
<td>0.019</td>
<td>0.393</td>
</tr>
<tr>
<td></td>
<td>emotional</td>
<td>1.304</td>
<td>3</td>
<td>0.918</td>
<td>0.433</td>
<td>0.012</td>
<td>0.250</td>
</tr>
<tr>
<td></td>
<td>Mental-move</td>
<td>0.436</td>
<td>3</td>
<td>0.418</td>
<td>0.740</td>
<td>0.005</td>
<td>0.133</td>
</tr>
</tbody>
</table>

As you see in table 6 there is no significant difference between views of students in the curriculum of Islamic Thought (1) In the field of education in terms of demographic variables (gender, age, semester).

DISCUSSION AND RESULT

The first results showed that students determined Intended curriculum of Islamic Thought (1) in the area of cognitive assessment as desirable. Results of this study show that highest average of responses was about ((provide common perspective in understanding the attributes of God)) and the lowest average opinions of respondents was ((compare with the proof of Theorem wisdom, justice)), respectively. The results of this study are similar to results of Liaghat dar (2009), Jannati and others (2009), Manteghi (2010) and found that students' views consistent with the cognitive aspects of the course was positive. The analysis of first question showed that the intended curriculum in the area of cognitive science is desirable. But it seems that, when we move from understanding and application of knowledge to the analysis, the utility is reduced.

The content in this course logically oriented knowledge and is concerned to the self of knowledge (Bagheri 2011). So it's important that content of this lessons to be interesting (Mahrou zade 2001).

Results of second question of study show that students evaluate intended curriculum of Islamic thoughts (1) in emotional area as desirable. The finding of this question suggest that the highest average of respondents' comments relates to (Forgo the use of inappropriate language in communicating with parents) and lowest average of respondents comments relates to (high interest to formats a class). Results of this study are the same by Yousefi loye (2008), Liaghat dar (2009), Janati.

The analysis of second question showed that students has no interest to the class of Islamic Thought (1). We are sorry to say that Islamic texts, with all the efforts of the utility is still not complete enough and its literature is
become dry and lifeless (Mohamadi 2011). The problem is that there are some universities and universities of the head, some university presidents do not care about Islamic thoughts (1) also sometimes there have no class for it (Tofighi 2004).

Students think that they know the lessons which train in Islamic thoughts class and is not necessary to take apart in classes (Bagheri 2011).

Results of third question og study show that students evaluate intended curriculum of Islamic thoughts (1) in mental- moves area as positive and also showed that highest average of respondents’ comments relates to ((Respect for others)) and lowest average of respondents’ comments relate to ((participate in Friday praying). Results of this study is the same as results of Tavasoli and Morshed (2007), Liaghat dar (2009), Jannati and others (2009), Manteghi (2010) studies and findout that students idea is positive in mental-moves area. But subjects and concepts of Islamic thoughts is not about today’s problem and has no idea in scientific subjects (Mesbahi 2009).

In total, by the results of Azad university of Khorasgan studies, and analysis of intended curriculum of Islamic thoughts (1) evaluation and the average of intended curriculum of Islamic Thought (1) in the three domains of cognitive, affective and psychomotor skills are above average. The difference is that the business curriculum of Islamic Thought (1) has the highest average in mental-moves aspect and has lowest mean in cognitive aspects.

**Limitations of the study**

limited sample survey of undergraduate students

the limited run of the Islamic Azad University (Isfahan)

the limited subject chosen course of Islamic Thought (1)

limited quantitative research methods employed

**Practical offers**

According to the findings of the cognitive domain and the Table (1) is proposed to be revised in the context of Islamic Thought and all students are required topics and subjects included in the curriculum with the updated changes to help improve students’ knowledge.

According to the findings of the affective domain and the table number (3) is proposed to be given to the student’s interest and masters participatory activities to the appropriate authorities and universities. And use of active Masters of Islamic thoughts, changes in the program for selection of teachers thought, use of motivational levers for change agents, teaching classes in Islamic thought and expression - the content and processes of learning and teaching methods, and evaluation of classroom is recommended.

According to the findings of the psychomotor domain and the Table (5) it recommended that course of Islamic Thought (1) form a more and more practical applications and practical examples to teach. In this regard, it is necessary to solve the problem and subjects of Islamic thought and practice will be discussed in class and students meet as a team and try to solve the proposed increase students’ social skills and consequently to change in attitude of the students.

According to results of mental-moves area and table.5 we suggested that Masters participated in funeral prayer and active programs to have strong effect in emotional and mental area in students.

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