



The study of the amount of the satisfaction of students of Shiraz Medical Sciences University with the courses of Islamic Sciences

Revista Publicando, 5 No 16. (1). 2018, 450-462. ISSN 1390-9304

The study of the amount of the satisfaction of students of Shiraz Medical Sciences University with the courses of Islamic Sciences

Abdolreza Mahmoudi¹, Fatemeh Mahmoudi², Maryam Shamsaei^{3*}, Hashem Kakaei⁴

1 Islamic Education Department, school of Medicine, Shiraz University of Medical Sciences, Shiraz, Iran, ar.mahmoudi313@yahoo.com

2 Faculty of Psychology and Educational Sciences, University of Alzahra, Tehran, Iran, fatemehmahmoodi1@yahoo.com

***3 Islamic Education Department, Faculty of Medicine, Shiraz University of Medical Sciences, Shiraz, Iran, shamsaie2008@yahoo.com**

4 Islamic Education Department, School of Medicine, Shiraz University of Medical Sciences, Shiraz, Iran.

Abstract

Introduction and purpose: Due to the vital status of the general courses of Islamic Sciences, the present research is conducted with the purpose of studying the amount of satisfaction of students with the courses of Islamic Sciences. In addition, regarding the necessity or lack of necessity of the existence of the general courses of Islamic Sciences some studies were done.

The Method: The present study was conducted in a sectional way on students of Medical Sciences of Shiraz University in the second academic semester of 2015-2016, who have taken the courses of Islamic Sciences 1 and 2 and the subject of the interpretation of Koran. All the tested ones answered the questions through the tools of research in two parts ;(1) the questionnaire of demography for the evaluation of age, gender, and the academic semester, and (2), the Dream questionnaire which through 50 questions in the Likret spectrum of 5 parts (totally agree to totally disagree) evaluated five factors involved in the process of education from the viewpoint of students. The data was analyzed though the use of descriptive methods by the software spss-19.

The findings: The findings of the research in the five aspects of the questionnaire suggested that students had a great deal of satisfaction with the different aspects of the teaching of the courses of Islamic Sciences 1 and 2 and the subject of interpretation of Koran.

Discussion and conclusion: The amount of the satisfaction of students with the contents of the triplet courses of Islamic Sciences 1 and 2 and the subject of the interpretation of Koran was high, which suggests younger generation students welcoming the reception of religious truths.

Key words: The Islamic Sciences courses, students' understanding, the educational environment, DREEM questionnaire.



**The study of the amount of the satisfaction of students of Shiraz Medical
Sciences University with the courses of Islamic Sciences**

Revista Publicando, 5 No 16. (1). 2018, 450-462. ISSN 1390-9304

Introduction:

In order to lead the youth to commitment to moral values of the Iranian-Islamic culture, there are some mechanisms necessary, the most important of which is the existence of religious educational plan in the educational system. In the meanwhile, the courses of Islamic Sciences are supposed to enforce the beliefs, emotions and Islamic acts with the purpose of returning to the originals, so that students act with self-reliance and independently against attacks. One of the major issues that have always drawn the attention of educational philosophers, experts on education and the officials of education is the content and texts of education. The emphasis on teaching religious sciences in universities, and the advancement of the levels of the students' religious awareness along with their specialized education, draw attention to this important point that how far the courses of Islamic Sciences move along with the needs and tendencies of students, considering the educational developments of universities, and the increase of the levels of cognitive needs of students, the change in needs and the appearance of new questions. (Baqeri 2008)

As students enter the society without the necessary groundwork which should be formed by the general courses, they cannot possibly be successful, and may face a kind of lack of identity and being lost. Therefore, there is no doubt that the general courses have a vital role in the discussion on education of students. (Tofiqi, 2002)

Along the same lines, textbooks are the focus of attention, due to the vital importance that they have in determining the educational content and policies, in particular in the concentrated educational system of our country attention to the contents of the texts is more important than other educational systems. It seems that the educational content and only with theoretical truths and without attention to its effects on humans' lives, will not be effective. (Afoosi, 2002) So that from the point of view of Pooya Zad and Saheeri (2004) , the contents of general courses of Islamic Teachings should involve itself with the serious and challenging questions of the present time in the fields of theology and religion , and create a change in solving today's' problems. According to Sharafi (2002), since the textbooks in the general courses of Islamic Teachings are the pivot of the activities of the professor and student, therefore these books need to be complied based on new ideas. Along this same line, Moose Piri (1995), has mentioned in his research that the contents of the religious education textbooks in guidance and higher than guidance were compatible with the mental competence of students and the purposes of the textbooks. Maleki (2004), believes that in order to choose the content, one should keep in mind the suggested standards by the authorities on educational planning. In addition, regarding the organization of the contents which is the connecting point of textbook planning and the



The study of the amount of the satisfaction of students of Shiraz Medical Sciences University with the courses of Islamic Sciences

Revista Publicando, 5 No 16. (1). 2018, 450-462. ISSN 1390-9304

educational planning, it is vital that we have correct and basic decisions. Due to the fact that the general courses of Islamic Teachings are logically knowledge-orientated, and pay attention to knowledge itself, they should be selected based on a logical order. (Baqeri, 2001) Ashoori (2007), while emphasizing on the importance of educational content, has stated that with the heavy amount of materials in the general courses of Islamic Teachings on one hand, and the lack of time, it is vital that the selection of the content be done on scientific bases. Students need thought, contemplation and discussions in these courses, so that their level of religious knowledge becomes stable and deep. In addition, it is vital that the educational textbooks be prepared based on the real needs of learners and compatible with scientific methods, and be made available for students. (Maleki 2003)

It is with respect to the mentioned purposes and functions that Share Poor (2008) emphasizes on the fact that if students enter society without the necessary groundwork established by the general courses of Islamic Teachings, they will face a lack of identity and are lost. Therefore the mentioned courses have a determining role in the education of students, and if these courses are weakened there will be irreparable damages to the educational system. Considering the above mentioned purposes, and the fact that evaluation is one of the most important tools for the strategic development in the higher educational environments, (Sad, 2001), and that the evaluation of the plans and academic courses of universities is a must and permanent necessity for the enhancement and development of the qualities of the mentioned plans and credits (World Health Organization 2007), and the solution being the improvement of the educational qualities, the creation of proper mechanisms for the constant evaluation of textbook, educational and academic plans (Lamar 2011), therefore, the evaluation of the most important issues and problems which are obstacles to the real effectiveness of the courses of Islamic Teaching on students, will prepare documented data and information for the improvement and enhancement of the position of the mentioned courses.

Amini, Rahimi and Samadi (2013) and in their research titled "The Study of the Viewpoint of Students Regarding the Obstacles of the Effectiveness of the Courses of Islamic Sciences at the Azad University of Kashan" have shown that from the viewpoint of students, the general status of performing the curriculum of Islamic Sciences at universities was relatively satisfactory; but yet, from among the collection of the textbook contents, the methodology, the academic capabilities of professors, the characteristics of the professors, the status of Islamic Sciences and the type of evaluation in the Islamic Sciences, the type of evaluation has been stated as the biggest obstacle on the way of effectiveness.



**The study of the amount of the satisfaction of students of Shiraz Medical
Sciences University with the courses of Islamic Sciences**

Revista Publicando, 5 No 16. (1). 2018, 450-462. ISSN 1390-9304

In this regard, Danish Gar (2002), has stated in his research that if the contents of the lessons enjoy some characteristics such as proportionality with the interests of students, being responsive to the daily religious needs of the youth, and the consideration for the social and cultural conditions, they can play a vital role in the enhancement of beliefs, religious experiences, and respect to the scientific instructions and religious behaviors on the part of students. Along the same lines, for the explanation of Islamic Sciences and its Islamic contents we need a fresh look , and until such times that such a revision is not done, we will not be able to do the responsibilities we have (Bal Khari 2001).

Ashoori Talooki (2007), and in his study, has stated and dealt with the followings as the biggest problems of the courses of Islamic Sciences at universities: textbooks incompatible with the questions and students 'present needs, the lack of professional qualifications of professors of Islamic Sciences, inefficient university management, the status of the courses of Islamic Sciences, confusion and disorganization in presenting the teachings of Islamic Sciences. The research conducted by Majidi and Fatehi (2007) suggests that the above mentioned courses are not in an ideal status in terms of other indexes. Qasem Zade Moqadam (2000), and in a research has studied the factors effective in the classes of Islamic Courses being interesting, and believe that four factors of (professors, the educational content, the methods of evaluation, and the class environment), have a vital role in making the classes of Islamic Sciences interesting, and the development of discussions and public debates in them. The findings of the research by Yoosefi Louye (2000) too, suggest that the above mentioned courses face serious obstacles and problems such as the knowledge and behavioral weaknesses of professors, inappropriate contents of textbooks, and the use of inefficient methodologies. In addition, Yoosefi Louye (2009), and in another research has dealt with studying the effects of teaching Islamic Courses on the religious attitudes of students , and concludes that teaching and passing some of the courses of Islamic Courses (Islamic Ethics, Islamic Texts, Islamic History , Islamic History and its Roots), has left no effects on the religious attitudes of students. The findings of the research by Alavi and Akbar Zade (2009) too, suggest that the command of the professors of Islamic Courses on the contents of the courses, the proper organization of the textbooks of Islamic Courses , the optimal and effective use of educational aids and ... will lead to the enhancement of the educational quality of teaching the Islamic Courses .

Izadi (2002) believes that; however, attention to two factors are vital regarding the textbooks: first, the proportionality of the content, and the possibility of its transference with the thought and mental capabilities of students so that the learner is able to be transferred to other similar cases, and the thoughtful student and comparing the issues of life and the future world, can consciously make use



The study of the amount of the satisfaction of students of Shiraz Medical Sciences University with the courses of Islamic Sciences

Revista Publicando, 5 No 16. (1). 2018, 450-462. ISSN 1390-9304

of his knowledge and findings. Therefore, if there is no proportionality and coordination between what we call the activities and experiences of learning on one hand , and the needs , interests and the mental capabilities of the learner on the other hand, learning will not take place. (Maleki 2004) The higher this coordination, the higher the interests and motivations of the learner to understand the contents, and there will be more possibility for the learner to learn. In addition, religious education should be conducted based on the cognitive bases and personal development. Also, the educational content should be started first with a totally simple subject and then gradually connected to more complex ones. Therefore, after selecting the content, proper decision should be made regarding the organization of the content and its structure. Since learning is something complicated and takes a long time to achieve, and that the student learns each subject based on the one learned before, not only should there be connections between the teaching materials in universities, but also there should be connections between the materials of higher education and the courses before that. In that case, on one hand, repeated materials will be prevented, and on the other hand, the connection and reaction between the materials will be kept. (Maleki 2005) Of course, the research by Salman Pour (1999) on the inner connection and disconnection of Islamic Sciences 1 and 2 at universities with religious texts in high and guidance schools shows that there is not the essential and logical connection among the mentioned courses, and that many instances of materials are repeated in one scientific level, and necessary revision is needed.

Since the requisite for the correct transference of the materials of Islamic Sciences, is the deep and proper connection of students with the contents of these courses, the evaluation of the amount of satisfaction of students regarding the contents of Islamic Sciences is vital. Considering the issues mentioned above, the purpose of the present research is the study of the amount of satisfaction of students of Shiraz Medical Sciences University regarding the courses of Islamic Sciences (Islamic Sciences 1 and 2 and the Subject of Interpretation of Koran).

Methodology

The present research was conducted in a sectional manner on students of Shiraz Medical Sciences University who have taken the courses as the general ones, in the second academic semester of 2015-2016 in the courses of Islamic Sciences 1; 2 and the Subject of Interpretation of Koran. The tested ones took part in the research through the cluster sampling method in which the class was selected as the cluster. The condition on which the tested ones took part in the research was that:

- 1) The student of Shiraz Medical Sciences University
- 2) Should be present on the day of the research at class.



The study of the amount of the satisfaction of students of Shiraz Medical Sciences University with the courses of Islamic Sciences

Revista Publicando, 5 No 16. (1). 2018, 450-462. ISSN 1390-9304

Considering the above mentioned criteria, 696 students were present in the research, of which 179 were males and 493 ones were females and their average age was 20.

All the tested ones answered the questions with the research tools in two parts of (1), the questionnaire of demography in order to evaluate age, gender and the academic semester , and (2) the Dreem questionnaire (Raff et al 1997), in which through 50 questions evaluates five factors involved in the process of education from the viewpoint of students in the Likret spectrum of five parts of (completely agree to completely disagree) .These aspects include (1), the student's perception of learning , (2) the student's perception of the professor ,(3) the student's perception of his/her own academic capabilities ,(4) the perception of the atmosphere, and (5), the social perception. Considering the questions of each aspect, the maximum point calculable is different in each aspect. In the first aspect, 12 questions and the maximum point 48; in the second aspect 11 questions and with the maximum point 44; in the third aspect 8 questions with the maximum point 32; the fourth aspect with 12 questions and the maximum point 48; and finally the fifth aspect with 7 questions and the maximum point has been 28. In the value-verification of the Persian version of the test, its credit has been reported 933/0 and its reliability as 910/0 (Langaroodi et al, 2012), which shows the proper reliability and validity of this tool.

In order to observe the moral ethics of the research, the proposal was approved in the research ethics committee of University before being conducted. In order to observe the rule of confidentiality, while the representative of the class cooperated in distributing and collecting the questionnaires, the participants were reminded that there was no obligation to write down their names.

The data collected were analyzed through the use of descriptive methods (the mean of standard deviation and percentage) by SPSS-19 software.

Results

The present research has been conducted on 696 students of Shiraz Medical Sciences University with the age average of $41/20+7/1$. Among the participants 7/25% has been boys and 8/70% has been girls. In the following tables the demographical information of the participants has been presented.



The study of the amount of the satisfaction of students of Shiraz Medical Sciences University with the courses of Islamic Sciences

Revista Publicando, 5 No 16. (1). 2018, 450-462. ISSN 1390-9304

Table 1: The distribution of the tested ones based on the demographical variables

The percentage of frequency	Frequency	Categorization	Variable
25.7	179	Men	Gender variable
70.8	493	Women	
21	146	The first	The academic semester
25.9	180	The Second	
8.3	58	The third	
37.4	260	The fourth and on	

The findings of the research in the five aspects of the questionnaire suggested that the students have had a great satisfaction with the different aspects related to the teachings of the courses of Islamic Sciences 1 and 2 and the interpretation of the Koran. Considering that the average gained from each of the aspects, it is obvious that in each aspect the average has been in its optimal range. The tested ones have stated that in the aspect of learning approximately 75% have believed in teaching with high effectiveness. In the aspect of the perception of professors 83% of the tested ones have believed in a highly effective organization of the courses by the professors. 63% of the respondents and in the aspect of the perception of their own scientific competence have voted confidence in their own capabilities. In the aspect of the educational atmosphere 65% have had a good feeling, and finally in terms of social perception, 77% of the tested ones have stated that they are in a highly appropriate social status. In table 2 below, the distribution of the tested ones in responding to the aspects of the questionnaire has been presented.



The study of the amount of the satisfaction of students of Shiraz Medical Sciences University with the courses of Islamic Sciences

Revista Publicando, 5 No 16. (1). 2018, 450-462. ISSN 1390-9304

Table 2: The distribution of the respondents of the tested ones to aspects of the questionnaire

Distribution	Percentage of distribution	Categorization	General mean of perception ± standard deviation	Aspect
1	0.01	Very poor	31.6± 8.12	Student's perception of learning
8	1.1	Teaching is Viewed negatively		
130	18.7	A more positive perception		
498	71.6	Teaching highly thought of		
59	8.5	Systematic deletion		
696	100	Total		
3	0.4	Abysmal	34.52±6.73	Student's perception of Course Organisers
86	12.4	In need of some retraining		
550	79	Moving in the right direction		
56	8	Systematic deletion		
696	100	Total		
1	0.1	Feelings of total failure	19.53±5.68	Student's Academic Self Perceptions
16	2.3	Many negative aspects		
189	27.2	Feeling more positive side		
441	63.4	Confident		
49	7	Systematic deletion		
696	100	Total		



The study of the amount of the satisfaction of students of Shiraz Medical Sciences University with the courses of Islamic Sciences

Revista Publicando, 5 No 16. (1). 2018, 450-462. ISSN 1390-9304

1	0.1	A terrible environment	32.94±7.13	Student's perception of Atmosphere
4	0.6	There are many issues which need changing		
146	21	A more positive attitude		
474	68.1	A good feeling overall		
71	10.2	Systematic deletion		
100	696	Total		
1	0.1	Miserable	18.14±4.56	Student's Social Self Perceptions
4	0.6	Not a nice place		
98	14.1	Not too bad		
542	77.9	Very good socially		
51	7.3	Systematic deletion		
696	100	Total		

Discussion and conclusion

The aim of the present research was the study of the amount of the satisfaction of the students of Shiraz Medical Sciences University with the trilogy courses of Islamic Teachings (Islamic Sciences 1; Islamic Sciences 2 and the subject of the Interpretation of the Koran), the findings of which suggest that the level of the satisfaction of students is high regarding these three courses. The findings of the research suggested that in terms of the perception of students of learning , most students(71%) believed in the deep teachings of these three courses (Islamic Sciences 1 and 2 and Koranic Interpretation), and this in itself shows the satisfaction of students in this field. In terms of the aspect of students' perception of professors, the findings suggest that most students (79%) were satisfied



**The study of the amount of the satisfaction of students of Shiraz Medical
Sciences University with the courses of Islamic Sciences**

Revista Publicando, 5 No 16. (1). 2018, 450-462. ISSN 1390-9304

with the methodology and the organization of the courses on the part of the professors. In the part on students' perception of their own scientific competence, most students (63%) evaluated themselves scientifically being in an ideal level. In the part on students' perception of the atmosphere, 68% of students had a good feeling. In addition, in the aspect on social perception 77% of students selected the very good social perception. In general, the findings suggested the satisfaction on the part of students with the educational atmosphere of the Islamic Teachings courses (Islamic Sciences 1 and 2 and Koranic interpretation). Regarding the courses of Islamic Sciences, various researches have been conducted. The findings of these researches show that the most important problems of students regarding the courses of Islamic Sciences were: the problems of professors (45%), the content of the textbooks(28%), the lack of motive for studying (8%), the planning for the courses(3%), the inappropriateness of the time of offering the courses(44%), the inappropriateness of the location of presenting the courses(38%), the classes being crowded(59%), the scientific weakness of the sources(54%), and the type of the course being inappropriate (40%). (Yoosefi Louye, 2000)

Islamic ethics and education , with their special characteristics of their transcendent aspects , have guaranteed the happiness of people at all times , and have been the provisions for the journey of wayfarers of perfection , and their scientific learning and practical internalization of them , with a logical way and within the frameworks of educational and training planning , is something vital and important. Of course, it is not practical just to propose issues educationally and theoretically, but rather the professors and teachers of ethics and education should be examples for students with good manners and applying the theoretical issues in their behaviors. In that case one can witness the effects and moral changes in students. (Rahimian and Rahbar, 2001)

Qaemi (1981) believes that the establishment of a connection between religion and life in a tangible and understandable way, and taking it out of the formal and ceremonial way in which there exists no perception and no useful impression, is basically something vital. The writer who is conscious and interested in his audience tries to be familiar with the lives of his audiences, to know their environment and get to know their needs. With this familiarity, he will be able to enhance a skill in himself which will constantly coordinate the course with the daily life of learners, and will make learners feel the joy of learning.

The course of Islamic Sciences is among the general ones which students and regardless of their field and major have to pass, therefore, the evaluation of the satisfaction on the part of students of the various aspects of the courses of Islamic Sciences can create a proper attitude regarding the status of



The study of the amount of the satisfaction of students of Shiraz Medical Sciences University with the courses of Islamic Sciences

Revista Publicando, 5 No 16. (1). 2018, 450-462. ISSN 1390-9304

these courses among its audiences. In addition to this, need-evaluation and deep dealing with the subjects can be more effective in satisfying students.

In this research, the amount of the satisfaction of students with the trilogy courses of Islamic Sciences was studied; it is suggested that in the future researches the basic reasons for the satisfaction or dissatisfaction with the courses of Islamic Sciences, the obstacles on the way of the effectiveness of the courses of Islamic Sciences, and the reasons for the creation of gap between the belief-emotional aspects of the courses of Islamic Sciences and the weak commitment and application of religion in life be studied too.

References

1. Amini, Mohammad; Rahimi, Hamid; Samadian, Zohre; (2013). The Study of the Viewpoint of Students On the obstacles of Islamic Teaching Courses Being Effective at Azad University of Kashan: Islam and Training Researches; 5(1):89-101.
2. Afoosi, Mohammad, (2002), Religious Education and the Questions of the Contemporary Man, the Educational, Research Quarterly; 13(12):13-30.
3. Izadi, Javad. (2002), The Creative Thought and Teacher's Creativity and Development, The Publications of Educational Aids; 116(7):24-30.
4. Khosravi, Zohre; Baqeri, Khosro (1998). Handbook of Internalization of Ethical Values Through the textbooks The Studies of Lesson plans; 3(7); 81-105.
5. Baqeri, Khosro, (2001). The Importance of Professor and student's Exchanging Ideas, Mutual Understanding, The Journal of Islamic Teachings, 3(6):89-104.
6. Bolkhari, Hasan, (2001). Globalization and the Issue of the Net, the Journal of Islamic Teachings; 3(5):54-58.
7. Pooya Zade, Azam; Shoeiri, Mohammad Reza, (2004). The Study of the Viewpoint of Students of Theology on the Major of Theology and Islamic Teachings, Danish Var; 11(6):76-89.
8. Tofiqi, Jafar (2002). The Courses of Islamic Teachings, and the Departments of Islamic Teachings in Universities the Site www.maarefsite.com
9. Share Pour, Mahmud, (2008), the Sociology of Education, Tehran, Samt.
10. Sharafi, Mohammad Reza, (2002). With Islamic Teaching authorities, the Journal of Islamic Teachings department, and 7(14):43-60.
11. Ashore, Talooki, Nad Ali(2007), the courses of Islamic Teachings, the challenges and issues ahead, the department of Culture and Islamic Guidance, Isfahan, 12(13):22-40.



The study of the amount of the satisfaction of students of Shiraz Medical Sciences University with the courses of Islamic Sciences

Revista Publicando, 5 No 16. (1). 2018, 450-462. ISSN 1390-9304

12. Alavi, Seyed Hamid Reza; Akbar Zade, Zohre (2009). The Study of the Methodologies of and Evaluation Methods of the teachers of the courses of sumac Teachings, and the Attitude of and Religious Behaviors of the Students of Girls' High School of Area 2 of the city of Kerman , Islam and educational researches ;1(3):53-94.
13. Danish Gar, Saied (2002). The Study of School Backgrounds of Religious Education Vulnerability, M.A thesis for the major of Educational Planning, Isfahan University.
14. Rahimian Mohammad Hasan; Rahbar Mohammad Taqi, (2001). The Rules for Purification, Qom Book Garden (The publications of the office of Islamic Propagation of Qom Seminary)
15. Hajji Lari, Abdul Reza (2005). The Understanding of the Attitudes of Students on the Situations of Girls' and Boys' Relationships at Universities, Tehran: The deputy minister of strategic studies of the Supreme Leader at Universities.
16. Qasem Zade Moghaddam, Marziye (2000). The Evaluation of the Attitudes of High School Students of the City of Mashhad on the Course of Islamic Teachings and the Koran, and the Effective Factors on it; The Education ministry of Khorasan Razavi
17. Qaemi, Ali (1981). The Characteristics of Islamic Teachings, the Publications of the Society of Parents and Educators.
18. Moosa Piri, Ata Allah (1995). The Study of the Amount of the Adaptation of the Books of Islamic Culture and Cultural Education with the Aims of this course forms the Viewpoint of the Religious Teachers of the Third Grade of Guidance School of the City of Tehran in the academic year of 95-96, the M.A thesis of Tehran University, Tehran, and Tehran University.
19. Maleki, Hasan, (2004), Lesson Planning Handbook, Tehran, School Publications.
20. Maleki, Hasan, (2003), Religion and Lesson Planning; Tehran, the Society for Parents and Educators.
21. Maleki, Hasan (2005), the Qualifications of the Profession of the Teacher, Tehran, School.
22. Mohammad Beige Dahqi, Ahmad. (1995), the Study of the Effective Causes on the Enhancement of the Quality of Education of the Courses of on-the-job Training of the Center of Higher Education of Shahid Farsi from the Viewpoint of the Learners and Teachers. M.A thesis, Azad University of the Khoras Gann Branch
23. Majidi, Mohammad Reza and Fatehi ,Abol Qasem (2009), The Evaluation of the Attitude of Students on the Lesson Planning of the Courses of Islamic Teachings , Higher Education Research and Planning .



**The study of the amount of the satisfaction of students of Shiraz Medical
Sciences University with the courses of Islamic Sciences**

Revista Publicando, 5 No 16. (1). 2018, 450-462. ISSN 1390-9304

24. Yoosefi Louye, Majidi, (2009). The Position of the Office of the Supreme Leader and the Clergymen at universities (Abstract) Tehran: the deputy minister of strategic studies of the office of the Supreme Leader at universities.
25. Yoosefi Louye, Majidi (2000), the courses of Islamic Teachings, students, Attitudes and Analyses; descriptive analysis. Tehran: the secretariat of the assembly of the departments of Islamic Teachings.
26. Vatani, Assad Allah (1996), the characteristics of the Koran as the educational content considering the general aims of education , M.A thesis , the college of educational sciences and psychology of Allame Tabatabai.
27. Lahmar, F. (2011). Discourses in Islamic educational theory in the light of texts and contexts, Discourse in the Cultural Politics of Education, 32(4), 479-495.
28. Ruff, S., Harden, R.M., Al-Qahtani, M., Ahmed, A.U., Deza, H.... &Primpayron P. (1997). Development and validation of the Dundee ready education environment measure. (Dreem) Medical teacher, 19(4) 295-299
29. Sad, G.H. (2001). Strategic performance evaluation: descriptive and prescriptive analysis. Industrial Management &Data Systems, 101(8), 390-399.
30. World Health Organization. (2007). Workshop to Review the Implementation of the Global Reproductive Health Strategy in the Western Pacific Region, Manila , Philippines, 12-14 November 2007: meeting report . Manila: WHO Regional Office for the Western Pacific.