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**REVIEW THE STATUS OF DEVELOPMENT OF NATIONAL IDENTITY  
FROM THE PERSPECTIVE OF PRIMARY SCHOOL TEACHERS OF  
BEIRAM DISTRICT EDUCATION IN THE SCHOOL YEAR 2013-2014**

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**ABSTRACT**

The purpose of this study is examining the development of national identity from the perspective of primary school teachers in the education department of Beirm in the academic year 2013-2014. Based on the four components of national values and human values, social values and religious values have been studied. The purpose of the study, applied for a description of how data collection survey. The population of research consisted of all primary school teachers of Beirm in the school education 2013-2014 which there are 70 cases where the volume is low; the total population of the census was selected. This questionnaire is a self-made, based on the Likert scale. The content validity was established by experts 0.70 factor analyses showed good validity and test questions showed a Cronbach's alpha reliability 0.94 approved. Data analysis using descriptive and inferential statistics were analyzed to answer the research questions. The results show due to the improvement of national education in primary school has increased. Improvement in the status of religious values and national values yield optimal performance, but the improvement in the situation is not appropriate. Also in the field of community development and human values is relatively good performance and the results revealed that differences between male and female teachers for the improvement of national identity, there was no significant difference.

**Keywords:** *National Identity, National Values, Human Values, Social Values, Religious Values*

**INTRODUCTION**

When we speak of our identity arise discussions arise. We are bordered by lines drawn by others, our identity is clear. In today's society, the human dimensions are studied. Since an important part of human existence and personal identity and social identity of every person affected by it, verify the identity of individuals is regarded. Iranian society is in transition and development in the society due to the collapse of the regime and the traditional structure of rural and tribal communities, such as urbanization and population dynamics and socio-resonant interactions between cultures, ethnic groups have different and sometimes conflicting. Many students with detachment of the traditional foundations of new structures in poor condition or lack of appropriate civil or lack of pattern recognition, in conflict, confusion and uncertainty and see themselves in conflict with traditional values, in circumstances that are national identity crisis (Abdullahi, 2001). In most societies, the educational system is an important tool to strengthen various aspects of national identity. According to some analysts, experts, and education as fundamental to the educational system, which plays an important role in the socialization of individuals as well as the intersection of "state" and "nation" (Fani, 2007)? National identity that is predicated on the notion of identity, nations can be identified and distinguished from each other. National identity, a means of separating one people from another nation based on a common understanding about the meaning or definition of the concept of collective and as long as there is not another self-consciousness common to separate national identity, not the creation. In connection with the troubling issue of globalization, the development of a single global culture, the culture that produced by West World Media and Public Relations, advertising networks, culture to tell people what to wear, what to eat, how to live and how to think (Young, 2001). The ultimate goal of educational systems around the world teaching people to participate in society and transfer of identity, culture, values and principles governing the country; so that education systems around the world, groups of students will gathers in schools and classrooms meet the

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hopes and expectations of society and individuals (Hashemi, 2011). However, in spite of appearances, the acquisition of knowledge, promoting the formation of the most important educational goals are considered, however, should not be forgotten that education plays an important role in the socialization of individuals. The addition of people knowledge to self and others is available. Thus the formation of personality and socialization are very important in this system are; so that the community can be a training that individuals in the development and self-perfection and development community walk, or vice versa. This system makes the acquisition of information and knowledge in addition to various roles in the community to become familiar with the social norms and rules. In fact, the correct method of social life on the one hand and on the other hand learns to accept responsibility for active participation in life and society. Educational system could serve as a reference instrument and human values, principles and objectives in line with the strengthening or weakening of national identity in society abroad. Especially when we have the need and the role of education in developing the skills, cognitive abilities and preparing children for entry into higher education degrees not limited to, rather, it is the basis of the initial change in the social, cultural and economic development of any area. In the present era, the educational system on the one hand humans who thrive in a changing social and cultural terms are active on the other hand, provide general knowledge required manpower in various sectors of the economy and society. While an important role in strengthening the national identity, national unity and social solidarity by promoting traditions, social customs and ideologies play. The educational system is one of the most important factors are durability and stable government; so that it may causing dysfunction of the various crises such as national identity crisis (Abdullahi, 2001).

Trained and committed men thoughtful, responsible and forward-thinking and justice-loving and self-sacrificing, and national identity, cultural and religious education of the results related to the efficient and effective and the precipitous changes in today's world, scientific breakthroughs and research Spreader education is facing new prospects (Hashemi, 2010). Elementary education as an inalienable right of human beings to develop properly, set and achieve common goals and national conscience, reduced social spending, improve child health and nutrition as well as providing the necessary conditions for public participation is essential (Saidi, 2010). This paper argues that the development of national identity in their primary schools and enhancement of national identity and national values and human values and social values and religious values in the elementary school elementary teachers' views to analyze.

Other studies have been done on the topic of this research include:

A study (Momeni, 2012) to investigate the factors affecting high school students' national identity of Dehloran city boundary is discussed. The results of the study indicate that the independent variables except gender have a significant relationship with the dependent variable. That correlation is only significant relationship with the dependent variable, the variable gender identity did not and socioeconomic status variables and the dependent variable are negatively correlated inversely with the rest of the variables having a positive correlation. In a study of (Zavieh and Azizi, 2011) determine how the components of identity (religious and national) in primary and secondary school textbooks in the school year 2010-2011. The findings show that in the books, according to the elements and components of a balanced religious and national identity was not and if some of the images of pages to suit national and religious identity can be seen located on the side opposite elements and neutralize its real impact is lost or diluted, a study (Nooshadi *et al.*, 2011) the role and function of primary school and junior civics books have done in identity formation. Overall, findings from this study suggest that, in his books, to religious and political issues related to the phenomenon of Islamism as a pillar of national identity in a rather well investigated. Kim (2004), Korea's curriculum review and notes with regard to national identity in social studies curriculum Korea is considered the mid-twentieth century. Moreover, since then, the curriculum of Korea, has been revised seven times each time due to changes in the social sphere as well as the world's conceptualization of national identity in the curriculum has been modified Siri (2002), studied the Sri Lankan national identity in education in this study we have shown that, especially history textbooks, based on ethnic differences, and in some cases (racial superiority) has been prepared (to nations such as Sin Halavmyl Nadu) so the Peugeot Hshgr believe such training that fosters excellence

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and encourages racial and ethnic causes damage (National Unity) and consequently the sense of national identity is weak. He concludes that to achieve national identity in textbooks should be revised (Parmntr, 1999) study showed that Japanese education policy makers and students. Students and teacher training institutions in connection with this subject it is necessary the role of education in national development in schools is more important to have the same opinions (Fotsog, 1994). Examination of national identity in Tibet have shown the Tibetans, especially after Chinese sovereignty over their national lands to the younger generation is not declining prices have a lot of school curriculum in fact, the Tibetans had to pass through the Tibetan culture and tradition and educate the younger generation with the great heritage of Tibet in the new curriculum has been successful and efficient. The main question: education teachers' views on the state of reforming national identity in Beirm primary school?

**Specific Questions**

- 1 how is Beirm education teachers' views on the state of reforming national values in primary school?
- 2 how is Beirm education teachers' views on the state of reforming of human values in primary school?
- 3 how is Beirm education teachers' views on the state of reforming of social values in primary school?
- 4 how is Beirm education teachers' views on the state of reforming of religious values in primary school?
- 5 is there a significant difference between the male and female perspective on the state of development of national identity in the primary school?

**MATERIALS AND METHODS**

**Method**

The purpose of the study, applied for a description of how data collection survey. The population of research consisted of all Beirm primary school teachers in the school education 2013-2014 which there are 70 cases where the volume is low; the total population of the census was selected. This questionnaire is a self-made, based on the Likert scale. The content validity was established with a view 0.70 factor analysis shows the validity of the questions showed Cronbach's alpha reliability test 0.94 approved. Data analysis using descriptive and inferential statistics were analyzed to answer the research questions.

**The Findings**

The first research question: how are Beirm education teachers' views on the state of reforming national values in primary school?

**Table 1: Descriptive results regarding the improvement of national values in primary school**

Number of questions associated with components	Frequency%					Descriptive indices			
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Mean	Mode	SD
1	2.9	1.4	25.7	38.6	31.4	3.94	4	4	0.94
4	2.9	8.6	45.7	31.4	11.4	3.40	3	3	0.90
6	8.6	4.3	37.1	35.7	14.3	3.42	3	3	1.00
10	1.4	5.7	34.3	48.6	10.00	3.60	3	4	0.80
12	0	11.4	34.3	44.3	10.00	3.52	4	4	0.82
14	0	4.3	37.1	44.3	14.3	3.68	4	4	0.77
17	4.3	21.4	30.00	30.00	14.3	3.28	3	3	1.00
21	15.7	31.4	15.7	25.7	11.4	2.85	3	3	1.00
26	11.4	24.3	28.6	24.3	11.4	3.00	3	3	1.00
28	1.4	12.9	30.00	40.00	15.7	3.55	3	4	0.95
34	4.3	11.4	52.9	14.3	17.1	3.28	3	3	1.00
national values	4.81	12.46	33.77	34.29	14.67	3.41	3	3	0.92

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The results show that 4.81% of the teachers in the improvement of national values much too low, 12.46% as low, moderate 33.77%, 34.29% and 14.67% as much as many have found. This suggests that teachers view the status of the components in the medium.

The t-test results showed that the attitude of female teachers and male teachers in the development of national values in primary school, there is no difference. The research findings Abedini, peace and (Kentor, 2013) and Nooshadi and Shemshiri (Ahmadi, 2011) and Khudayar and (Fathi, 1387) and (Salehi, 2007) are consistent. Research and Abedini, peace and (Kentor, 2013) is not consistent.

The second research question: how are Beirm education teachers' views on the state of reforming of human values in primary school?

**Table 2: Descriptive results regarding the improvement of national values in primary school**

Number of questions associated with components	Frequency%					Descriptive indices				
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Mean	Mode	SD	
2	4.3	8.6	20.00	41.4	25.7	3.75	4	4	1.06	
13	0	4.3	28.6	44.3	22.9	3.85	4	4	0.82	
15	2.9	4.3	15.7	45.7	31.4	3.98	4	4	0.95	
18	2.9	14.3	21.4	38.6	22.9	3.64	4	4	1.07	
23	2.9	8.6	47.1	21.4	20.00	3.47	3	3	1.00	
25	4.3	5.7	42.9	34.3	12.9	3.47	3	3	0.94	
27	2.9	8.6	24.3	35.7	28.6	3.78	4	4	1.04	
31	1.4	8.6	38.6	41.4	10.00	3.50	4	4	0.84	
32	2.9	7.1	37.1	41.4	11.4	3.81	4	5	1.10	
human values	2.71	7.78	30.63	38.24	20.64	3.69	4	4	0.98	

The results show that 2.71% of the teachers in the development of human values at the very least, 7.78% as low, moderate 30.63%, 38.24% and 20.64% as much as many have found. This suggests that teachers view the status of the component level was high. The t-test results showed that the attitude of female teachers and male teachers in the development of human values in primary school, there is no difference. The research results (Kentor *et al.*, 2013) are consistent. The third research question: how are Beirm education teachers' views on the state of reforming of social values in primary school?

**Table 3: Descriptive results regarding the improvement of the social values of primary school**

Questions	Frequency%					Descriptive indices				
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Mean	Mode	SD	
3	1.4	31.4	21.4	25.7	20.00	3.31	3	2	1.16	
8	2.9	2.9	31.4	41.4	21.4	3.75	4	4	0.92	
16	2.9	5.7	25.7	42.9	22.9	3.77	4	4	0.96	
19	0	11.4	25.7	50.00	12.9	3.64	4	4	0.85	
20	4.3	7.1	44.3	27.1	17.1	3.45	4	3	1.00	
30	22.9	5.7	45.7	17.1	8.6	2.82	3	3	1.21	
33	4.3	7.1	24.3	31.4	32.9	3.81	4	5	1.10	
social values	5.53	10.20	31.21	33.66	19.4	3.50	4	4	1.02	

The results show that 5.53% of the teachers' development of social values at the very least, at least 10.20%, 31.21%, on average, 33.66% and 19.4% as much as many have found. This suggests that

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teachers view the status of the component level was high. The t-test results showed that the attitude of female teachers and male teachers in the development of social values in primary school, there is no difference. The research results (Kentor *et al.*, 2013) are consistent.

The fourth research question: Beirm teachers' views on the state of education reforming religious values in primary school like?

**Table 4: Descriptive results regarding the renewal of religious values primary school**

Questions	Frequency%					Descriptive indices			
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Mean	Mode	SD
5	0	1.4	15.7	22.9	60.00	4.41	5	5	0.80
7	1.4	0	22.9	34.3	41.4	4.14	4	5	0.87
9	1.4	1.4	14.3	50.00	32.9	4.11	4	4	0.80
11	1.4	7.1	35.7	31.4	24.3	3.70	4	3	0.96
22	0	11.4	25.7	27.1	35.7	3.87	4	5	1.03
24	4.3	7.1	18.6	45.7	24.3	3.78	4	4	1.03
29	2.9	10.00	31.4	37.1	18.6	3.58	4	4	0.99
35	4.3	1.4	11.4	30.00	52.9	4.25	5	5	1.01
religious values	1.97	4.98	21.96	34.82	36.27	3.98	4	5	0.92

The results show that 1.97% of the teachers' development of religious values in the very low, low, at 4.98%, 21.96%, on average, 34.82% and 36.27% as much as many have found.

This suggests that teachers view the status of the component level is too high. The t-test results showed that the attitude of female teachers and male teachers in the development of religious values in primary school, there is no difference. The result of the research results (Abedini and Kentor, 2013; Nooshadi *et al.*, 2011; Ali and Velayati, 2007) are consistent with the results of (Zavieh and Azizi, 2011) is consistent. The fifth research question: Do male and female perspective on the state of development of national identity in the primary school, there was a significant difference? To compare the attitudes of men and women in each research component of the T-test was used. The results suggest that the p-value in improving national values, there are 0.840, improving human worth 0.184, Improving social values of 0.699 and the renewal of religious values 0.063 are considering the sig 0.05 the p-value for all components from 0.05 further and suggest that the development of any of the components of national identity among male and female primary school teachers Beirm there is no difference. The results of the research (Momeni, 2012) and (Hussain and Darvizeh, 2012) are not consistent.

**Comparison of Mean Scores of Components Using the Friedman Test**

Components of Friedman rank test can be compared with each other. The test results are listed below:

**Table 5: Comparison of mean scores of components and the test results using the Friedman test**

Components	Average Rating	Number	Degrees of freedom	Chi-square	p-value	Rating
Improvement national values	of 2.06	70	3	32.554	0.000	4
Improvement human values	of 2.39					2
Improvement of social values	2.34					3
Improvement religious values	3.21					1

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According to the results of the Friedman test p-value less than 0.05 was achieved, so the average rank of the elements of national development, there are significant differences. Lowest level, the corresponding element in the improvement of national values, which is 2.06 times the maximum value of the average ratings of the components of the development of religious values, is 3.21 times the average grade achieved.

### **Conclusion**

National identity and the identity of the major categories of resources is an important component of the identity of each community. After analyzing the results of this study indicate that in recent years and after the implementation status of the document's fundamental transformation in the education and development of national identity as well as the growing religious values and great attention and good human values and society in the interest of national values, but less attention has been assigned. The educational system should be to strengthen national identity, which is reflected in its national objectives. Especially the Iranian society of distinguished and unique feature is the prevention of identity crisis. First, the rich history and relationship characteristics of spinal times, so that the Iranians have always been religious and now, with the unique distinction of Shiism, enjoy the rest of the Muslim world. Other features, according to factors such as patriotism, national anthem, language and identity official line that defines us from other countries. It seems, the educational system in Iran could be elements of national identity without any of these elements into separate and isolated elements are converted, strengthen. Despite having a rich and rich history in the past, the education system has little impact on the identity, giving students; Iranian students considered to be the most inaccurate and vague picture of their past history and national values.

### **Suggestions**

Given the geography of speech in order to further their education and learn to respect the motherland and creating and strengthening its national values of the held celebrations like commemoration embedding related Lessons national values Iranian identity of textbooks for students during their studies at strengthening national identity is very important. Informal training is also offered as extracurricular activities, such as regular visits planned, museums, historical sites and natural science centers and industrial and residential camp programs in the areas of ethnicity and subcultures belonging to it, the attention and support of the education system taken seriously and students with cultural and literary scholars and warriors professor of education at the specialty.

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