Study the Achievement of the Objectives of Social Studies Lesson of the First Secondary School from the Shibkoh Secondary School Teacher's Perspective in the Academic Year 2014-2015

Mohammad Ranjbar[1], Seyed Ahmed Hashemi[2]

[1]M.A Student education research , Lamerd Branch , Islamic Azad University , Lamerd , Iran
[2]Corresponding author : Department of education , Lamerd Branch , Islamic Azad University , Lamerd , Iran .

Received: 25 March 2015, **Accepted**: 16 April 2015, **Available online**: 11 May 2015

Abstract

The purpose of this study was to assess the achievement of the objectives of social studies lesson of the first secondary school from the Shibkoh secondary school teacher's perspective in the academic year 2014-2015. The study in term of purpose is applied and in term of data collection is descriptive-survey. The research population consisted of all secondary teachers in Shibkoh education department in the year 2014-2015 that a total of 213 persons which the number by method of stratified sampling and employing Morgan table 168 people, including 76 women and 92 men were selected as samples . Instruments included a questionnaire and receipt record of information. Validity was confirmed by experts as well as factor analysis test confirmed its validity 0.91and reliability with Cronbach's alpha method 0.82 calculated. The results revealed that the goals of nature-oriented of monotheism 26.89%, social skills, 90.95%, national identity 78.38%, life skills 77.51% and the social value by 85.40% were assessed as favorable. However, according to the T test by taking sig 0.05 the p-value of all components was less than 0.05 and revealed that there is a significant difference between the he objectives of social studies lesson of the first secondary school from the men and women secondary school teacher's perspective**.**

Keywords

nature-oriented of monotheism, social skills, national identity, life skills and social values

Introduction

Education is the process by which it seeks the achievements and their aspirations for a better life transfer to their children (Taghi Pourzahir, 2010, p. 9). One of the aimed efforts in tuition is providing scientific findings can be used in solving the problems of education so that to improve the quality and amendment-regeneration of educational inappropriate situation take

aimed actions and the results have to be taken to solve some of the problems of education and applied in relation to the classroom (Shabani, 1992, p. 138). Training skills, including social skills, life, and culture are the function of education system. Within the curriculum, social studies of teach field that is taught in almost all countries of the world. In recent decades, along with the need to respond to new needs in the field of education and social upbringing and the necessity of overcoming traditional approaches and also transformational documents include National Curriculum, the objectives of social studies is emphasized in particular.

Among the curriculum will be taught in high school, social studies lesson is a main learning field is that almost all countries have been trained. In the past decade, along with the need to respond to new needs in education, social education lesson and the necessity of overcoming traditional approaches and also change transformational documents, including the National Curriculum, a new program has been developed to guide the learning area. In this guide needed change in attitudes, principles, objectives and organization of content emphasized and shall formulate with new look.

Social studies is a field of study of human interaction with the environment, social, cultural, natural, economic evolution of human life in the past, present and future and aspects of it are discussed. Social studies is an interdisciplinary field of learning that uses science concepts and various studies such as geography, history, economics, political science, sociology, civic education, citizenship and environmental studies, religion (Fallahian et al., 2012, p. 2). Hashemi (2012), argues that a series of activities and processes, is the task of several people who were working within the education system. Curriculum that is outlines the educational goals of the lesson material and some of the features that are offered by school officials and decision-makers, curriculum or educational materials prepared by educational experts or professionals or subject matter experts (Hashemi, 2012, p. 18).

The aim of social studies training is that students acquire the ability to create social relationships with diverse groups and can communicate the institutions which people to meet their needs visit the institutions, necessary to establish appropriate communication and compliance with laws and regulations to realize their daily needs and as a citizen can play role in the future of society; given the importance of students in different aspects of social development and the need to pay attention to size and specific orientation of social studies lesson plans that amount of meet objectives of the second high school social studies lesson with regard to components (national identity, social skills, nature-oriented of monotheism,

value-oriented social, life skills) reviewed and in order to achieved the objectives offer practical and applied suggestions.

Special orientation social studies lesson programs in this study seeks to meet the goals of second high school social studies lesson section by considering the components of (national identity, social skills, nature-oriented of monotheism, social values, life skills) reviewed in order to achieved the objectives offer practical and applied suggestions.

Other studies have been done on the subject of this study, we noted that a number of studies. Ghavidel (2013), in their study to evaluate the effectiveness of the social studies curriculum in observing citizenship rights among first grade students in high schools of Gorgan city.

The results show that the junior high school social studies program in observing citizenship rights, dimensions (social, political, economic, civil and cultural) has been respected.

Rayat Pisheh (2013), in the content analysis of social studies textbook, experimental science and research and think, sixth grade elementary school in term of components of the development of research capacity in fundamental transformational document concluded that most attention paid to the items are related to the components of creativity. Among the twelve items, items to data collection the highest and lowest levels given to explanation. In conclusion, the books in the field of research, has focused more on data collection. Hosseinpoor (2009), in a study evaluate the effectiveness of social skills group training in reducer emotional and behavioral problems in school children in Pasargad city. The results showed that social skills group training reduced emotional and behavioral problems in children.

Hashemi and Abbasi (2011), in their study reached the conclusion that life skills education is effective in reducing shyness students.

In research that Wang Bo, et al (2013), in relation to the quality of life of rural to urban migration in China was concluded life skills training prior to migration focused on creating efficient coping skills and provide migration, improves quality of life and mental health.

The research of Bob Lavlir et al (2010) conducted in connection with the communication skills needed to master of art students concluded that dramatically increases the confidence and communication skills and flexibility with others in these samples.

In a study by Turner et al. (2008), in relation to life skills education, including effective communication on the adolescents showed that increases these skills, their ability to solve problems and make effective use of social support.

Sherry and Sirsi (1997), in their study concluded that school and textbooks as a factor can have a tremendous impact on the socialization of the students.

Corbin (1994), research on explains and analysis relationship between the attitudes of male and female students to social studies lesson is done. The results show that the attitudes of students in social studies lesson was not significantly related to success in social studies lessons.

Gij and Berliner, 1992, quoted Saif (2008), showed that if they get enough recognition for its ability to correctly assess their position, better able to strengthen their motivation to succeed. Since each component of the life skills on education development and achievement motivation and factors that has positive effects on student learning, teaching life skills in identifying situations that increase the motivation of students to study is effective.

The major research questions:

The main research question: How is the Shibkoh secondary school teacher's perspective on achievement of the objectives of social studies lesson of the first secondary school?

Specific research questions:

1. How is the Shibkoh secondary school teacher's perspective on attention to nature-oriented of monotheism in social studies lesson of the first secondary school?

2. How is the Shibkoh secondary school teacher's perspective on achievement of social skills in social studies lesson of the first secondary school?

3. How is the Shibkoh secondary school teacher's perspective on achievement of national identity in social studies lesson of the first secondary school?

4. How is the Shibkoh secondary school teacher's perspective on achievement of life skills in social studies lesson of the first secondary school?

5. How is the Shibkoh secondary school teacher's perspective on achievement of social value in social studies lesson of the first secondary school?

6. Is there any difference between female and male Shibkoh teacher's views on achievement of the objectives of social studies lesson of the first secondary school?

Research Methodology:

The study in term of purpose is applied and in term of data collection is descriptive-survey. The research population consisted of all secondary teachers in Shibkoh education department in the year 2014-2015 that a total of 213 persons which the number by method of stratified sampling and employing Morgan table 168 people, including 76 women and 92 men were selected as samples. Instruments included a questionnaire and receipt record of information. Validity was confirmed by experts as well as factor analysis test confirmed its validity 0.91and reliability with Cronbach's alpha method 0.82 calculated.

The findings:

The first research question: How is the Shibkoh secondary school teacher's perspective on attention to nature-oriented of monotheism in social studies lesson of the first secondary school?

Table 1. Descriptive results of nature-oriented of monotheism in social studies lesson

Question	Percent – Frequency						Descriptive statistics indices					view
	Frequency / Percent	Very low	Low	Average	High	Very much	Mean	Mean	Mode	Skewness	Standard deviation	
1	Frequency	**0**	**2**	**18**	**29**	**124**	**4.58**	**5**	**5**	**-1.62**	**0.72**	Desired
	Percent	**0**	**1.2**	**10.4**	**16.8**	**71.7**						
2	Frequency	**0**	**1**	**19**	**78**	**75**	**4.31**	**4**	**5**	**-0.60**	**0.68**	
	Percent	**0**	**0.6**	**11.00**	**45.1**	**43.4**						

3	Frequency	**0**	**2**	**21**	**35**	**115**	**4.52**	**5**	**5**	**-1.35**	**0.75**	
	Percent	**0**	**1.2**	**12.1**	**20.2**	**66.5**						
4	Frequency	**0**	**4**	**11**	**40**	**118**	**4.57**	**5**	**5**	**-1.74**	**0.71**	
	Percent	**0**	**2.3**	**6.4**	**23.1**	**68.2**						
5	Frequency	**0**	**4**	**13**	**26**	**130**	**4.36**	**5**	**5**	**-1.99**	**0.72**	
	Percent	**0**	**2.3**	**7.5**	**15.00**	**75.1**						
6	Frequency	**0**	**3**	**9**	**31**	**130**	**4.66**	**5**	**5**	**-2.11**	**0.65**	
	Percent	**0**	**1.7**	**5.2**	**17.9**	**75.1**						
7	Frequency	**1**	**5**	**11**	**31**	**125**	**4.58**	**5**	**5**	**-2.10**	**0.78**	
	Percent	**0.6**	**2.9**	**6.4**	**17.9**	**72.3**						
8	Frequency	**2**	**5**	**12**	**19**	**35**	**4.61**	**5**	**5**	**-2.38**	**0.83**	
	Percent	**1.2**	**2.9**	**6.9**	**11.00**	**78.00**						
9	Frequency	**2**	**7**	**14**	**23**	**127**	**4.35**	**5**	**5**	**-2.02**	**0.89**	
	Percent	**1.2**	**4.00**	**8.1**	**13.3**	**73.4**						
Component	-	**0.31**	**2.11**	**8.11**	**20.2**	**69.26**	**4.51**	**5**	**5**	**-1.76**	**0.74**	

Results of this question suggest that nature-oriented of monotheism in social studies lesson of the first secondary school are properly executed. The results of survey and sub- component of the study show that in this lesson well the sense of god seeking motivated student and self-discovery and theology background for students with learning space as well as opportunities in terms of content and activity is created. The results are consistent with the results of Rayat Pishe (2013), Yadavari (2004) Bob Lob et al (2010).

The second research question: How is the Shibkoh secondary school teacher's perspective on achievement of social skills in social studies lesson of the first secondary school?

Table 2. Descriptive results related to achievement of social skills in social studies lesson of the first secondary school

Question	Percent – Frequency						Descriptive statistics indices					
	Frequency / Percent	Very low	Low	Average	High	Very much	Mean	Mean	Mode	Skewness	Standard deviation	
10	Frequency	**1**	**3**	**16**	**26**	**127**	**4.58**	**5**	**5**	**-1.99**	**0.77**	
	Percent	**0.6**	**1.7**	**9.2**	**15.00**	**73.4**						
11	Frequency	**2**	**3**	**13**	**30**	**125**	**4.57**	**5**	**5**	**-2.18**	**0.80**	
	Percent	**1.2**	**1.7**	**7.5**	**17.3**	**72.3**						
12	Frequency	**2**	**1**	**11**	**26**	**133**	**4.65**	**5**	**5**	**-2.56**	**0.72**	
	Percent	**1.2**	**0.6**	**6.4**	**15.00**	**76.9**						
13	Frequency	**2**	**2**	**12**	**27**	**130**	**4.62**	**5**	**5**	**-2.40**	**0.76**	
	Percent	**1.2**	**1.2**	**6.9**	**15.6**	**75.1**						
14	Frequency	**2**	**6**	**9**	**32**	**124**	**4.56**	**5**	**4**	**-2.20**	**0.83**	
	Percent	**1.2**	**3.5**	**5.2**	**18.5**	**71.7**						
15	Frequency	**2**	**2**	**9**	**35**	**125**	**4.61**	**4**	**5**	**-2.41**	**0.74**	
	Percent	**1.2**	**1.2**	**5.2**	**20.2**	**72.3**						
16	Frequency	**2**	**2**	**6**	**27**	**136**	**4.69**	**4**	**4**	**-2.69**	**0.70**	
	Percent	**1.2**	**1.2**	**3.5**	**15.6**	**78.6**						
17	Frequency	**2**	**5**	**10**	**32**	**124**	**4.56**	**5**	**5**	**-2.21**	**0.82**	
	Percent	**1.2**	**2.9**	**5.8**	**18.5**	**71.7**						
Component	-	**1.11**	**1.74**	**6.19**	**16.95**	**74.00**	**4.61**	**5**	**5**	**-2.33**	**0.76**	Desired

Results of this question suggest that objective of social skills in social studies lesson are properly executed and for better growth requires more active role in achieving this important goal. The results of survey and sub- component of the study show that in the learning process in social studies lesson of the first secondary school to increase students' understanding of the rights of citizenship and active participation in classroom and school activities will be considered and also by assigning individual and social responsibilities to students to make sense of their responsibility. The results are consistent with the results of Ghavidel (2013), Rayat Pisheh (2013), Hosseinpoor (2009), Wang Bo, et al (2013), and Bob Lavlir et al (2010).

The third research question: How is the Shibkoh secondary school teacher's perspective on achievement of national identity in social studies lesson of the first secondary school?

Table 3. Descriptive results related to achievement of national identity in social studies lesson of the first secondary school

Question	Percent – Frequency						Descriptive statistics indices					view
	Frequency / Percent	Very low	Low	Average	High	Very much	Mean	Mean	Mode	Skewness	Standard deviation	
18	Frequency	**3**	**3**	**12**	**31**	**124**	**4.56**	**5**	**5**	**-2.26**	**0.83**	
	Percent	**1.7**	**1.7**	**6.9**	**17.9**	**71.7**						
19	Frequency	**2**	**0**	**16**	**31**	**124**	**4.58**	**5**	**5**	**-2.11**	**0.75**	
	Percent	**1.2**	**0**	**9.2**	**17.9**	**71.7**						
20	Frequency	**0**	**2**	**18**	**55**	**97**	**4.42**	**5**	**4**	**-1.12**	**0.74**	
	Percen	**0**	**1.7**	**10.4**	**31.8**	**56.1**						Desired

	t											
21	Frequency	**0**	**7**	**13**	**41**	**112**	**4.49**	**5**	**4**	**-1.60**	**0.80**	
	Percent	**0**	**4.00**	**7.5**	**23.7**	**64.7**						
22	Frequency	**0**	**3**	**14**	**39**	**117**	**4.56**	**5**	**5**	**-1.59**	**0.71**	
	Percent	**0**	**1.7**	**8.1**	**22.5**	**67.6**						
23	Frequency	**0**	**5**	**14**	**42**	**112**	**4.50**	**5**	**5**	**1.55**	**0.76**	
	Percent	**0**	**2.9**	**8.1**	**24.3**	**64.7**						
24	Frequency	**2**	**4**	**13**	**38**	**116**	**4.51**	**4**	**5**	**-1.96**	**0.82**	
	Percent	**1.2**	**2.3**	**7.5**	**22.00**	**67.1**						
25	Frequency	**4**	**7**	**13**	**47**	**102**	**4.36**	**5**	**4**	**-1.72**	**0.95**	
	Percent	**2.3**	**4.00**	**7.5**	**17.2**	**59.00**						
Component	-	**2.08**	**2.47**	**8.15**	**22.14**	**65.24**	**4.49**	**5**	**5**	**-1.73**	**0.79**	

Results of this question suggest that strengthening of national identity in various aspects, including familiarity with the cultural heritage of the country and familiarity with scientific and culture figures in Iran and Islamic societies and cultures, survey culture of different ethnicities; but to achieve better results need to proper planning and practical work at different levels achieved results is consistent with the results of Ghavidel (2013), Rayat Pisheh (2013), Abbasi and Hashemi (2011), Luqman Nia (2009), Habashi (2009), Baheri (2008), Davari Ardekani (2005) and Sherry and Sirsi (1997).

The fourth research question: How is the Shibkoh secondary school teacher's perspective on achievement of life skills in social studies lesson of the first secondary school?

Table 4. Descriptive results related to achievement of life skills in social studies lesson of the first secondary school

Question	Percent – Frequency						Descriptive statistics indices					view
	Frequency / Percent	Very low	Low	Average	High	Very much	Mean	Mean	Mode	Skewness	Standard deviation	
26	Frequency	**1**	**10**	**9**	**25**	**128**	**4.55**	**5**	**5**	**-2.07**	**0.87**	Desired
	Percent	**0.6**	**5.8**	**5.2**	**14.5**	**74.00**						
27	Frequency	**3**	**4**	**17**	**33**	**116**	**4.47**	**4**	**4**	**-1.87**	**0.89**	
	Percent	**1.7**	**2.3**	**9.8**	**19.1**	**67.1**						
28	Frequency	**3**	**7**	**13**	**23**	**127**	**4.52**	**5**	**5**	**-2.08**	**0.92**	
	Percent	**1.7**	**4.00**	**7.5**	**13.3**	**73.4**						
29	Frequency	**3**	**4**	**12**	**34**	**120**	**4.52**	**5**	**5**	**-2.13**	**0.85**	
	Percent	**1.7**	**2.3**	**6.9**	**19.7**	**69.4**						
30	Frequency	**6**	**4**	**13**	**30**	**12**	**4.46**	**5**	**5**	**-2.10**	**0.97**	
	Percent	**3.5**	**2.3**	**7.5**	**17.3**	**69.4**						
31	Frequency	**2**	**3**	**16**	**32**	**120**	**4.53**	**5**	**5**	**-1.95**	**0.82**	
	Percent	**1.2**	**1.7**	**9.2**	**18.5**	**69.4**						
Component	-	**1.73**	**3.06**	**7.68**	**17.06**	**70.45**	**4.51**	**5**	**5**	**-2.03**	**0.88**	

Results of study goal of life skills in social studies suggest that this goal is properly executed. The results of survey and sub- component of the study show that the process of learning and teaching social studies learning and transfer and application students learn has been considered and in social studies in the development of tolerance capability and complexity and uncertainties of life in student's appropriate action taken. The study results are consistent with results of Ghavidel (2013), Haghighi et al (2006), Samari (2005) and Barlow et al (1998).

The fifth research question: How is the Shibkoh secondary school teacher's perspective on achievement of social value in social studies lesson of the first secondary school?

Table 5. Descriptive results of achievement of social value in social studies lesson of the first secondary school .

	Percent – Frequency						Descriptive statistics indices					
Percent	Frequency / Percent	Very low	Low	Average	High	Very much	Mean	Mean	Mode	Skewness	Standard deviation	
32	Frequency	**3**	**6**	**13**	**34**	**117**	**4.47**	**5**	**5**	**-1.95**	**0.90**	
	Percent	**1.7**	**3.5**	**7.5**	**19.7**	**67.6**						
33	Frequency	**3**	**7**	**18**	**15**	**130**	**4.51**	**5**	**5**	**-1.96**	**0.95**	
	Percent	**1.7**	**4.00**	**10.4**	**8.7**	**75.1**						
34	Frequency	**2**	**9**	**14**	**28**	**120**	**4.47**	**4**	**4**	**-1.82**	**0.93**	
	Percent	**1.2**	**5.2**	**8.1**	**16.2**	**69.4**						
35	Frequency	**2**	**6**	**18**	**23**	**124**	**4.50**	**5**	**5**	**-1.86**	**0.89**	
	Percent	**1.2**	**3.5**	**10.4**	**13.3**	**71.7**						
36	Frequency	**2**	**4**	**22**	**23**	**122**	**4.49**	**4**	**4**	**-1.76**	**0.88**	
	Percent	**1.2**	**2.3**	**12.7**	**13.3**	**70.5**						
37	Frequency	**1**	**2**	**22**	**28**	**120**	**4.52**	**5**	**5**	**-1.64**	**0.80**	Desired

	Percent	**0.6**	**1.2**	**12.7**	**16.2**	**69.4**						
38	Frequency	**2**	**6**	**15**	**32**	**118**	**4.49**	**5**	**5**	**-1.86**	**0.88**	
	Percent	**1.2**	**3.5**	**8.7**	**18.5**	**68.2**						
Component	-	**1.23**	**3.31**	**10.07**	**15.12**	**70.27**	**4.48**	**5**	**5**	**1.72**	**0.89**	

The result of the study of this question suggests that the objective value of social as desirable achieved in social studies lesson and in order to development of learning skills students need to work on achieving this important goal. The results show that the achievement of objective value of social in social studies lesson from teachers' views is at the appropriate level and practice in the areas of personal, social and religious training and the practical application of the natural environment and appropriate attitudes and behavior of students. The results of this study are consistent with the results Ghavidel (2013), Samari (2005), Ismaili (2001), Sherry and Sirsi (1997), Corbin (1994).

The sixth research question: Is there any difference between female and male Shibkoh teacher's views on achievement of the objectives of social studies lesson of the first secondary school?

Table 4. 19 female and male teachers' views achievement of the objectives of social studies lesson of the first secondary school in term of sex

Component	Sex	Mean	Standard deviation	**T value statics**	*p-value*
Nature-oriented of monotheism	Woman Man	4.23 4.81	0.68 0.17	8.002	0.041
Social skills	Woman	4.25	0.77	7.761	0.000

	Man	4.88	0.14		
National identity	Woman Man	4.12 4.79	0.80 0.18	7.921	0.021
Life skills	Woman Man	4.17 4.86	1.39 0.18	4.802	0.004
Social value	Woman Man	3.98 4.89	0.91 0.13	9.652	0.002

To compare the views of secondary school teachers on achievement of objectives in social studies lesson, with regard to gender T-test for two independent groups was used, the results are listed in Table 4-19. According to the results presented in the above table, the p-value less than 0.05 is obtained in all components. So there is a significant difference between male and female teachers on achievement of the objectives of social studies lesson of the first secondary school.

Conclusion:

Results of nature-oriented of monotheism study in social studies suggest that the tendency of teachers' views on the purpose at too high level is desired as well as the national identity in social studies suggest that teachers have adequate 65.24% of its realization. Social skills survey shows that achieving this goal is the appropriate level from teachers' views and 69.26% interest in evaluation is desirable. The results of achievement of goal of life skills in social studies lessons indicate that this objective is to be fully realized and view 87.51% higher than average of teachers have confirmed this. The result of the study of achievement of goal of social value shows that teacher 85.40% above its average at desirable level evaluated.

Suggestions:

The extreme nature of the child's understanding of the problems of monotheistic religions is very limited and why the students in various fields in question pays constant; to make a

broader range of their information. Therefore, it is suggested by providing an appropriate response to the growing field of theological students and convincing manner is provided and the success of this process depends on the parents and coaches have their own ideas and information clearly and told her students to have a conviction and recommended to acquaint the students with the rights of citizens and their awareness of the responsibilities given to them at school and to do all students participate and the implementation of a day without a bag at school management and teacher training school of social and help students develop life skills, and attention to the configuration of the students, practically all of the most effective ways to provide training in social skills and life. Students, parents and teachers act through direct observation, feelings and behavior patterns they see and accept them. The social education students should be required to operate and observe the action.

References:

Taghipur Zahir , Ali (2010). Foundations of Education, University of Payam Noor.

Shabani , H(1992). Skills and education (teaching methods, techniques), the publisher.

Fallahian, N, Ahmadi, A., Malek Mahmoudi, Nazia, Malik Abbasi, M (2012). Teacher's book (Guide to Teaching Social Studies, broadcasting footage of textbooks.

Hashemi, Seyed Ahmad (2012). Higher education (concepts and approaches), Lamerd Islamic Azad University Press.

Hashemi, Seyed Ahmad, Abbasi, Abolfazl. (2011) The effect of psychological safety training and increasing life (loss of shyness) Lamerd city elementary school students.

Ghavidel, Leila (2013). Effect of citizenship rights in the social studies curriculum first grade students in high schools in Gorgan city, MA thesis.

Rayat Pishe, Ali (2013). Content analysis of social studies textbooks, science and research and thinking, sixth grade elementary components of the development of research capacity in fundamental transformation document, MA thesis.

Hosseinpoor, G. (2009), Effects of social skills training group method to emotional and behavioral problems in school children city Pasargadae, MS Thesis

Yadavari, M. (2004). Impact on public health and life skills, self-esteem and self-expression of secondary school students in Ahwaz city, MS Thesis General Psychology, Islamic Azad University, Ahvaz.

Saif Ali Akbar (2008), modern educational psychology, psychology of learning and teaching (sixth edition), Tehran, publishing era.

Luqman Nia, M. (2009) identify the components of national identity in educational programs based on the foundation of theory, MS Thesis, Faculty of Humanities, University of Birjand.

Samari, AA, Lali Faz, the (2005). Study the effectiveness of life skills education on family stress and social acceptance, Journal of Mental Health of the seventh year, in spring and summer, numbering twenty-five and twenty-six, page 47-55.

Corbin ,S.S(1994), lessons From Classroom , male and female high school students Attitudes Toward and Achievement in social Student .

Turner , N . E , Macdonald , J & Somerset , M(2008) . Life skills , Mathematic all reasoning and caracal thinking : A curricle for prevention of problem gambling . Journal of Gambling Studies New York , 24(3) , pp . 367-380 .

Derton , Sheri , Seri (1997) . The forgotten Intervention . How to design environment , That foster friendship , Research Today's You . The community crrde of Journal v 2 n 1 p6 – 10 .

Bo, W , Xiaoming , Li , Bonita , S & Xiaoyi , F (2010) . The influence of social sting and discriminatory experience on psychological distress and quality of life among rural To urban migrants in China . . Social Science & Medicine , 71(1), pp.84-92 .