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Evaluation of Effectiveness of the Keramat Plan in Promoting Students' Life Skills in Parsian City

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Abstract— The aim of this study was to evaluate the effectiveness of Keramat Plan in the promotion of students' life skills in Parsian city in the 2014-2013 school years. For this purpose, applicability, and how the data collection is descriptive. The study population consisted of 281 primary school teachers in the school year 2014-2013 Parsian is a city of 199 people were selected randomly. Instruments included a questionnaire, notes that validity was confirmed by experts and its reliability was calculated using Cronbach's alpha 0.82. The results of analyzing the components of the Keramat Plan in elementary schools in Parsian city showed that all components are properly Keramat projects are being carried out in schools and used items and this has led to the development of life skills and fundamental change in the attitude and thinking of the students.

Index Terms— Elementary Education, the Dignity of Islamic Principles, Moral Education.

1 Introduction

EACH country's most important and effective education system, educational system, and the character development of children and adolescents. Attention to the development of human personality and mental health of foster care and foster mental faculties and emotional nurturing artistic and moral development of Religious Education students have been brought as one of the basic functions of education and training in all aspects considered to be one of the major targets (Safi, 2012, p 10). After entering the field of education and training children to school should be coordination and cooperation between home and school is essential. School officials should educate families on the student's ability to contribute to the future of their children and encourage them. Parents as well as positive forces inseparable part of school programs are accepted; because they can complete the training and support services available in the school involved in educational issues are considered only by creating a pleasant feeling of childhood religious education of children in relation to religious matters only to see regular enforcement provisions and religious rituals can be obtained from family members later by imitating the child's feelings, can be used to perform religious obligations and institutionalization. One goal of completing moral Prophet "critiques Annie Latmm Makarem al-Akhlaq" (Bihar al-Anwar, vol 7, p 59). Based on this knowledge and understanding of their values ensures continuity of community life. Education issues, life and death, humans started to build it in the family and community in the learning environment is very important. Although more schools are expected to transfer knowledge, but focuses on preparing citizens for a productive life and transcendental functions in a society that is emphasized in this course, especially primary school and beyond mere knowledge transfer is included. For students interested in cultural values and the responsibility to the community, the more at risk than others for their own cultural identity, or the loss of identity (Maleki, 2006, eighty-eight p). Another major challenge that can be pointed to the dominance of media education (in the sense of being under the influence of home and community activities by the media and subsidies) is who unwittingly and imposed as the most detrimental change in life. Media in general and television in particular for offering diverse and exciting programs, children and adolescents and even teenagers and even adults are brought into their and their behavior in order to sometimes the impact is such that adverse changes in the religious upbringing of the child and the attitude he brings. If we recall the duty of the school to nurture emerging generation of spoken word confirms that institutional school education beyond the distribution of knowledge and the essential role of the operating management training. Bineh (1986) believes that teachers play a vital role in the functioning of the management and supervisory training in teaching and education programs, schools are responsible. (Bineh quoted Hashemi, 2012, p 191). It is dedicated to the education of people in different times and places can be interpreted differently (Taghipur Zaheer, 2010, p 7). In community and educational settings tolerant approach coupled with value and restore dignity to the character of the soul children treated with feelings and emotions are normal. So the issue of human Keramat plan and the value of its special place in the education system. Despite deep cultural changes in lifestyle, many people lack the ability to cope with life's problems psychological, social behavior and effective discipline, which enables people deal more effectively with the demands and challenges of everyday life and basic needs (Glaser, 2001). The goal of teaching life skills in promoting Keramat of the individual cope with herself and then with others and the environment in which they live. The Keramat plan by providing specific programs for each of the different basic primary education working in the field of education in terms of value (especially moral education), which differ from each other by base aims students learn life skills will lead to improved self-esteem them. One of the expectations of education and training to prepare students assumes more responsi-

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bility and life skills to misinterpretation. Therefore, a lot of different projects with objectives beyond knowledge transfer in education agenda. One of the projects in the field of education is especially moral education value of Keramat plan. Life skills education is one of the basic needs in all studies conducted in the past few years and as and Keramat plan to be taught in schools and students to live in a community with different structural families prepare for school.

Research has been done in this area including:

Samadi (2012) explores the issue of recognizing the success rate of Islamic customs and life skills) Keramat Plan) on the acquisition of problem solving ability among elementary school students in fifth-grade teachers' perspectives (Case Study) region 6 Education in Tehran) is done. Results of statistical analysis showed that students' interest in learning and problem solving skills of teachers is too high and students to identify the problem, gather information skills, the ability to produce and create different solutions and the ability to implement the solutions have reached a moderate issue as well as high school students' ability to evaluate various solutions and choosing the best solution, capable of evaluating the selected solution and problem solving collaboration and interaction are in general the results of this study showed that moderate teachers study student problem solving skills are Believer (2012) conducted a study aimed to evaluate the effectiveness of the project manners and life skills (Keramat plan) on the religious behavior of elementary school students BABOLSAR city has done. In the study of the manners and life skills (Keramat Project as an independent variable, religious behaviors as the dependent variable with three hypotheses bolster students' insight and skill, dignity and foster a spirit of respect for others, knowledge of the capabilities of students was evaluated. The results show that the variables are related, and conducting religious behaviors in students can be improved.

Abbas Hashmi (2011), in their study reached the conclusion that life skills training were effective in reducing shyness students. Soleymanian Bhenmiri (2010) study examined the effectiveness of the project manners and life skills (Keramat plan) on the religious behavior of elementary school students BABOLSAR city has done. Test results show the relationship between the project and the effectiveness of Keramat and religious behaviors of primary school students are Babolsar city. The results show that two variables are related and conducting religious behaviors in students can be improved. In a study of Mariana (2013), on religious education in schools in three provinces in central and south-eastern Romania, by investigating the structure of religious education has done.

The results show that religious education as a major influence on the health of students.

Tony (2008), in this research to explore the fundamental concepts of religious education and elementary teachers dedicated time for this case is discussed. The results showed that certain scientific religious context can be understood in relation to the difference in approach to religious education, the results showed that the training methods as well as the need to integrate religious education. Tuttle (2006), in their study indicated that life skills training to improve the ability to communicate positively, and young adults as well as the flexibility to be effective.

Smit & Garri (2005), in their research, teaching life skills to learners feel about themselves and others affected by the significant impact on the expression among the students.

Albertyn & et al (2004), in research on teaching life skills and life skills that lead to an active role in the lives of responsibility in a business environment, planning for the future and their ability to think critically. Tone Hogg (2004), a scholarly relationship between leadership and character, is the issue. Is the concept of self-leadership and personality are distinct or not; why is it that some of the unique and distinct theories of leadership and character designs are certainly valid and testimony led a mere duplication of the individual differences that exceed this figure by the previously existing structures is explained.

The results showed that self-leadership and personality dimensions, although they are related but distinct concepts. Personality traits of extraversion and conscientiousness have a significant relationship with leadership strategies, leadership strategies, but no significant relationship with emotional stability. Zimman & Schneider (1998) dealt with the life skills. Their research results showed that students with a moderate knowledge of life skills.

2 The Major Research Questions

1- What are primary teachers' views about the Parsian city of familiarity with the customs component of the Keramat plan?

2- What are Parsian city elementary teachers' views about use moral education components in Keramat Plan?

3- What are Parsian city elementary teachers' views about use self-leading components in Keramat Plan?

4- What are Parsian city elementary teachers' views about use critical thinking components in Keramat Plan?

5- What are Parsian city elementary teachers' views about use human Keramat components in Keramat Plan?

6- What are Parsian city elementary teachers' views about use character development components in Keramat Plan?

7- Are there any differences between male and female primary teachers of Parsaian city about the effectiveness of the Keramat plan?.

3 Method

This study investigated the attitudes of primary teachers working in the city Department of Education Corp 2014-2013 academic year about the effectiveness of the promotion of life skills in Keramat plan among students of Parsian city in terms of the target application and the method of data collection is descriptive. The study population consisted of 281 primary school teachers in the school year 2014-2013 Corp city is using a stratified random sample of 199 subjects were enrolled. Pollen was collected using a questionnaire survey data and to establish its validity and reliability of the methods used by experts 0.82 Cronbach's alpha statistics on the number of samples obtained.

4 THE RESULT

The first research question: What are primary teachers' views about the Parsian city of familiarity with the customs component of the Keramat plan?

TABLE 1
DESCRIPTIVE RESULTS OF THE USE OF COMPONENT FAMILIARITY WITH ISLAMIC PRINCIPLES

Descriptive indices						Frequency%					Question
SD	Variance	Skewness	Mode	Middle	Mean	Very much (5)	High (4)	average (3)	Low (2)	Very low (1)	
0.92	0.85	-1.28	5	4	4.18	44.0	36.8	15.0	1.6	2.6	Privacy
0.83	0.69	-1.01	5	4	4.25	46.6	36.3	14.0	2.6	0.5	Fidelity
0.82	0.68	-1.4	5	5	4.37	54.9	31.1	11.4	1.6	1.0	Reliance on God
0.94	0.88	-1.25	5	4	4.13	40.9	39.9	13.5	3.1	2.6	Honesty
0.96	0.92	-1.38	5	4	4.19	45.6	37.3	10.4	4.1	2.6	Courtesy and kindness
0.83	0.69	-0.92	4	4	4.11	35.2	45.6	15.5	2.6	1.0	Responsibility
0.2014	0.88	-1.05	4	4	4.08	38.3	40.9	13.5	5.7	1.6	Promise Kept
0.89	0.80	-1.21	4	4	4.15	39.9	42.0	13.5	2.6	2.1	Truth
1.02	1.04	-0.63	4	4	3.78	28.0	35.2	27.5	6.2	3.1	relationship
0.96	0.92	-0.83	4	4	3.9	30.1	39.4	24.9	2.6	3.1	Fostering empathy
0.91	0.83	1.09	5	4	4.21	40.35	38.45	15.92	3.27	2.02	Introduction to Islamic principles

Results indicated that 2.02% of the teachers in the use of components of familiarity with Islamic rites at the very least, 3.27% as low, moderate 15.92%, 38.45% and 40.35%, much lower than the estimated level is too high have. This suggests that the views of teachers on the basis of familiarity with the customs component were at high level of Keramat project. The t-test results showed that female teachers and male teachers' attitudes about the use of design elements familiar Baadab Corp Keramat school education department, there is no significant difference. The results of this study with results of Hossein Pour (2009), Soleimanian Bamnmiri (2010), Momeni (2012), Hashemi and Abbasi (2011), Mariana (2013) and Albrton et al (2004) is consistent.

The second research question: What are Parsian city elementary teachers' views about use moral education components in Keramat Plan?

TABLE 2
DESCRIPTIVE RESULTS OF THE USE OF THE COMPONENTS OF MORAL EDUCATION

Descriptive indices						Frequency%					Question
SD	Variance	Skewness	Mode	Middle	Mean	Very much (5)	High (4)	average (3)	Low (2)	Very low (1)	
1.02	1.05	-0.87	4	4	3.85	29.5	38.9	23.3	4.1	4.1	Modesty and zealous
0.94	0.88	-1.38	5	4	4.19	45.6	35.8	14.5	1.0	3.1	Respect for others
0.94	0.89	-0.62	4	4	3.90	30.1	38.3	24.9	5.2	1.6	Disgrace and shame
1.06	1.14	-0.92	4	4	3.82	29.5	38.9	21.8	4.7	5.2	Ignore the error
0.91	0.83	-1.18	5	4	4.17	43.0	38.9	12.4	4.1	1.6	Adherence to religious teachings
0.98	0.96	-1.16	5	4	4.11	42.5	35.8	15.0	4.1	2.6	Respect for the opinions
1.09	1.19	-0.95	5	4	3.92	36.3	35.2	17.1	7.3	4.1	Reduce negative behavior
0.99	0.99	1.01	5	4	3.99	36.64	31.84	18.42	4.35	3.18	Moral education

Results indicate that 18.3% of teachers in the use of the element of moral education level is very low, 4.35% as low, moderate 18.42%, 31.84% and 36.64% as much as many have found. This indicates that the component-based approach to moral education teachers in the high level of Keramat. The t-test results showed that the attitude of female teachers and male teachers on how to use the element of moral education in the schools of Directorate of Education Corp Keramat, there is no significant difference. The results of research with So-

leimanian Behemnmiri (2010), Hosseinipur (2009), Momeni (2012), Hashemi and Abbasi (2011) were consistent with the research results Luqman Tarzan (2009) is countercurrent.

The third research question: What are Parsian city elementary teachers' views about use self-leading components in Keramat Plan?

TABLE 3
DESCRIPTIVE RESULTS LED TO THE USE OF ITS COMPONENTS IN THE KERAMAT PLAN

Descriptive indices						Frequency%					Question
SD	Variance	Skewness	Mode	Middle	Mean	Very much (5)	High (4)	average (3)	Low (2)	Very low (1)	
1.03	1.07	-0.84	4	4	3.73	42.5	22.8	7.8	3.1	0.5	Self-leadership
0.99	0.99	-0.45	3	4	3.61	20.2	34.7	34.7	6.7	3.6	Link concepts to life
0.90	0.81	-0.53	4	4	3.76	21.2	42.0	30.6	4.1	2.1	Self-Assessment
1.00	1.00	-0.48	4	4	3.67	21.8	39.4	25.9	10.9	2.1	Planning
1.06	1.12	-0.68	4	4	3.76	28.0	36.3	23.8	8.3	3.6	Manage anger and joy
0.99	0.99	0.59	4	4	3.70	26.74	35.04	19.43	6.62	2.38	Self-leadership

Results indicated that 2.38% of the teachers in the use of lead in their element at the very least, 6.62% as low, moderate 19.43%, 35.04% and 26.74% as much as many have found. This suggests that the views of teachers on the leadership component of the high level of Keramat. The t-test results showed that there is no significant difference on the attitude of female and male teachers in use of components of leadership in the school education department in Parsian city at Keramat plan. The results obtained in this study with results Samadi (2012), Hussain Pour (2009), Taheri (2008), Smith and Gray (2005) is consistent with the result of research Molla Sadeghi (1999) is countercurrent.

The fourth research question: What are Parsian city elementary teachers' views about use critical thinking components in Keramat Plan?

TABLE 4
DESCRIPTIVE RESULTS OF THE USE OF CRITICAL THINKING COMPONENT IN THE KERAMAT PLAN

Descriptive indices						Frequency%					Question
SD	Variance	Skewness	Mode	Middle	Mean	Very much (5)	High (4)	average (3)	Low (2)	Very low (1)	
1.00	1.02	-0.50	4	4	3.54	17.6	35.8	35.2	6.7	4.7	Discourse with others
1.02	1.05	-0.39	3	4	3.56	20.2	33.2	33.7	9.3	3.6	Comment on topics
1.03	1.07	-041	3	4	3.58	21.2	31.6	35.2	7.8	4.1	Thinking and reasoning
1.04	1.08	-0.74	4	4	3.87	33.2	33.7	23.8	6.2	3.1	Defending the faith
1.02	1.05	-0.32	3	4	3.50	18.7	30.6	37.8	8.8	4.1	The use of reason in argument
1.13	1.28	0.29	3	4	3.51	23.8	27.5	29.5	15.0	4.1	Research and Tools
1.03	1.06	0.63	4	4	3.66	20.7	43.0	21.2	11.9	3.1	Logical approach
1.07	1.15	0.66	4	4	3.69	25.9	34.2	29.0	5.7	5.2	spirit of inquiry
1.04	1.09	1.03	3	4	3.61	21.41	33.7	30.67	8.92	4	Critical Thinking

The results suggest that 4% of the teachers in the use of critical thinking component are very small, less than 8.92%, 30.67% moderate, 33.7% and 21.41% as much as many have found. This suggests that the views of teachers about critical element in the design of a high level of Keramat. The t-test results showed those female teachers and male teachers' attitudes about the use of the components of critical thinking in the school education department in Parsian city Keramat plan, there is no significant difference. The results with the results Momeni (2012), Hussain Pour (2009), Tuttle (2006), Soleimanian Behmnmiri (2010), Albrton et al (2004) is consistent with the findings Luqman Tarzan (2009) and Molla Sadeghi (1999) is countercurrent.

The fifth research question: What are Parsian city elementary teachers' views about use human Keramatcomponents in Keramat Plan?

TABLE 5
DESCRIPTIVE RESULTS RELATING TO THE USE HUMAN KERAMAT COMPONENTS IN KERAMAT PLAN

Descriptive indices						Frequency%					Question
SD	Variance	Skewness	Mode	Middle	Mean	Very much (5)	High (4)	average (3)	Low (2)	Very low (1)	
0.2014	0.88	-0.91	4	4	4.01	34.7	39.9	19.7	3.6	2.1	Importance of exist
0.92	0.86	-1.12	4	4	4.03	43.7	43.5	18.1	1.6	3.1	Self-esteem
0.90	0.82	-0.97	4	4	4.02	32.6	45.6	15.0	5.2	1.6	Contentment
0.92	0.85	0.90	4	4	3.85	23.8	47.2	22.8	3.1	3.1	Self-respect
0.91	0.84	-0.78	4	4	3.86	25.4	44.0	24.9	3.1	2.6	Liberality
0.99	0.99	-0.72	4	4	3.81	26.4	41.5	21.8	7.8	2.6	Wisdom
0.92	0.87	0.9	4	4	3.2014	31.1	43.61	20.38	4.06	2.51	Human Dignity

Results indicated that 2.51% of the teachers in the use of the element of human dignity at the very least, at least 4.06%, 20.38%, on average, 43.61% and 31.1% as much as many have found. This suggests that the views of teachers on the element of human dignity and the Keramat of the project have been overwhelming. The t-test results showed there is no significant difference between female teachers and male teachers' attitudes about the use of the element of human Keramat in the school education department of Parsian's Keramat plans.

The results obtained in this study with results of Hossein Pour (2009), Mariana (2013), Hashemi or Abbasi (2011) and Tuttle (2006) are consistent.

The sixth research question: What are Parsian city elementary teachers' views about use character development components in Keramat Plan?

TABLE 6
DESCRIPTIVE RESULTS OF THE USE OF GROWTH FACTORS IN THE DESIGN OF PERSONAL AT KERAMAT PLAN

Descriptive indices						Frequency%					Question
SD	Variance	Skewness	Mode	Middle	Mean	Very much (5)	High (4)	average (3)	Low (2)	Very low (1)	
0.97	0.95	-1.08	5	4	4.10	41.5	37.8	11.9	7.3	1.6	Compatibility
1.01	1.03	-1.00	4	4	3.2014	32.6	39.4	20.7	3.1	4.1	Stable personality
0.96	0.92	-1.28	5	4	4.13	42.0	39.4	11.9	4.1	2.6	Handsomeness
1.07	1.14	-1.10	4	4	4.00	38.3	38.3	11.9	7.8	3.6	Flexibility
0.97	0.95	-1.12	4	4	4.02	35.2	42.0	15.5	4.1	3.1	Review your weaknesses
1.06	1.12	-0.86	4	4	3.88	32.1	39.4	16.1	9.3	3.1	Formation of character
1.00	1.01	1.07	4	4	4.01	36.95	39.38	14.66	5.95	3.01	Personal growth

Results indicated that 3.01% of the teachers in the use of the element of personal growth in the very low, low level of 5.95%, 14.66%, on average, 39.38% and 36.95% as much as many have found. This suggests that the element of personal growth, based on the views of teachers in the high level of Keramat plan. The t-test results showed that there are significant differences between the attitude of female teachers and male teachers the growth rate of individual components within the Department of Education Parsian city's Keramat plan at primary school, the results obtained in this study with results Samadi (2012), Hussain Pour (2009), Momeni (2012), Story et al (2009) and Smith and Gray (2005) is consistent.

The seventh research question: are there any differences between male and female primary teachers of Parsaian city about the effectiveness of the Keramat plan?

To compare the attitudes of men and women in the extent to which the Keramat of each component in elementary school education department Parsian T-test was used. The results suggest that the p-value of the element, there are familiar with Islamic customs, 0.966, moral education 0.061, 0.115 leadership, critical thinking and human dignity 0.115 and 0.415 character growth is 0.037 with regard to sig 0.05 the p-value Keramat plan of all components except the personal growth of 0.05. And show that the usage component (familiarity with Islamic principles, moral education, leadership, critical thinking, human dignity) There is no significant difference between the views of male and female teachers. The results show that the element of personal growth, taking into account the sig 0.05 the p-value is less 0.50 and thus between male and female teachers in primary schools, there is no difference in Department of Education of Parsian city.

Comparison of mean scores of components using the Friedman test:

Components of Friedman rank test were similar. The test

results are listed below:

TABLE 6
COMPARISON OF MEAN SCORES OF COMPONENTS AND THE TEST RESULTS USING THE FRIEDMAN TEST

p-value	Chi-square	Degrees of freedom	Number	Mean rating	Components
0.000	758.606	5	12014	5.97	Introduction to Islamic principles
				4.19	Moral education
				1.16	Self-Leadership
				4.28	Critical Thinking
				2.60	Human Dignity
				2.80	Personal growth

We observed that the obtained p-value less than 0.05, so we can conclude that the average rank of the components studied, there are significant differences.

Lowest level, the second component of the "leadership" is equal to 1.16 is obtained.

The highest rank is the average value of the first element of the "Introduction to Islamic principles," which is equal to 5.97 is obtained. Based on the results table components can be ranked as follows:

1- Introduction to Islamic principles
2- Critical Thinking
3- Moral education
4- Growth figure
5- Human Dignity
6- Self-Leadership

5 CONCLUSION

This study examines the dignity of the city's elementary schools Corp is discussed and voted one of the components (Introduction to Islamic principles, moral education, leadership, critical thinking, human dignity, personality development) program and the target population consisting elementary school teachers to study and search the city are examined. Because the continuity and survival of any society requires that the set of beliefs, values, behaviors, attitudes, knowledge and skills to be transferred to the new generations and the transmission factor is education. Because of innate human dignity and values of religions, and even in countries that are ruled by secular thought, which is very important, each community is responsible for the education system. The awareness of these issues and laws methods and practice it and try to change their generation with established safety procedures appropriate to the science and liberal spirit, establish healthy relationships and productive learning environment and the building's structure and systems in which children and youth realize their self-worth and dignity of existence. If the community and educational settings with children with liberal approach, coupled with the valuation of the personality, restoring dignity and greatness of soul to be treated healthy children should be dealt with emotions. Society is changing. Individuals with a positive personality and find breeding ground for young offenders does not come liberal and respectful behavior and understand the feelings of the child makes her feel appreciated. By examining the components of the dignity of city elementary schools Corp has revealed that all components of high and very high in proportion to the dignity of the schools within the city are the executor be used in carrying out this has led to the development of life skills and fundamental change in the attitude and thinking they will. Given that today, despite the profound cultural changes in life styles, many people lack the ability to deal with issues of life are essential and this leads them to confront the problems of daily life and the demands it is vulnerable. Life skills, mental ability, social, adaptive and effective behavior that enable individuals more effectively with the demands and challenges of everyday life to deal the goal of teaching life skills and promoting the dignity of the individual consistency with itself and with others and the environment in which they live. These skills teach us that in life, especially in high-risk situations and how we behave wisely and correctly. Keramat Plan by providing specific programs for each grade elementary school education in the form of work in the field value (especially moral education) that are fundamentally different from each other, aims to familiarize students with the circumstances of life skills, self-esteem, they provide much appreciated. Global Keramat Project is a project by the Ministry of Education and with the guidance and planning branches in 20% of primary schools participating countries. The present study adds much to the global importance because of its positive or negative feedback from those involved in continuance, modification, or do not can continue. Furthermore, according to the Department of Education is again being revived. Give feedback to the proposals which are capable of inducing ideas into concepts and themes of interest to children, combined with life skills training on topics important to add that the purpose of this study was to evaluate the efficacy of Keramat in enhancing life skills. Given that education experts have been one of the best years of culture in society, elementary education during work. Therefore, it was decided to achieve the goals of higher education. "Design in the name of dignity and life skills" aimed at deepening the moral and human characteristics complement the growth of ethics implemented in elementary schools. Keramat plan raised the elementary schools. This project has enhanced the learning environment on human attitudes to life and self-esteem of students is just behaviors by teaching social and ethical objectives of the society are promoted. The students plan to achieve goals such as honoring character and content enrichment curriculum integration approach with regard to education to be implemented.

6 SUGGESTIONS

To learn more about Keremat in elementary school teachers how to implement the plan periodically and principles held in-service courses and the effort of teachers in implementing

the scheme in terms of teaching hours for teachers willing to work more on the project provided the design evaluation Keremat because it is not registered in the records of students create conditions where activities carried out in this project is suitable for students willing to provide. Keremat plan for better implementation of the activities have overlap in schools to avoid creating an appropriate focus on better enforcement activities of the Keremat plan.

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