

# Investigating the Role of Islamic Theology and Instruction Subjects in Isfahan Province Payame Noor Universities

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**Abstract**— The present study purpose is investigating students' opinions on the rate of success in teaching Islamic theology and instruction subject matters, namely, Islamic thoughts (1, 2) and Lifestyle rites, in Isfahan province Payame Noor universities. The research method was random integration and statistical population consisted of 10 samples from Isfahan province Payame Noor universities. The sample size after statistical population was 1050 person through 10 Payame Noor universities. Data analysis was performed using SPSS software and Likert scale. Students' opinions and their attitudes were investigated and examined with regard to Islamic theology and instruction subject matters consisting of three dimensions: cognitive, affectional, and behavioral in Isfahan province Payame Noor universities. The obtained results revealed that the most problems of students are related to the subject matters which are not up to date and also with the style and the type of applied literature. Most of the students were satisfied with studying Islamic theology and instruction subject matters, and they agreed to learn them in universities, although they criticized the content and their teaching methods.

**Keywords**— Islamic Theology and Instruction, Islamic Thoughts, Islamic Life Style and Rites, Religious and Opinion, Student

## I. INTRODUCTION

Students are the most crucial human capitals establishing future society. Concerning their thought growth and contemplating on the dept of their basic ethical virtue are the Islamic government duty. The existing philosophy of inserting Islamic instruction lessons in universities has been assisting these educational units to excuse their innate role and their original mission, that is, 'mankind training'. Since, the universities are as a factory for human training which society's corruption and welfare both depend on it [1], [2].

There is no doubt that Islamic instruction lessons have a very specific role in students 'education and training discussion. Through this lesson weakness, universities educational and training system suffer irreversible losses. By investigating studies done throughout the world and creditable or reliable

universities and a review of curricula in these countries, it can be concluded that with on exception, in most field of studies around the world. There is a set of lessons called general lessons which are discrete or separated from specialized lessons such as: mathematics, Chemistry, physics or engineering lessons, and they per sue special mission. Due to their content importance, it is essential to design these lessons in away which conation the maximum result or feedback.

There have been some studies on the Islamic instruction lessons so far, which most of them were interview type. The results of the study performed by Yousefi and Loyeh [3] revealed that the most crucial student problems related to Islamic instruction lessons are as follows: instructor or professor problems, lesson contents, inappropriateness of lesson teaching time, inappropriateness of the lesson teaching location, class noise and population, resource scientific weakness and lesson type inappropriateness.

In a study performed by Mossavi Nasab [4] entitle of "Attitude and insight role in learning; measuring attitude and insight levels of students in Tehran university related to Islamic instruction lesson", the results demonstrated that after investigating the findings 68% of the respondents were interested in pursuing faith discussions and 50% of the total respondents were not familiar with lesson objectives, 51% of the total respondents believed that the suggested lesson contents were not able to satisfy their religious and faith needs, 36% had a positive attitude toward Islamic in structures lesson, 35% had a negative attitude toward the religious instruction instructors and professors, and 54% of the respondents had a negative attitude and insight toward instruction lesson contents.

In another survey performed by youth National organization [5], the reported results revealed that 68% of the students believed that Islamic in striation lessons were effective in reinforcing their Islamic insights. The findings of other surveys demonstrated that students are highly religious and in their faith aspect, affectional and personal rites, however, from social practices and rites point of view and applying religious precepts in their daily life, they are obliged to religion and follow their religious leaders in partially lower levels. In another research carried out by Ghanad and Farzand [6], it was revealed that religious instruction lesson

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topics should cope with political, social and ethical issues in the society and can meet the needs of our youth in today world instead of presenting lessons on the side of instructor. There should be a question- answer session including two sides (student–instructor interaction). In addition to scientific communication, the instructors should establish an emotional and affectionate relationship, and they should develop their scientific information on Islamic instruction. In a survey performed by Majidi [1], entitle of “Evaluating student’s attitude toward Islamic instruction lesson planning and cutticulum” student’s attitudes were investigated in three dimensions: behavioral, cognitive and affectional.

The present study aims to analysis the opinion of Payame Noor students on the rate of success in teaching Islamic theology and instruction subject matters in the courses of Islamic thoughts (1, 2) and Lifestyle rites, in Isfahan Province Payame Noor universities.

## II. METHODOLOGY

The present study has been descriptive – interruptive which has been carried out at the end of the first 2010 semester while students have passed the lessons such as Islamic thoughts (1, 2) and Islamic lifestyle rituals). Therefore, the researcher studied the effect of these lessons on individuals’ knowledge and attitude. The statistical population of the current consists of all B.A students who entered the university in 2006-2009 including both male and female students. The number of samples reached to 1050 from Isfahan province Payame Noor universities – The related students study in voices courses of study such as, humanity sciences, basic sciences, technical, engineering, and agriculture.

Researcher – made questionnaires are used as a means for data collection in the present study. The questionnaires were consisted of 15 multiple choice questions and one open – ended question in order for student to suggest their opinions and criticisms. The research means is a 5- degree scaling made by Likert method which the worth conditions adopt value of one and the best conditions adopt vale of five.

Validity: Assessing the face and content validity of this research was performed by exact consideration and consultation with some psychological instructors and professors, Methodological, statistical experts in research as well as Islamic instruction and education professors and some of the staff responsible for teaching and educating Islamic instructions. Finally, after straightening some reforms and instructors and professors’ confirmation, a questionnaire containing 42 multiple choices and one open question has been provided.

In order to evaluate the present research reliability, splitting – method was applied: first, the questionnaire made by the researcher was excused on a small sample, and after computing correlation coefficient among the scores of subjects based on even and odd scores, the test reliability – coefficient was estimated using spearman- Brown formula,

which was 77%. Data analysis was performed by applying the two methods of inferential and descriptive statistics.

## III. THE RESEARCH FINDINGS

### A. Population characteristics description

From the total number of the respondents (1050), 278 (26.5%) were male students and 772 (73.5%) subjects were female students. The reason that the most of despondence were female is that the majority of Payame Noor university students who are male are employed. Therefore, they do not attend the classes because class attendance is not obligatory in Payame Noor universities. However, in some of the under – study universities, data collection was done when male students attended their test sessions, and during taking the test the research questionnaire was given to them for statistical data.

### B. Results

The Table 1 shows the opinion of students about related topics and items of Islamic theology and instruction subject matters.

TABLE 1  
THE ITEMS RELATED TO THE TEACHING ISLAMIC THEOLOGY AND INSTRUCTION SUBJECT MATTERS

Item	Average form 5
Religion concepts institutionalization for students	4.6
Believing religious analysis from students by professors	4.2
New and up to date subject matters	2.8
Guidance role and thought leadership performance reinforcing motivation and creating interest and enthusiasm to religious studies	3.4
Reinforcing and confirming positive behavior	3.5
Reinforcing and confirming positive	3.8
Based on the style and the type of applied literature	2.8
Based on reinforcing practical and intellectual skills in life	4.0
Based on deep beliefs and positive religious insights and attitudes	3.7
Applying some changes in topic lessons	4.0
Collecting and compiling reference books based on scientific richness rata and logical reasoning used in Islamic instructions	3.6
Increasing lesson time for every lesson	2.9
Removing and meeting the needs about Islamic knowledge and insights	3.3
Islamic theology related to the main subject study of the student	4.3
adjusting Islamic instruction lesson with their course of study	3.4
<b>Total</b>	<b>3.6</b>

According to Table 1, the best value with 4.6 is related to the religion concepts institutionalization. The least value is related to changing Islamic instruction lesson contents (Islamic thoughts (1, 2) and Islamic lifestyle rituals) whit 2.8

based on used style and the type of literature in these lessons. The findings revealed that Islamic instruction lesson contents should be compiled, prepared and written having a tangible and fluent literature for all levels of students with various majors. The condition and position of three main attitudes namely, cognitive, behavioral and flectional are demonstrated in the Table 2.

TABLE 2  
THE ASPECT OF ATTITUDE IN STUDENTS

demonstrated attitude	positive attitude	neutral attitude (no idea)	
		neutral attitude (no idea)	negative attitude
cognitive	38.5%	36.4%	25.1%
behavioral	44.4%	24.6%	31.0%
flectional	37.3%	33.6%	29.1%
Average	40.1%	31.5%	28.4%

Considering the finding in table 2, student positive attitude have the highest average equal to 40.1%, and the least average refers to flectional factor, that is 37.5. The behavioral factor with 44.4% is the highest amount of positive attitude. The results encounter us with a significant challenge and a total revolution in selecting instructors and writing this book and teaching style etc. The table findings reveal that the students have a potential for change because in cognitive attitude, the percentile demonstrating cognition is fairly strong and it is optimize able.

#### IV. CONCLUSION AND FURTHER SUGGESTIONS

The investigating and studying Islamic instruction lessons in Payame Noor universities, and the basic philosophy for their existence in higher education system of the country (Iran) show that these are lessons which should be taught for every major or course of study, and they are not specified to afield or major. In Iran, all of the students have to attend these classes, therefore, in these courses, a particular necessity and attention could be obviously observed. Any kind of scheduling and planning in this domain should be done through scrutinizing and exact studies in order not to face with decisions bringing unfavorable results. Costly trial and errors, programs and planning's which deal with future generations mind and soul and their fate, do not seem logical and right, hence the problem should be tackled more sensitively.

The present study investigated and criticized the issues and recommended alternatives for examining related problems in teaching Islamic instruction lessons.

The first issue which can solve a lot of problems of students in the study of Islamic theology courses is the up to dating the subject matters of these courses. The second is revising the literature of these courses. Examining the exiting problems in Islamic instruction lessons in universities and

suggesting general alternatives is necessary.

The following issues are recommended to optimize the current state of Islamic instruction lessons:

1. Up to dating the Islamic theology subject and their matters. In order to up to dating these courses: a) The Instructor should give research assignments to the students. b) Book and magazine lists related to Islamic instruction should be identified and introduced. c) Necessary contexts for survey and research in required subjects under the supervision of research committee for granting a degree should be provided.
2. The matters of Islamic theology should be revised. In addition, the Islamic instruction professors should be familiar with behavioral psychology, Farsi literature and using poem while teaching.
3. More attention and consideration should be paid on Islamic instruction lesson professor meetings in universities in order to interact communicate and exploit successful experiences with each other.
4. Appropriate times should be offered for teaching Islamic instruction.
5. Professors and instructors should be sent to scientific camping's in the country and abroad.

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