

Study of Teaching Approach of Religious Concepts in Quran Kindergarten in Tehran

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ABSTRACT— This study investigates the curriculum of religious concepts in the Quran kindergarten in Tehran. The population in this study includes 200 of the caretakers of the Quran kindergarten in Tehran. Measuring tools in this study is questionnaire that is administrated individually. The results of this study indicate that other religious concepts such as theism, prophet hood, imamate, prayers, traditions, doing good to parents, cleanness, justice and saying hello in addition to memorizing the Quran verses has been taught in the Quran kindergarten in Tehran. Also the Quran kindergartens include various education degrees that each degree are taught special education that is age-appropriate of students and this education is offered using new educational methods such as combined method , new methods (theater, poetry, stories, etc.) to learners to influence more and better.

KEYWORD: *study-approach- curriculum - teaching - Quran kindergarten - religious concepts- educational degree*

Introduction

Learning and teaching the Quran to children is recommended as one of the obvious duties of parents in Islam. Prophet of Islam as an expression of the rights of children to their fathers said: the right of child on his father is to teach him the Holy Book and educate him / her to purity and chastity. (Osol al-Kafi, vol. 6, p. 49) Teaching the religious concepts, like any other science need to identify and utilize the correct efficient and effective principles and methods. So, as the knowledge of the characteristics and abilities of children is taken for granted optimization of religious concepts, knowing the principles and methods of teaching the religious concepts to children is essential. Thus, if religious concepts have been trained to children without regard to principles and methods of training properly, it will represents the below words of Imam Sadiq " Someone who do without knowing is like a traveler who move no correct path , so more speed leads to farther away from his destination " (Osol al-Kafi, Volume 1, p. 43.) We must read the holy Quran not for completing its reading, not taking notes or using them in speeches, but for our own and we must seek it like a medicine for all pains. Guidance is the outcome of holy Quran

Problem statement

Human development from birth and even pre natal to seven years old is considered more and less in all worlds. This stage of development is seen as the most important and critical development stage. If this stage of child development is neglected in terms of physical, mental, and training , in the later stages may be compensated only 25 not 50 of this shortage. So the child needs a stable pillar in later stage of life to rely it in unstable conditions. Faith and belief is a stable pillar for him to diagnose the correct path against deviated pass. In other hand, if the a someone is failed in the face of problems, he needs a consoling power and religious values provide such areas to the people. (Ghaemi ,1957).

Research purposes

General Purpose: study of teaching approach of religious concepts in Quran kindergarten in Tehran

Detailed objectives

1. Study the religious concepts of Quran in Tehran kindergartens
2. Study different teaching levels of religious concepts in Quran kindergarten in Tehran
- 3-Study the program of different teaching levels of religious concepts in Quran kindergarten in Tehran
- 4-examination of teaching methods of religious concepts at every teaching level in Quran kindergarten in Tehran

Necessity of research and motivation for its choice:

The incentive of choice is to teach the religious values to children and structuralized these concepts in them.

Imam Ali says:

Heart of young children is such as vacant land that can accept whatever may fall into it. (Nahjolbalagheh , 31)

Bloom states that child's learning will be initiated pre- schooling, thus not seeing the opportunities for preschool education can lead to some losses to children. (Lotfabadi 1980)

Sound upbringing of emotions is foundation of mental exalt. Human prosperity and attaining the human perfection is not possible without improving the ethical virtues which of basis is laid in childhood. (Philosophical speech, p. 185)

Researcher incentive of this study is to help the improving of mental health of children and build familiarity with God.

Research questions

Question: What is the teaching approach of religious concepts in Quran kindergarten in Tehran?

Secondary questions

1. What are the religious concepts of Quran in Tehran kindergartens?
2. What is a different teaching level of religious concepts in Quran kindergarten in Tehran?
3. What is the program of different teaching levels of religious concepts in Quran kindergarten in Tehran?
4. What is teaching methods of religious concepts at every teaching level in Quran?

History & research literature

The ideas of Kominus, John lock, Roso, Pestalozy, Ferbel and Monte sori represent the changes of training and methodology in this field. It is obvious that until 19 century the children training history was indicated the history of social attitudes changes about children and their learning types which was reflected by training theorists and philosophies. Hereinafter psychologists largely called on the nature of genetic and environmental intelligence. we have seen that the writings of Charles Darwin caused to decline the seed of child study movement and the concepts of determinants and intelligence genetic factors make smooth the path for new developments of children Psychology (Ovil 1978, quoting the Golchin 1999, p. 11) Behaviorist theories including Watson is based on teaching the children habits as a matter of psychology practice and will impose the significant impact on teaching methods in the 1920s and 1930s (Mofidi 1993)The writings of Sigmund Freud and his daughter Anna Freud drew attention to the basic needs of young children by parents and teachers and affected the spirit of children education. (Ibid)

Today, various children's physical, social, emotional and intellectual developments provide a wide range of children's moral and mental extensive research, to achieve the children's cognition and have attracted deeper consideration to understand the importance and necessity of childhood education. (Mofidi, 1993,p 33 and 34)Pre-school education by Quran kindergartens and preschool centers is a phenomena in our community in this century, but is not indicative of the fact that our ancestors were neglected it, but it considered a teaching method for children, it dedicated a certain place and time such as Maktabkhaneh, teacher in home and so on, this represents the parents are sensitive to educate their children and use these teachings by different educational tools (salami, Moghadam 1996, p. 29)In the general plan of IRIS education system of education system fundamental change Council has anticipated an institution named kindergarten which of rooted from past periods. That had not been recognized in our country in this way. The sensitive age starts of 5/5 years for two years and is mandatory for all children, in other hand, the parents have a great desire to entrust kindergarten for teaching their children. meanwhile, a group of mothers work out of home, they are forced to leave their children in kindergarten and then pre-school naturally (Mosaeii, 1994, p. 13).

History of Quran kindergarten in Tehran

The first religious education kindergarten:

Ayatollah FOUMANI wrote in a letter in 1948: "During the ten-year of my career, I have determined that cultural problem is the artery of all evils." For the first time, the religious education kindergarten was established in Khorasan. "About the years of 26, 27, he heard some peoples established kindergarten with Jewish and Christian teachers, therefore decided to establish the first kindergarten named Shokofeh Quran kindergarten as the souvenir of first religious education kindergarten. (FOUMANI Haeri, 2005)Quran kindergarten institution initiated its activity since 1992 and now it is activities in 24 cities and is covered 70000 people who know the Quran by heart from 1 part to 30 parts. Some masters such as Parhizgar, Abaei, Seif, Fatemian, Heshmati, Saeidian and Mohades are among the faculty members of the institute. (Islamic Republic 2009, Quran Page)

The purpose of teaching the religious concepts to children

One of the main objectives in teaching religious concepts is the human training and human building, knowledge of goods and bads, providing appropriate pattern of behavior. In different cultures and communities, there are different effective educational methods. Principally, there are some indicators for educational practices in every society. Tastes, expectations, intellectual growth, cultural and social ties, traditions, customs, beliefs, opinions and ideology, selection and application of methods influence significantly.

The importance of teaching of religious concepts

There are many disagreements about how to teach children the religious concepts. Some believe prepubescent children should not be taught the religious education and some believe the opposite. According to Islam, especially on the basis of conduct and guidelines of holy persons, the teaching of religious concepts starts of birth and childhood education is the foundation for other stages of life. Ali said: " learning and education in early childhood is like the carving on the stone. (Bihar al-Anwar, vol. 1, chapter 7, version 13, p. 224.)On the other hand, the correct and effective education, regardless of the child's mental ability is not desirable and may discourage children to learn or establish his learning disorder. Thus, teaching the religious concepts to children, although is very sacred and sublime, but the success of which depends on knowledge and teaching methods in accordance with its principles. The Imam Ali said: there is no move until the man requires knowledge to accomplish it. (Bahar al-Anwar, vol. 74, issue 11, pp. 267.)Teaching the religious concepts, like any other science need to identify and use the correct application of the efficient and effective principles and methods,. So, as the knowledge of the characteristics and abilities of children in the optimization of religious concepts is taken for granted, knowing the principles and methods of religious concepts

teaching of school-age children is necessary. Thus, if religious concepts teaching to children done without regard to principles and methods of training properly, it will apply to the words of Imam Sadiq " Someone who do without knowing is like a traveler who move no correct path , so more speed leads to farther away from his destination " (Osol al-Kafi, Volume 1, p. 43.)

So, what should be noted is that children's understanding of religious concepts is not the same with adults; they understand religious content in their mental capacity and build their own ideology. According to the words of the prophet Muhammad (Peace Be Upon Him) said: "We prophets are supposed to speak to each one according to his understanding" (Osol al-Kafi, vol. 1, narration 15, p. 23.) Early childhood is the best level for teaching the religious education and according to the pure spirit and active mind of young children can be taught religious concepts, but with the same language and childish expression, in order to penetrated the religious education into the spirit of children and prevent any intellectual and ideological deviation in teens and youth . The Quran kindergartens actually are considered kindergarten with religious and Quran programs as a special place.

From birth to age 20 is divided into six stages: the first and second stages of childhood is considered by us. (Shokohi, Gholamhossein. 1989). if teaching of religious concepts to children is not done in a well -structured manner , not only have not a positive impact, but also can have harmful consequences. The main role of religious concepts teaching is to remove problems and also to expand Islam teachings in society .In fact a society without Islamic teachings and theoretical spiritual discussions, he cannot achieve to the perfection and eternal bliss that is the by-product of knowledge in the world. (Bahonar. 95) . Transition of Islamic religious values and methods in pre-school "The children emulate strongly, their eyes and ears is dedicated to the teacher's behavior and speech respectively. They know what's good and what is bad same as their children. "(Sadiq, Isa, 1964, p. 154)

1. Indirect method
2. Active method
3. Repetition and induction

Methods of teaching the religious concepts

Using the examples, storytelling, reminders of God's blessings, drama (symbolic)

Goals of Quran kindergarten

General objectives

- 1 - Paving the way for providing Quran teachings based on the capacity of children.
- 2- Understanding the teachings and guidance of the Holy Quran and Ahl al-Bayt (peace be upon them to toddlers, according to their age (children 4 to 6 years).
- 3 - Providing enjoyment for children from the presence of the Holy Quran and familiarity with the Holy Quran.
- 4 - Providing an appropriate background to offer Quran teachings based on children interests.
- 5-creating a context of familiarity with the Quran without any requirements and assignments 6-creating favorable position of learner towards improving children learning abilities fits to Holy Qur'an teachings.
7. Creating a context to act the Holy Quran from childhood.

Detailed objectives

Cognitive domain

- know the use of signs identified in the curriculum.
- know educational model introduced in the curriculum.
- Read the verses of Quran which of defined in the program.
- know the importance of the Quran in human life in regard to the age and understanding level.
- know some rules of recitation of the Holy Quran.

Mental -emotional domain

- Have the satisfaction of being in classes.
- As learners of Quran, know themselves as the best people.
- Respect the Quran.
- Enjoy the Quran.

Physical-motor domain

- Doing collage, hand crafts, and activities defined in the program
- Act the Quran teaching due to child understandings specified in the plan.
- Draw in connection with the practical implications of program.
- Be quiet and listen, when the Quran is memorized by others.

Behavioral objectives

Cognitive domain

- Name the rituals of Quran (cleanness, having ablution ...)
- Read subject Quran verses
- state the importance and necessity of saying hello.
- Name the specific examples of the good work
- explain the benefits of apologies (repentance)
- Recite Alfil Sura

- State a Memory of Prophet living style
- Say the blessings.
- Recite poems set in the program.
- State at least two orders of the Prophet about social and health issues.

Mental- emotional domain

- Volunteer to do good things.
- Express his/her satisfaction after doing a good job with actions like smiling
- accept others apologies
- accept friends Invitation to take part in the ceremony

Physical-motor domain

- Take permission when entering any place
- Doing games of "party", "Where he is wrong", "How does a someone say hello".
- Apologize their mistakes,.
- Say hello when getting into classes and deal with each other
- When you hear the name of the Prophet, peace be send him.
- Draw the images of the good things
- Perform ablutions before reciting the Quran,.
- Participate the discussions set forth in the company's training program(Resalat newspaper, No. 6831, Page 6 (education))

Research literature in abroad

Phillips et al.)1987)were studied the effect of child care on social development.

Results: The study sample consisted of 166 preschool children with the same quality. This study showed that children who educate in richer kindergarten, show better accommodation in regard to aggregation, mobility and anxiety and were superior in terms of social independence intelligence. Finally this research showed that verbal quality of child care environment influence on many aspects of social development and accommodation. While several studies have reported more compatibility of children who have had experience of pre-school than those who are at home (Rubin Stein et al. 1981, Schwartz et al., 1974) but House & oling (1986) have shown that this finding has occurred only if the quality level of child care is low. If children enjoy centers with high quality with teachers with high interaction, they have more accommodation than children with poor family. The results of their research shown the children who taught in kindergarten, they will have more social development than children who spent their time only at home. Moreover children who was gone the kindergarten, they show independent behaviors especially in boys (study of Oling&House) . The results are about the effects of pre-school education due to lack of uniformity in the quality of training centers and other variables are listed .Thus children who spent in the centers of high quality , their social growth has been increases. (Phillips, 1987, Mc karty et al 1982, Rop etal 1979 Onoi&Powels (same reference)- In an assessment of the 1960s in the United States through a series of small-scale experimental programs and "ahead of the start time." was concluded:The positive effects on children IQ will be removed when they are in 2 or 3 grade of education. This result was inconsistent after studying children in next stages of their life.the late 1970s and early 1980s a number of studies were done on children in the early or late period of maturation and showed that the participation of children in programs that do well are, the effects can be very important in long-term progress in school, in regard to the measurement of success, do not need special training . By interpreting these results emphasize the importance of the involvement of parents, provided quality on changes in attitude and thinking of teachers and parents about participating children. In one of these studies (pre- school project) , the ratio interest to cost was calculated, it was shown that the social and individual benefits of the preschool programs, when children 19 years old is highest than cost about 1-7 times higher. (UNICEF 1999, p. 40).

Literature of religious concepts in Iran

In Iran, despite the need for such studies can be found , but few studies have been done in theoretical method (Bahonar 1991) or a wide range of religious concepts studied simultaneously. In one of these attempts , the issue of unification ,prophecy and resurrection in children was studied, (Khademi 1991) which was adapted from the Kargld I study or offer a story and the child is asked questions about it.analyses of trainers ' book content based on triple issues of Bloom and the purposes enacted by the council of education system change in preschool level(Golchaman Manijeh 1999)This study aims to determine the appropriateness of book in parallel to the enacted directives and objectives of Bloom. Sampling method was done for all work units of two above except independent units by using analysis of quantitative content method and the comparative method.

The below results were obtained. The enacted objective levels are more operational and proportional than the general objectives of Bloom fields. In addition to general objectives in content organization, it must be determine the behavioral objectives in each work unit. Moreover it must be pay more attention to cognitive, psychological -motor levels as well as other levels. The evaluation of the incoming kindergarten of teaching trade classification can be determined based on patterns of learning content. (Golchaman, 1999, Abstract)In relation to the concept of God in children especially can be pointed out Naraq research and Dr. Naderi study (1990) in this study to understand better how children 3-13 years old think about God concept, his place , the possibility of seeing him, his quality in children thought were set out on a sample of 99 people. the results of research was obtained as below: .Children 3-6 years old are unable to respond, children 6-9 years old have normal perception of God , children 9-13 years are different the younger in terms of quantity and quality of responses . 68 percent of them mentioned God as

creator and stated the attributes of God and they believe universal presence of God . 9-Thesis of MS degree was conducted by Eskandari in 1991 that examine the evolution of the concept of God from the perspective of children 4-13 years old It was concluded that children in both gender are same in regard to the understanding the religious issues at first, and we cannot see any difference until 4-5 years old. If the training is not appropriate to the understanding level of children, not only the child don't learn what is taught but also prevent the expansion and deepening of child thinking and the child systematic intellectual will lagged . In other words, this method of education causes to regression of spontaneous understanding of the child and stop it in a surface mold. This is an issue that Piaget named as cognitive alertness. (Eskandari 1991).

Method

The research is descriptive and retrospective systematic investigations .This is a precise description to explain the properties of the events take place or topic of interest.

The study population

These centers are serving

Sampling: random cluster sampling is carried out as follows.

All area of Tehran was divided to four parts: north, south, west, and east. Some regions were selected randomly from each part and then trainers selected randomly. The questionnaires were conducted in this study for 200 children educators serving in the Quran kindergarten in Tehran, after collecting 200 questionnaires, 136 usable questionnaires were extracted.

In this study, trainers of Quran kindergarten have been studied in Tehran kindergarten in 2012-2013 school years. It is noted to recall that the studied sample includes 200 people.

Measuring Tools of Research variables

In this research, the measuring tool is a questionnaire that is formed 4 explanatory questions or open-ended questions. Those educators' answers will help us to achieve the objectives of the study.

B. Kurz test was used. For this purpose, questions were read by experts in this field and were asked to given the average scores between 1 to 4 that 4 represent the best mode. Then mean score of different people were compared to each other's and investigated through a t-test .The results were offered as following:

The scores by 8 experts in the field of each of the questions are stated in the below table.

Table of expert's idea's data

Variance	Mean	quantity
0/036	88.3	8

According to the study, it can be seen the overall average is obtained 3.88 close to the number 4. Given that the number 1 for scores means low score, 2 The average, 3 and 4 good score have taken to match the well- designed questions to determine the questions, the average obtained via comments, almost can be said that each of the questions in a designed questionnaire are very close to target questions.

Reliability

For each question from the questionnaire and responses of the participants in this study, we used two groups of 20 people based on the reliability of the test questions. In this case, the correlation coefficient obtained for the two groups on the basis of the following formula obtained the validity of the question. $(+1 \text{ Correlation between the two halves}) / 2 * = \text{coefficient of correlation}$ between the two halves of the reliability of the test. Similarly to the second question will be: automatic reliability coefficient equal to 0.3.For third question, we obtain 1/0 for the third question and the fourth question between both groups of 20 participants obtained according to the table below as 3.0. To ensure the validity, at first a group was implemented the questionnaire tentatively to addressed all shortfalls and defaults of it. Kuder-Richardson 20 formula tested the validity of pilot test ($r_a = / 084$).

Data collection methods

Questionnaires were offered to the trainers of Tehran Quran kindergarten in June-July months 2012-2013. Then after completing, they were collected. From 200 questionnaires completed by respondents, 136 of useful questionnaires were obtained.

Statistical analysis of research data

1. Descriptive statistics: At this stage of the study, frequency of comparing groups and the cumulative percentage of each question were set.

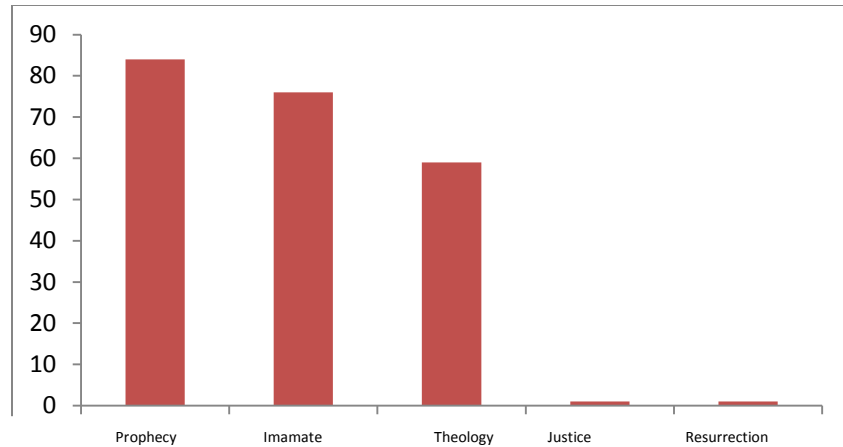
2. Inferential statistics: In this stage the analysis was done using the formula..... The density percentage table and the column graph were used to explain more.

Descriptive method & its analysis

Q1: which religious concepts taught in your Quran kindergarten?

According to the results of 136 questionnaires and below tables were shown that religious concepts such as such as Imamate, theology, prophecy, doing good to parents, sayings prayer, praying, salutation are taught and these variables shown in different percentages which represent our first purpose about what taught in these kindergarten.

The concepts of Quran centers studied, taught, along with the frequencies listed below.



As seen in the above chart, most of the concepts that are taught in Quran kindergarten is a prophecy in 85 centers, 75 centers about Imamate concept, the concept of monotheism or theology at 60 centers, and justice and resurrection approximately 3 or 4 center has been teaching respectively .

Comparison of ethics concepts taught in Quran centers



According to the responses obtained show that Tehran Quran centers are taught the below concepts: theology (44.1%), prophecy (64.7%), Imamate (58.1%), Resurrection (0.7%) , justice (7.0%), prayer (35.3%), praying (37.5%), ablution (4.29%), Salutation (8.33%), kindness to parents (1.19%) cleaning (7.0%), storytelling (5.1%), Hadith (5.1%), memorizing the Quran (5.1%) .As the data shown the Quran kindergarten try to taught the Quran and religious concepts, such as theology and the moral values that the theology has biggest share for educating children. the low rate of memorizing Quran don't mean we ignore this issue but the trainers don't consider it .They pay more attention to religious concepts such as theology in children because based on surveys taken of family and children, more religious question asked by children was: "Who is God?" Where does he live (why we do not see), etc. Thus the kindergarten must foster children's creativity in the field of religious .holding the celebration of the holy Imams caused the children feel more kinship with faith. (The last gathering of Welfare authorities 1999)

For the awakening of religious nature in children, it must also developed their internal capacities by religious incentives in them , their internal capacity to receive religious education, religious information developed not just piles of dense construction in their mind. (Kiyomarsi, Gholam Ali. 2010)

The second research question

2-How is the education level of Quran kindergarten? (Are there different levels? if yes, explain)

Different education levels are offered with the statistics data in below table. According to data of questionnaire, there are Quran teachings in 7 levels of education: baby education, nursery school age, pre-school, Teen age, Young school education The below table you can see the results.

The fourth question of the research:

4 - Which method is used to teach religious concepts in any education level,?

The answers come to the conclusion that religious concepts are taught by the following methods.

The last topic in this study is a training method in each education center including:

Summary of sample processing

Samples						
Total		Missing		Valid		
%	Number	%	Number	%	Number	
%100	136	%0/0	0	%100	136	Type of concepts/ education method

Traditional method, modern method and combined method. This section describes the data in the below table.

Cumulative %	Percentage	Frequency	
22.1	22.1	30	traditional
81.6	59.6	81	Modern
100.0	18.4	25	Combined
	100.0	136	Total

As presented in the above table, 22.1% of training centers apply traditional methods, new methods in 60.3%, 18.4 % combined approach, which combines traditional and modern methods. The accuracy of the answers given to the questionnaire were indicated that 59.6% used modern methods to teach religious concepts , 22.1% the traditional method and the remaining 18.4% used the combined method. Using the Latin word "method" for this purpose which in Persian culture defines as way, path, style, course ,procedure . In general, "The way to do any work" called the method .Teaching method is the regular , structured and logical course is to provide the teaching matters and divided into two methods .

In order to respond to the question of whether the training methods taught in the studied centers (including traditional, modern and combined methods) are fit to the type of training concepts in regard to age of learners (according to age and appropriate to the age level) or have no effect on each other's , so we used the chi-square test (chi-square) . The results of this test are as set forth on the next page. Chi-square contingency table to evaluate the effect of two variables of education methods on educational levels

Chi-square contingency table

Total	Method			Type of concepts/ education level
	Traditional	Modern	Combine d	
135	30	80	25	Age-appropriate
	0	1	0	Non age- appropriate
136	30	81	25	Total

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