Investigating the Degree of Paying Attention to the Political Indicators of Lifestyle Based on Islamic-Iranian Model of Development in Training Teachers of Elementary Schools

Houriyeh Shadfar[1], Ahmad Reza Nasr[2], Mohammad Reza Nili[2] & Vahid G. Hassemi[4]

[1] PhD student of Curriculum, University of Isfahan, Isfahan, Iran

[2] Department of Education, University of Isfahan, Isfahan, Iran

[3] Department of Sociology, University of Isfahan, Isfahan, Iran

Correspondence: Ahmad Reza Nasr, Department of Education, University of Isfahan, Isfahan, Iran. Tel: 98-913-128-7504. E-mail: arnasr@ui.ac.ir

Abstract

In the era of development when the needs of a society to its citizens with a political lifestyle based on the development proportional to their native culture seem necessary, updating training and creating changes in citizens' curricula proportional to political indicators of lifestyle is considered as a necessary issue. The objective of the present study is to determine the degree of compatibility of elementary school teacher training with political indicators of lifestyle based on Islamic-Iranian Model of Development by employing a survey research. To collect data, a researcher-made questionnaire was used. This research was conducted on a sample including teachers of area 2, 6, and 12 (n=176) in the City of Tehran in the academic year 2014-2015. The results of the research indicated that the degree of teachers' attention to political indicators of lifestyle is higher than the moderate level and cognitive domains have been paid more attention to than emotional and behavioral domains.

Keywords: curriculum, elementary school, political indicators, lifestyle, Islamic-Iranian model of development

1. Introduction

Political development is among the concepts which after the World War II appeared in the literature of development. The comprehensive process of development which is a profound transformation and covers all economic, social, and cultural aspects of human society, is successful when it will have been accepted by human beings and they will have participated in it. Iran is still among developing countries and is in lower ranks than developed countries in terms of development indicators. From among the barriers of development in Iran, one can refer to the lack of accurate understanding of the process of development, hardware view toward development, negligence of ideological and geographical necessities of development, lack of sufficient attention to the significance of human and social capitals for advancing the aims of development, non-nativity, the lack of attention to cultural, religious, political, economic, and social conditions and issues of the society, etc. (Ghafouri, 2012; Salimifar, 2012). Therefore, it is necessary that the Iranian society both pursues endogenous development and proportional to its own culture. Among native requirements of native and endogenous development whose appropriate lifestyle can be institutionalized among its citizens.

Development, from the viewpoint of Islam, is a comprehensive concept and covers moral, spiritual, and material dimensions. Therefore, development is a purposive and value-driven activity whose objective is to increase humans' welfare in all dimensions. Humans, as factors of development, have a key and sensitive role in the process of development and they can take this role when values, beliefs, and ideals appropriate with development will be create in them. If not so, the expectation of moving and doing developmental measures are far from him; as a result, it is necessary that training lifestyle based on political development should be paid particular attention to in the educational system. This culture building requires training indicators of lifestyle based on political development which should be represented in the curriculum of elementary school period. In the present study, it has been tried that the degree of compatibility and attention to political indicators can be investigated in teachers' teaching method.

The concept of development is among basic issues which became one of the main concerns of third-world countries in 1960's because achievements of new Europe and western renaissance entered these countries from about 18th and 19th centuries in one way or another (Roche, 2007). The issue of development and political development enjoys a doubled significance for intellectual elites of the third-world countries because in these countries, the process of development and underdevelopment is the main challenge of the society and influences all available political, social, and economic upheavals (La Palombara & Weiner, 2015; Gill, 2000).

Political development in Iran, as in developed countries, cannot be considered apart from the general process of development. However, in Iran, these two processes started with each other about a century ago (Fakouhi, 2000). The issue of political development in Iran, have been emphasized at least among elites since the Constitutional Revolution in Iran in such a way that Iran can be considered as one of the forerunners among the countries of the region (Dehghani-Firouzabandi & Radfar, 2012). Political development in contemporary Iran has not an even process, but it has been along with ups and downs (Abdollahi & Rad, 2009).

In the world of today, political development is considered as one of the most fundamental issues of different developing societies; the issue which in addition to political activities of these societies, influences all economic, social, and cultural activities in them. It is obvious that the formation of a process called political development requires long-term social changes by which the system of division of labor, social stratification, and political and cultural systems change. Accordingly, it can be said that political development has a consequential nature and its evolution in each society has its own history (Rajabzadeh, 1999).

The concept of political development in the domain of politics has a significant status. However, there are still many ambiguities regarding this word (Alam, 2003). Scholars of political development such as Huntington, takes political development as the intrinsic ability of a system for fulfilling people's needs which are based on the legitimacy of the system and public participation of the people in political affairs (Ohno, 2013). Pye considers political development as "the increase in the capacity of a system in responding people's needs and wants, structural diversity, specialization of structures, and also the increase in political participation" (Ghavam, 1992). Saifzadeh (1996), considers political development as the representation of the formation of a new intellectual framework in which citizens can step towards conscious, voluntary, and active political participation. Abdollahi (2010) takes political development as a fundamental transformation in power relations in internal and external dimensions and regarding the increasing process of the development of production, communication, and information technologies in the world domain. Devich knows political development as a process during which traditional beliefs and dependencies in political, economic, cultural, and social fields are transformed and the public are ready to accept new behavioral patterns (Ghavam, 2001).

Lifestyle is a reality available since the advent of human beings on the earth and on each society, a kind of lifestyle has been dominated according to its culture and conditions. Birou (2001), has translated lifestyle as a kind of life by which it means the quiddity of life flow and life method of humans personally and in group, and includes how to use incomes, duration working time, clothing, food, dressing, place of resident, and religious and cultural behaviors. Kaviani-Arani (2009) considers lifestyle as indicating a part of the culture which in contemporary societies plays a significant role in people's life. The clear upper layer of the identity of a society is tis lifestyle. Each society can show the results and products of its own ideology to others when its lifestyle is appropriate to its beliefs and values (Sharifi et al., 2012). In general, lifestyle is a relatively fixed model of individuals' behaviors in their everyday lives and in the framework of the situations in life in which human art in exploring and selecting is the most appropriate and rational behavior.

The most important factor in development is the quality of humans in each society. Accordingly, training should be located at the top of all planning as the main key of accessing development (Fakouhi, 2000). Dad (1990) has presented different fields which are covered by political development; one of the most important of them is the ability of learning this issue that how political tasks should be done and political structure should be created. The concept of development and its model have been always mixed with value issues and norms dominant over a society; for this reason, the development model should be designed appropriate to needs, values, and norms of the society. This issue requires the efforts of an expansive group of experts of development who accurately, found a model for the drawing social, economic, and cultural conditions of societies and take the responsibility of this vital role.

Transforming trainings related to cultural characterization of the society are basically relied on elementary education. As far as elementary education is not fundamentally transformed and reconstructed, the development path will be very uneven and the speed of developmental movement will be very slow and disappointing (Jagla, Erickson, & Tinkler, 2013). The tendency and motivation of advancement and enthusiasm for learning as well as

applying lifestyle based on political development should be created in children and in curricula, the belief and interest of this lifestyle should be created. To obtain sustainable political achievement and development, lifestyle based on political development should be institutionalized in the individuals of the society. The process of all-round development will be successful when it is accepted by human beings and they participate in it actively. Beliefs, ideologies, speech, and behavioral patterns of individuals in the society should be compatible with political indicators of lifestyle based on Islamic-Iranian Model of Development in order that the society can step in the path of development for attaining Islamic development.

Political indicators of lifestyle refer to behaviors which provide grounds for political development and attaining indicators of political development. In other words, by institutionalizing these components in individuals' lifestyle, achieving Islamic advancement and civilization will be facilitated. The most important of these components for training children are as follows:

1) Respecting the ideas of the majority, avoiding self-centeredness, and having the spirit of political participation: political development has been considered as the ultimate of politics in the contemporary era, and lifestyle based on it trains citizens for their presence in a democratic society. Democracy is a process which has been the result of political development of the societies (Iranshahi, 2013). Democracy is considered as one of the indicators of political development in the words and practical traditions of Imam Ali's government The divine avoidance of accepting power for public anabolism are considered as the basic advantages of Imam Ali's government (Mohseni, 2005). The requirement of democracy is citizens' political participation. Each government, for its survival, requires participation, accompaniment, and support of its people. Serious participation of people is among basic elements and foundations of the tradition of Imam Ali's methods in the structure of the power (Bakhshayesh-Ardestani & Dashti, 2013). Citizens should have political participation in the affairs of their cities; this issue is considered as the part and parcel of citizenship's social and real concept is necessary for the development of a civil society (Fakouhi, 2000). The educational system, by growing the spirit of attention and respect to the ideas of the majority and avoiding self-centeredness, as well as attracting students' participation in the affairs of schools, can step in the path of attaining this indicator of political development.

2) Commitment to the law: Tavakkol knows legalism as the requirement of political development (Mousaei, 2011). Observing laws and having principles in lifestyle depend on development (Iranshahi, 2013). The Messenger of Islam considers legalism as one of the ten elements of the body of Islam. In addition, Imam Ali, in his different hadiths, considers prosperity as dependent on legalism. Even giving money and lives is recommended in this path (Mousaei, 2011). Imam Ali states that "the fall of each civilization and each political system starts when the law is sold there and the rights are violated and consequently the void becomes as a tradition". Therefore, retaining security and territory of a society depends legalism (Akhtar-Shahr, 2007). For necessitating individuals in a society for the commitment to law, legalism should be institutionalized in them from the elementary school in order that they become legalist citizens.

3) The spirit of seeking peace and avoiding violence: development is not sustainable without peach. The term peach and its derivatives are repeated in the Holy Quran as 180 times. In different hadiths, seeking peach and avoiding violence have been emphasized (Nahjulfasaha, 2010, Al Davoud, 2011; Al Gholub, 2011). The Messenger's specific attention to the concept of peace is such that not seeking peace is tantamount to blasphemy. The prevalence of the spirit of seeking peace causes the closeness of hearts and creating a friendly and peaceful space among people and reinforces national integrity and security in the country. This feature should be considered in social environment of schools and be developed among students.

4) The spirit of seeking independence and self-reliance: one of the features of a developed country is independence and the independency to other countries. To obtain the independence, both the government and individuals in the society should exert their efforts and have such a spirit. The objective of development is the access of humans to a life with self-esteem, self-reliance with the expansion of the scope of selection. If this objective as a social value is not dominated on the minds of individuals in a society, no firm motivation will be available for moving toward development in the society (Nazarpour, 1999). In Quranic verse 8 of Surat Al-Munafiqoon, independence and avoiding abjection have been emphasized. The requirement of independence is mental, psychological, and emotional independency to foreign cultures which results in political dependency. The educational system, in addition to motivating and promoting the culture of participation and teamwork, should grow the spirit of independence in students.

5) Interest in homeland and national-Islamic identity as well as national solidarity: In a society in which there is no patriotism, there will be no motivation for providing services and growing. Patriotism is the stimulus

and ground of development (Sarulghalam, 1996). In addition, national solidarity and unity originating from interest in homelands and native identity are necessary for political development. In Quranic verse 103 of Al-Imran, solidarity and unity has been recommended. Avoiding division is one of the main issues in Islam and it has been emphasized. Its realization engenders positive consequences such as tranquility, unity, affection, and material and spiritual advancement for all people in the society (Javadi-Amoli, 2012). Imam Ali, in letter 78 of *Nahjulbalagha* considers unity as the guarantee of the survival of the government and takes himself as more greedy for unity and empathy in the community of Muhammad. In preaches 86, 127 and 176 of *Nahjulbalagha*, Imam Ali warns the dangers of division. The issue of unity in the Islamic community was so important for Imam Ali that his judiciary was burdened to not obey those laws which might result in division of the community (Akhtar-Shahr, 2007). To obtain solidarity, the spirit of patriotism should be grown among the individuals of a society and childhood is the best period of life for developing this spirit in them, which can result in social unity and solidarity in adulthood and facilitate attaining political development.

1.1 Review of the Related Literature

Researches done on lifestyle enjoy high diversity. Some of the most important researches conducted on this issue are as follows as divided by their subjects: theoretical issues regarding lifestyle (Jenson, 2007 and Russell, 2008), research with religious values approaches (Nosrati, Zolfaghari, & Alasvand, 2013; Karami-Ghahri & Zadsar, 2013; Mosavi-Gilani, 2013; Mortajaei, 2013; Kaviani, 2009) and research which investigated the typology of lifestyle (Azad-Aramaki & Shalchi, 2005; Shahabi, 2007; Ghiasvand & Gholizadeh, 2010; Hurton & Hunt, 1984; Reusswig, 2005; Palumtes, 2002; Berg, 1994).

Research conducted on elementary school curriculum has been mainly concentrated on the content of course books and the least attention has been paid to the elements of aims and performance of the curriculum. As follows, a number of studies conducted on the elementary curriculum which are related to the present research in thematic term are referred to.

Salehi-Omran and Shakibain (2007), in a research aimed at describing the degree of attention to components and concepts related to national identity in course books of elementary school in Iran, concluded that no moderate attention has been paid to the elements of national identity and regarding the formation of national identity in the new generation, they have played few roles. Ghassemi (2008), in his research found out that about 30% of the titles of Persian Language and Literature course books of elementary school have been directly allocated to the issue of national solidarity, but in general, about 52% of the titles of Persian Language and literature course books in elementary school, directly or indirectly, national solidarity has been considered. Fathi-Vajargah and Eslami (2008) evaluated the degree of attention to concepts and components of training peace in the domain of designing, performance, and evaluating curriculum in elementary school from the viewpoint of experts of education and curriculum and teachers of elementary school in the City of Tehran at very and relatively low level. In general, regarding the literature, no research related to the subject of the present study which can be discussed in the discussion and conclusion sections was found.

1.2 Research Questions

The present study is to answer the following questions:

1) How much have elementary school teachers paid attention to political indicators of lifestyle based on development in their training?

2) Is there any difference among teachers' attitudes in terms of the degree of paying attention to political indicators of lifestyle based on Islamic-Iranian Model of Development in elementary school training by virtue of demographic factors?

2. Method

2.1 Participants

The present study is a descriptive one in terms of the nature of the research and a survey study in terms of data collection method. The population of the study includes all elementary school teachers of area 2, 6, and 12 of the City of Tehran.

2.2 Instrument

The instrument for collecting data is a researcher-made questionnaire which investigates of teachers' educational performance based on five components in three cognitive, emotional and executive domains. In this questionnaire, the degree of attention to political indicators of lifestyle in three domains is to be investigated, in

other words, how much attention has been paid to students in three levels of teaching, motivating, and evaluating. For distributing copies of the questionnaire, the cluster sampling was used in such a way that in each area, a school was selected and the questionnaires were distributed among teachers. To interpret and analyze data, descriptive and inferential methods were used. The validity of the questionnaire was confirmed using the ideas of the experts. The reliability of the questionnaire was determined using Cronbach's alpha as 97%.

3. Result

3.1 Question 1

How much have elementary school teachers paid attention to political indicators of lifestyle based on development in their training?

Table 1. Frequency distribution and percentage of teachers' answers to the questions related to political indicators of lifestyle

Domian	Questions	Very low	low	Moderate	High	Very high	Total	Mean	SD
Cognitive doamin	Repecting the mejarity' ideas and avoiding self-centeredness	0	2	22	81	71	176	4.25	0.71
		0	1.1	12.5	46	40	100		
	Seeking independence and self-reliance	0	2	22	85	67	176	4.23	0.70
		0	1.1	12.5	48.3	38.1	100		
	Commitment to the law and justice regaridng issues of classes and schools	0	1	31	69	75	176	4.23	0.75
		0	0.6	17.6	39.2	42.6	100		
	Seeking peace and avoiding violence in behaving with other students	0	1	19	67	89	176	4.38	0.69
		0	0.6	10.8	38.1	50.6	100		
	Interest in homeland and national-Islamic identity as well as national solidarity	0	4	14	80	78	176	4.31	0.71
		0	2.3	8	45.5	44.3	100		
Emotional domain	Repecting the mejarity' ideas and avoiding self-centeredness	0	1	27	84	64	176	4.19	0.70
		0	0.6	15.3	47.7	36.4	100		
	Seeking independence and self-reliance	0	3	26	89	58	176	4.14	0.72
		0	1.7	14.8	50.6	33	100		
	Commitment to the law and justice regaridng issues of classes and schools	0	1	40	78	57	176	4.08	0.75
		0	0.6	22.7	44.3	32.4	100		
	Seeking peace and avoiding violence in behaving with other students	0	1	40	70	65	176	4.13	0.77
		0	0.6	22.7	39.8	36.9	100		
	Interest in homeland and national-Islamic identity as well as national solidarity	0	7	31	75	63	176	4.10	0.82
		0	4	17.6	42.6	35.8	100		
Behavrioral domain	Repecting the mejarity' ideas and avoiding self-centeredness	7	38	58	27	46	176	3.38	1.19
		4	21.6	33	15.3	26.1	100		
	Seeking independence and self-reliance	6	26	45	54	45	176	3.60	1.12
		3.4	14.8	25.6	30.7	25.6	100		
	Commitment to the law and justice regaridng issues of classes and schools	6	40	51	33	46	176	3.41	1.19
		3.4	22.7	29	18.8	26.1	100		

Seeking peace and avoiding violence in behaving with other students	9	40	46	29	52	176	3.42	1.26
	5.1	22.7	26.1	16.5	29.5	100		
Interest in homeland and national-Islamic identity as well as national solidarity	8	50	44	27	47	176	3.31	1.26
	4.5	28.4	25	15.3	26.7	100		

As indicated in Table 1, in the cognitive domain, most of the teachers claimed that the concepts in educational discussions were paid high and very high degrees of attention, and in the emotional domain, most of the teachers claimed that, they paid high and very high degrees of attention to the promotion and motivation of concepts. But in the behavioral domain, most of the teachers, except for the components of seeking peace and seeking independence to which they claimed that paid high and very high degrees of attention to them, in most of items, they believed that they paid a moderate degree of attention to them. As indicated in Table 1, the highest mean scores (4.23) is for the component of seeking peace and avoiding violence in the cognitive domain and the lowest mean scores (3.31) is for interest to homeland and national-Islamic identity as well as national solidarity in the behavioral domain.

Table 2. Comparing mean scores of the political indicator with hypothetical mean (3)

Variables	Mean scores	SD	Mean difference	T	df	Sig.
Political	3.94	0.70	0.94	17.95	175	0.0001

According to the findings of Table 2, the results related to the one sample t-test indicated that the observed difference from the hypothetical mean is significant (t=17.92 and p<0.0001) and regarding the fact that the mean scores of the political indicator is higher than the hypothetical mean value (3); therefore the degree of teachers attention to political indicators of lifestyle based on Islamic-Iranian Model of Development in training is higher than the moderate level.

Table 3. Comparing the scores of the political indicator in three cognitive, emotional and behavioral domains with the hypothetical mean value 3

Variables	Mean scores	SD	Mean difference	T	df	Sig.
Cognitive	4.28	0.60	1.28	28.35	175	0.0001
Emotional	4.13	0.66	1.13	22.63	175	0.0001
Behavioral	3.42	1.13	0.42	5.01	175	0.0001

In Table 3, the results of the one sample t-test for comparing the mean score of the degree of teachers' attention to political indicators of lifestyle based on Islamic-Iranian Model of Development in training in the three cognitive, emotional and behavioral domains with the hypothetical mean value 3 indicated that the observed difference from the hypothetical mean value for each three cognitive (p<0.0001, t=28.35), emotional (p<0.0001, t=22.63), and behavioral (p<0.0001, t=5.01) is significant. As observed in Table (3), the mean scores of teachers' attitudes in the cognitive domain is 4.28, in emotional domain is 4.13, and in behavioral domain is 3.42.

For investigating the significance of the difference between mean scores of the three domains, Friedman test was used. The results are indicated in table 4 and they illustrate the mean ranks of each of the three domain. The mean ranks of each of the three domain indicated their compatibility degrees with the political indicator of lifestyle based on Islamic-Iranian Model of Development from teachers' attitudes.

Table 4. Mean ranks of the three cognitive, emotional, and behavioral domains

Domains	Mean Rank	Priority
Cognitive	2.30	1
Emotional	2.26	2
Behavioral	1.45	3

According to Table 4, the highest degrees of attention to political indicators of lifestyle in training is the three domains are related to mean ranks of cognitive, emotional, and behavioral domains respectively. The results of the significance of Friedman test with x^2, is 114.70 and df is 2 at the significance level 0.0001 indicate that there is a significant difference between the three domains from the viewpoints of the participants. Therefore, it can be said that the degree of paying attention to the three domains are different and the cognitive domain is in the first priority, emotional domain in the second, and behavioral domain is in the third priority. The results confirm this issue that teachers have more emphasis on political indicators in the cognitive domain, but in the behavioral domain, they have less emphasis on indicators.

3.2 Question 2

Is there any difference among teachers' attitudes in terms of the degree of paying attention to political indicators of lifestyle based on Islamic-Iranian Model of Development in elementary school training by virtue of demographic factors?

To determine this issue that there is any significant difference among the three domains from the viewpoint of teachers, MANOVA was used. Its results are indicated in the form of comparing the mean scores of teachers' ideas in terms of demographic factors.

Table 5. Comparing mean scores of teachers' ideas in terms of teaching grades

Domain	First grade		Second grade		Thrid grade		Fourth grade		Fifth grade		Sixth grade	
	Mean scores	SD	Mean scores	SD	Mean scores	SD	Mean scores	SD	Mean scores	SD	Mean scores	SD
Cognitive	4.42	0.64	4.32	0.52	4.40	0.57	4.34	0.50	4.10	0.76	4.12	0.56
Emotional	4.007	0.85	4.20	0.59	4.30	0.55	4.25	0.53	4.02	0.74	3.97	0.67
Behavrioral	3.28	1.30	3.32	1.03	3.81	1.02	3.84	1.02	3.29	1.20	3.02	1.06

The findings in Table 5 indicate that based on the mean scores of the components, the highest mean scores in the political indicator in the cognitive domain is related to the teachers of the first grade with the value 4.42 and the least mean scores is related to the fifth grade with the value 4.10. In addition, in the emotional degree, the highest mean scores is related to the third degree with the value 4.30 and the least mean scores is related to the sixth degree with the value 3.97. In the behavioral domain, the highest mean scores is related to the fourth grade with the value 3.84 and the lowest mean scores is related to the sixth grade with the value 3.02.

Table 6. Multivariate analysis of variance of comparing domains of political indicators in terms of educational grades

Components	F	Sig	Eta
Cognitive domain	0.76	0.580	0.031
Emotional domain	0.81	0.544	0.033
Behavioral domain	1.44	0.212	0.057

The results of Table 6 indicate that regarding F-observed there is no significant difference among teachers' attitudes in terms of educational grade in the cognitive domain (P>0.05, F=0.76), emotional domain (P>0.05,

F=0.81) and behavioral domain (P>0.05, F=1.44).

Table 7. Comparing the mean scores of teachers' ideas in terms of years of service

Domains	Less than 10 years		11-20 years		Above 2 years	
	Mean	SD	Mean	SD	Mean	SD
Cognitive domain	4.31	0.58	4.28	0.60	4.25	0.62
Emotioanl domain	4.20	0.60	4.12	0.66	4.05	0.73
Behavioral domain	3.69	1.06	3.20	1.04	3.35	1.25

The highest mean scores is related to teachers with less than 10 years of service with the value 4.31 and the lowest mean scores is related to teachers with above 20 years of service with the value 4.25. in addition, in the emotional domain, the highest mean scores is related to teachers with less than 10 years of service with the value 4.20 and the least mean scores is related to teachers with above 20 years of service with the value 4.05. in the behavioral domain, the highest mean scores is related to teachers with less than 10 years of service with the value 3.69 and the least mean scores is related to teachers with 11-20 years of services with the value 3.20.

Table 8. Multivariate analysis of variance of comparing domains of political indicators in terms of years of service

Components	F	Sig	Eta
Cognitive domain	0.15	0.857	0.002
Emotional domain	0.82	0.439	0.009
Behavioral domain	3.23	0.042	0.036

The results of Table 8 indicated that there is no significant difference among teachers' attitudes in terms of years of service in cognitive domain (P>0.05, F=0.85) and emotional domain (P>0.05, F=0.43). But, there is significant different among teachers' attitudes in terms of years of service in the emotional domain (P<0.05, F=3.23). Results related to Scheffe test indicated that in the behavioral domain, there is significant difference between two groups of teachers with less than 10 years of services and those with 11-20 years of service, and the means scores of attitudes of teachers with less than 10 years of service is higher than the mean scores of the attitudes of teachers with 11-20 years of services.

Table 9. Comparing teachers' attitudes in the three domains in terms of educational levels

Domain	Diploma		Associate diploma		BA		MA and higher	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Cognitive domain	4.32	0.50	4.35	0.63	4.32	0.60	4.15	0.59
Emotional domain	4.06	0.81	4.08	0.74	4.21	0.60	4.06	0.63
Behavioral domain	3.17	1.30	3.53	1.23	3.54	1.03	3.22	1.12

Findings of Table 9 indicated that according to the obtained mean scores of components, the highest mean scores in the cognitive domain is related to teachers with associate diploma with mean scores 4.35 and the lowest mean scores is related to teachers with MA and higher degrees with the value 4.15. In the emotional domain, the highest mean scores is related to teachers with BA and with mean scores 4.21 and the lowest mean scores is related to teachers with diploma and MA and higher degrees with the value 4.06. In the behavioral domain, the most mean scores is related to teachers with BA and with mean scores 3.54 and the lowest mean scores is related to teachers with diploma and with the value 3.17.

Table 10. Multivariate analysis of variance of comparing domains of political indicators in terms of educational level

Components	F	Sig	Eta
Cognitive domain	0.98	0.402	0.017
Emotional domain	0.72	0.536	0.013
Behavioral domain	1.16	0.325	0.020

The results of Table 10 indicated that there is no significant difference regarding the F-observed among teachers' attitudes in terms of educational level in cognitive domains ($p>0.05$, $F=0.98$) emotional domain ($p>0.05$, $F=0.72$), and behavioral domain ($P>0.05$, $F=1.16$).

Table 11. Comparing mean scores of teachers' attitudes in terms of area

Domain	Area 2		Area 6		Area 11	
	Mean scores	SD	Mean scores	SD	Mean scores	SD
Cognitive domain	4.27	0.63	4.20	0.54	4.35	0.61
Emotional domain	4.30	0.63	3.91	0.63	4.11	0.67
Behavioral domain	3.85	0.91	3.12	1.004	3.18	1.30

Table 11 indicates that according to the mean scores of components, the highest mean scores in the cognitive domain is related to teachers of area 11 with the value 4.35 and the lowest mean scores is related to teachers of area 6 with the value 4.20. In the emotional domain, the highest mean scores is related to teachers of area 2 with the value 4.30 and the least mean scores is related to teachers of area 6 with the value 3.91. in the behavioral domain, the highest mean scores is related to teachers of area 2 with the value 3.85 and the least mean scores is related to teachers area 6 with the value 3.12.

Table 12. Multivariate analysis of variance of comparing domains of political indicators in terms of area

Components	F	Sig	Eta
Cognitive domain	0.81	0.444	0.009
Emotional domain	5.21	0.006	0.057
Behavioral domain	8.57	0.0001	0.090

The results of Table 12 indicated that the F-observed regarding the difference among teachers' attitudes in terms of area is not significant in the cognitive domain ($P>0.05$, $F=0.81$). But there is significant difference among teachers' attitude in the three areas in the emotional domain ($P<0.01$, $F=5.21$) and behavioral domain ($P<0.0001$, $F=8.57$). The results related to Scheffe follow-up test indicated that there is significant difference among the mean scores of the attitudes of teachers of areas 2 and 6 in terms of the emotional domain and the mean scores of the attitudes of teachers of area 2 is higher than the mean scores of the attitudes of teachers of area 6. In behavioral domain, the results of Scheffe test indicated that there is significant difference among the mean scores of the attitudes of teachers in areas 2 and 6 and the mean scores of the attitudes for teachers of area 2 is higher than mean scores of the attitudes of teachers of area 6. In addition, there is significant difference among attitudes of teachers' in areas 2 and 11, and the mean scores of teachers' attitudes in area 2 is higher than the mean scores of teachers' attitudes in area 11.

4. Discussion and Conclusion

Education has a very important role in the formation of students' lifestyle. This role in in the elementary school period, due to reasons such as the primary familiarity of students with the society, more limited access to other resources forming political lifestyle, the individuals' lasting learning in schools in these ages, and their being influenced extensively by teachers require more attention. The present study investigated the degree of teachers'

attention to the items of political lifestyle in cognitive, emotional, and behavioral dimensions from their own perspectives.

The results of the present study indicated that in the cognitive domain, more teachers claim that they have paid grate attention to training components, and in the emotional domain, more of teachers claim that they have paid significant attention to motivating components, but in the behavioral domain, the reduction of attention and emphasis can be observed. This result in natural that in words, training indicators are paid attention to, but in the emotional domain, this attention reduces and at last, in practice, paying attention reaches to its lowest level because in evaluating students, attaining to these components educationally has not significant importance.

Unfortunately, in most kinds of education, this gradual reduction in attention can be observed in the three domains because the emotional and behavioral effects are much more difficult and require more skills. A lot of educational issues in moral, cultural, and social dimensions are neglected by teachers in their evaluations. But, according to teachers' attitudes, the degree of compatibility in training of elementary school teachers with the political indicators of lifestyle based on Islamic-Iranian Model of Development is higher than the moderate level, but in the country which is to attain endogenous advancement, institutionalizing the culture of appropriate political behavior in the generation of students requires more attention on the part of teachers.

There is significant difference among teachers' attitudes in terms of some of demographic components. In terms of education and educational grade, there is no significant difference among teachers' attitudes. In terms of years of service in the behavioral domain, teachers with less than 10 years of service had more attention than those with 11-20 years of service. This difference in attitudes in terms of years of service can be due to the issue that teachers with less than 10 years of service are mostly in the below 35 year old age group, and in addition, this group has higher levels of education; this group of teachers, regarding the mentioned characteristics, have more concerns, patience, and skills in paying attention to indicators in the behavioral domain. In terms of areas, in the emotional domain, teachers of area 2 paid more attention to indicators than teachers of area 6 and in the behavioral domain, teachers of area 2 had more attention to indicators than teachers of area 6. In addition, teachers of area 2 claim that they have observed indictors more than area 11. This difference in attitudes in terms of areas can be due to the issue that area 2 is more prosperous than areas 6 and 11 and political concerns are more significant for students and their families in this area, and teachers have more attention to it. Regarding the results of the present study, it is suggested that in the elementary school curriculum, components of political lifestyle should be paid more attention and in addition, educational courses and workshops should be held for teachers, in which skills of creating motivations and encouraging mentioned issues in students and paying comprehensive attention to them in their evaluation can be trained.

References

Abdollahi, M. (2010). Globalization, post-modernism, and evolution of the concept of political development. *Journal of Politics, 40*(1), 177-195.

Abdollahi, M., & Rad, F. (2009). Studying the process of transformation and structural obstacles to political development in Iran (2003-2023). *Iranian Journal of Sociology, 10*(1), 29-63.

Akhavan-Kazemi, M. (2004). *Higher education and sustainable development policy*. Higher education and sustainable development Conference (pp. 13-32). Tehran: Institute for Research and Planning in Higher Education.

Akhtar-Shahr, A. (2007). *Islam and development, Tehran: Organization of Islamic Culture and Thought Research Publications*.

Alam, A. (2003). *Political science foundations*. Tehran: Ney publication.

Azad-Aramaki, T., & Shalchi, V. (2005). Two Iranian world: Mosques and coffee shops. *Cultural Studies and Communication, 1*(4), 163-183.

Bakhshayesh-Ardestani, A., & Dashti, F. (2013). Democracy in the government of Imam Ali (AS). *Alavi Journal, 4*(2), 39-68.

Berg, H. Y. (1994). Lifestyle, traffic and young drivers: an interview study. *VTI rapport*, 389.

Birou, A. (2001). *A dictionary of social science*. B. Saroukhani (Trans.). Tehran: Keyhan Publication.

Dad, C. H. (1990). *Political growth*. E. Fouladvand (Trans.). Tehran: Nashr Now.

Dehghani-Firouzabadi, J., & Radfar, F. (2012). The relationship of political stability and political development in the IRI. *Islamic Revolution Strategy Journal, 6*(19), 47-60.

Fakouhi, N. (2000). *From culture to development: Essays on the development of political, social and economic*. Tehran: Ferdows.

Fathi-Vajargah, K., & Eslami, M. (2008). The study of the degree of attention to peace education in the curriculum from the perspective of education professionals, experts in curriculum and elementary school teachers in Tehran. *Journal of Educational Innovation, 7*(25), 49-76.

Ghafouri, A. (2012). *The initial step in the design of Islamic-Iranian model of development, the book first meeting of the strategic ideas of Islamic-Iranian model of development*. Tehran: Secretariat of the Conference of Islamic-Iranian model of development (pp. 203-208).

Ghassemi, H. (2008). Correlation in elementary school textbooks. *Journal of Curriculum Studies, 9*(34), 133-160.

Ghavam, A. (1992). *Development of political and administrative reform*. Tehran: Ghomes.

Ghavam, A. (2001). *Political and development challenges*. Tehran: Ghomes.

Ghiasvand, A., & Gholizadeh, B. (2010). The effect of lifestyle on eating style books and journals. *Journal of Iranian Society of Cultural Studies and Communication, 6*(18), 37-53.

Gill, G. (2000). *The dynamic of democratization elites*. Civil society and transition process, New York: Macmillan.

Hurton, P. (1984). *Sociology*. New York: McGraw hill.

Imam, A. (1999). *Nahjulbalagha*. S. J. Shahidi (Trans.). Tehran: Elmi and Farhangi Publication.

Iranshahi, H. (2013). Lifestyle and political development. *Proceedings of the conference on the lifestyle in Iran, Tehran: TISA (1)*, 469-494.

Jagla, V. M., Erickson, J. A., & Tinkler, A. S. (Eds.). (2013). *Transforming teacher education through service-learning*. IAP.

Javadi-Amoli, A. (2013). *Mafatihul Hayat*. Qom: Asra Publication.

Jensen, M. (2009). Lifestyle: suggesting mechanisms and a definition from a cognitive science perspective. *Environment, development and sustainability, 11*(1), 215-228. http://dx.doi.org/10.1007/s10668-007-9105-4

Karami-Ghahi, Z. (2012). Assessing and examining the relationship between religion and lifestyle (case study of women 20 years and over in Tehran). *Journal of Women in Culture and Art, 5*(1), 85-101.

Kaviani-Arani, M. (2009). *The theory of Islam and making lifestyle based on test and evaluate the psychometric properties of an Islamic lifestyle* (General psychology doctoral dissertation, University of Isfahan).

Kaviani-Arani, M. (2011). Quantifying and measuring an Islamic lifestyle. *Psychology and Religion, 4*(2), 27-44.

LaPalombara, J., & Weiner, M. (2015). *Political Parties and Political Development* (SPD-6). Princeton: Princeton University Press.

Mohseni, A. (2005). Imam Ali (AS) and grassroots approach to issues of governance and its origins. *Journal of Political Science, 1*(1), 129-158.

Mortajaei, S. (2013). Investigating Islamic life style indices according to the Quran and Hadith. *Proceedings of the style of life in Iran, Tehran: TISA(1)*, 379-400.

Mortajaei-Nosrati, Sh., & Zolfaghari, A. (2012). The effect of religiosity on youth lifestyle of Tehran. *Journal of Social Research, 5*(14), 101-117.

Mousaei, M. (2011). *Religion and culture development*. Tehran: Jameshenasan Publication.

Mousavi-Gilani, S. R. (2013). What and why of lifestyle and its relation to the religious and messianic. *Journal of the East Promised, 7*(25), 123-138.

Nazarpour, M. T. (1999). *Values and development*. Tehran: Islamic Culture and Thought Research Center.

Ohno, K. (2013). The East Asian Growth Regime and Political Development. *Eastern and Western Ideas for African Growth: Diversity and Complementarity in Development Aid*, 30.

Palumets, L (2002). Space of Lifestyles in Estonia in 1991, Society with Soviet Heritage, in the Light of Bourdieu's Theory. *Pro Ethnologia, 16*(5), 39-59.

Rajab-Zadeh, A. (1999). *Sociology of Development: A Comparative Study of historical Iran and Japan*. Tehran: Salman.

Reusswig, F., & Leiserowitz, A. A. (2005). The international impact of the day after tomorrow. *Environment: Science and Policy for Sustainable Development, 47*(3), 41-44. http://dx.doi.org/10.1080/00139157.2005.10524447

Roche, G. (2007). *Social changes*. M. Vaseghi (Trans.). Tehran: Nei Publication.

Rossel, J. (2008). Conditions for the explanatory power of life styles. *European sociological review, 24*(2), 231-241. http://dx.doi.org/10.1093/esr/jcm046

Saifzadeh, S. H. (1989). *Reconstruction and political transformation*. Tehran: Safir Publication.

Salehi-Omran, E., & Shakibaien, T. (2007). Investigating the degree of attention to the components of national identity in textbooks of primary education. *Journal of Curriculum Studies, 8*(29), 63-85

Salimifar, M. (2012). *An introduction to Islamic development model. The booklet of the first meeting of the strategic ideas of Islamic-Iranian model of development. Tehran: Secretariat of the Conference of Islamic-Iranian model of development* (pp. 37-60).

Sarulghalam, M. (1996). *Reason and development*. Tehran: Safir Publication.

Sarulghalam, M. (2003). Rationality and future of development in Iran. Institute of Culture and Education. *Proceedings of the Second International Conference on Islam and development, Qom: Publication Office* (pp. 479-495).

Shahabi, M. (2007). *Cosmopolitan lifestyles among Iranian youth and political implications of it, under the supervision of E. Hajiyani, lifestyle patterns of Iranians*. Tehran: Center for Strategic Research.

Sharifi, A. H. et al. (2012). *Calendula (ethics and Islamic life style)*. Tehran: Publication Office of Education.

Copyrights