

The Effect of Instruction of Islamic life Skills on Self-regulation Learning Strategies, Identity Styles and Development of Moral Sense in Students

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Abstract

Background and Objective: Islamic life skills are the abilities that develop by emphasizing religious instructions and continuous practice, prepare adolescents for encountering life problems and increase their social and mental abilities and skills. Accordingly, the need for interventions at the education level to prevent social harms is more highly felt. The present study examined the effect of instruction of Islamic life skills on self-regulation learning strategies, identity styles and development of moral sense in students.

Methods: This was an interventional study involving a clinical trial in which a quasi-experimental pretest-posttest design was used. The statistical population included all the high school students in male-only schools in the first grade in region 22 of Tehran, who were selected using multi-stage cluster sampling and out of which Shahid Motahhari School was randomly selected. Forty students were selected from this school using accessible sampling, who were assigned to experimental (n=20) and control (n=20) groups. The former received eight weekly sessions of intervention in the form of instruction of Islamic life skills. The data collection instruments included Motivated Strategies for Learning Questionnaire (MSLQ), Identity Styles Questionnaire (6G-ISI) and Defining Issues Test (DIT). The collected data was analyzed using covariance analysis. In this study, all the ethical considerations were observed and the authors reported to conflicts of interest.

Results: Based on the findings, instruction of Islamic life skills caused improved scores in self-regulation learning strategies (metacognitive=0.27 and cognitive=0.59). It also led to changes in normative identity (0.43) and commitment (0.76). Instruction of life skills accounted for 37% of the variance in students' development of moral sense.

Conclusion: Instruction of Islamic life skills enables students to develop an independent identity as a pious adolescent committed to religious values, develop their ability to define issues, improve their self-regulation learning strategies and change their knowledge, values and opinions into real abilities.

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Summary

Background and Objective

Along with the developments and growing challenges, fundamental changes have occurred in the nature of

social life leading to social chaos and harms and threatening social health. In this respect, one of the vulnerable groups in the society is the students because the most important period of human life is the adolescence, which is simultaneous with education in high school (1). This period is followed by the most

complicated time of mental evolution and is considered as a screening and determining period of orientation. Instructing life skills and style, which is considered as an intervening factor, can be based on the fact that adolescents have the right to become capable. The present study tries to examine the effect of teaching Islamic life skills and style on self-regulation learning strategies, identity style and development of moral sense in students.

Methods

Compliance with ethical guidelines: After determining the experimental and control groups and obtaining their consent, all the participants were briefed about the purpose of the educational sessions, how to attend, and the number and time of the sessions. The issues related to confidentiality of their personal information were also explained. Finally, the research findings were presented to them in the form of a report.

This was an interventional study and involved a clinical trial in which a quasi-experimental pretest-posttest design was used. The statistical population of the study included all the high school students in male-only schools in the first grade in region 22 of Tehran, out of which Shahid Motahhari School was randomly selected using multi-stage cluster sampling. All the students studying in this school in 2017 were examined and based on the inclusion and exclusion criteria, 40 students were finally selected by accessible sampling method. They were, then, assigned to two groups of experimental ($n=20$) and control ($n=20$). Subsequently, both groups completed Pintrich and DeGroot's Motivated Strategies for Learning Questionnaire (MSLQ), Berzonsky's Identity Styles Questionnaire (6G-ISI) and Rest's Defining Issues Test (DIT).

Results

The results were indicative of normal distribution of all the research variables. Furthermore, the variance error of the experimental and control groups in the dependent variables was not significantly different at 0.05 level of significance and the homogeneity assumption of the variance of the groups was accepted ($P>0.05$). Besides, the significant difference between the experimental and control groups in the components of self-regulation learning strategies was confirmed and the P-value for the variables was smaller compared to the $P=0.012$ value obtained by Benferoni correction (dividing the $P=0.05$ value by four components of self-regulation learning strategies). The effect of the experimental group "practical significance" was 0.59 on cognitive strategies. The P-value for all the subscales was smaller compared to the $P=0.012$ obtained by Benferoni correction (dividing the $P=0.05$ value by four components of identity styles) and the level of effect of the experimental group "practical significance" was 0.76 on commitment and 0.43 on normative identity. The findings further showed that by eliminating the effect of the pretest variable and considering the calculated F value, a significant difference was observed between the adjusted mean scores related to moral sense development of the

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participants according to group membership, i.e. control or experimental, on the posttest ($P=0.05$). Therefore, it can be stated that instruction on Islamic life skills and styles had a higher effect on development of students' moral sense the students compared to the control group and the value for this effect (practical significance) was found to be 0.37.

Conclusion

The results showed that instructing Islamic life skills can improve self-regulation learning strategies, change identity styles, and increase development of moral sense in students. It had the largest effect on cognitive strategies, metacognitive strategies, motivational beliefs and resources management, respectively. This finding is consistent with the findings of Khalilian and Aflakifard (2) and Hartati and Gusaptono (3). On the other hand, instruction of Islamic life skills had the largest effect on commitment, normative, avoidant and informational identities, respectively, and can lead to changes in attitudes and beliefs, which can promote students' social adaptability and acceptance. Additionally, improved normative identity style can better guide students in dealing with different issues and decision makings, others' orders and expectations and reference groups. These instructions have a significant and positive effect on development of moral sense in students. Ebrahimi Saani et al. also consider instruction of life skills as effective in promoting youths' self-esteem and moral sense (4). In addition, the students who get a better self-knowledge by self-regulation skill become aware of the positive and negative aspects of their personality and take the responsibility for their individual development and become aware of the importance and formation of their identity. Among the limitations of the study was the lack of long-term testing, which shows only the short-term effect of the interventions. Examining the long-term effects requires several months of investigation to determine whether the effects of instruction on the research variables will last.

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Ethical considerations

The Ethics Committee in Biomedical Research of Shahid Beheshti University of Medical Sciences has confirmed this research

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Conflict of interest

The authors declared no conflict of interest.

Authors' contributions

Introduction, Problem Statement, and Article Writing: First Author; Writing Research Methodology and Participation in Statistical Analysis: Second Author; And Writing Discussion, Conclusion, and Participation in Statistical Analysis: Third, Fourth, Fifth and Sixth Authors.

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