


## The Effectiveness of Teaching the Characteristics of Islamic Life in Improving Students' Resilience

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### Abstract

**Background and Objective:** Resilience is one of the objectives of educational systems and Islamic life Characteristics training is known as an important factor in mental health and compatibility of individuals in confrontation with problems in educational life. Accordingly, the present study investigates the effect of training Islamic life characteristics on resilience of students.

**Methods:** This was an experimental investigation including pre-test, post-test, and control groups. Sample size included 60 participants from students of university of Sahand in 2018, who they were assigned into experimental (30) and control (30) groups using accidental clustering method. The training of life characteristics continued for 10 sessions in the experimental group but the control group did not receive any intervention. Data was analyzed using univariate analysis of covariance. In this study, all ethical considerations have been observed and no conflict of interest was reported by the authors.

**Results:** The results of analysis of variance showed that the variable of resilience ( $P < 0.001$ ), and its components were significantly different in the experimental and control groups and teaching the characteristics of Islamic life had a statistically significant effect on improving resilience.

**Conclusion:** According to the results, it can be concluded that resilience is a personal trait that can be modified by applying Islamic life characteristics. Therefore, Islamic life skills training can be beneficial and effective in educational settings for students.

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### Summary

#### Background and Objective

Early approaches to psychology paid special attention to treatment of human illnesses, and psychologists made little effort to help an individual become more hopeful, more loving, happier, and more optimistic. Since 1970, serious doubts have gradually arisen about the main mission of psychology. With the emergence of these doubts, a new approach has been formed

called positive psychology causing many changes in various behavioral fields (1). One of the capabilities in the field of behavior is the concept of resilience, which has been focused on in various fields of psychology (2).

Studies show that resilience does not mean the absence of risk factors but the presence of supportive factors (3). By analyzing the studies, Garmzy divided the support factors of resilience into three categories: individual, family, and social (4). Although resilience is partly a personal trait and partly the result of individuals'

environmental experiences, individuals can be trained to increase their resilience capacity by being trained in life traits (5).

Although the closed teaching of the characteristics of life seems to be a new concept, this concept is rooted in Islamic teachings and religious orders have long paid special attention to the characteristics of life. Religious teachings emphasize that a person in a state of mental health is able to go through a dynamic process, and slowness and cessation of this process causes mental and personality disorders. On the other hand, these teachings emphasize that a person with a practical commitment to religious beliefs can guarantee his/her mental health and personality (6).

The aim of the life traits teaching package was to increase psychological and social abilities, and nurture creative people who can produce new ideas in the society.

## Methods

**Compliance with ethical guidelines:** Following the principles of ethical research: Before conducting the study, its purpose was explained to the participants and the ethical principles including privacy and confidentiality of information, receiving the participants' informed consent and allowing the participants to leave the study at any time, were observed.

The present study was applied in terms of purpose and experimental in terms of method, which was carried out using a quasi-experimental pre-test post-test control group design. The statistical population consisted of all students of Sahand University of Technology who were studying in 2018. Out of the statistical population, 60 students were randomly selected and assigned into two classes (30 experimental and 30 control). The program comprised of eight special skills in the characteristics of Islamic life. This program was conducted by a researcher with a background in psychology and ethics in eight sessions of 60 minutes (one session per week) over a period of three months (Fall of 2018). In addition to these eight sessions, two more sessions were held as the pre-test and the post-test. Data were collected using Conner-Davidson academic resiliency questionnaire. The collected data were analyzed using univariate analysis of covariance.

## Results

The results showed that in the experimental group, following the intervention, the scores related to academic resilience increased, but there was no change in the scores of the control group. Before

performing the analysis of covariance, its preconditions were observed for the first time. The results of the analysis of covariance showed that teaching the characteristics of Islamic life was effective in improving students' resilience ( $P \leq 0.05$ ,  $F=23$ ).

## Conclusion

The aim of this study was to determine the effectiveness of teaching Islamic life characteristics in students' resilience. The results of data analysis show that teaching the characteristics of Islamic life has been effective in increasing students' resilience. This finding is consistent with the results of Mahmoudi, Askarian, and Pasandideh, who found a positive correlation between secure attachment to God and parents and the resilience of the injured girls (7). In explanation for this finding, it can be stated that the characteristics of Islamic life lead to resilience in three general contexts: a) Satisfaction beliefs; b) Areas of satisfaction and c) Characteristics of coping with stress in the context of religion.

Satisfaction beliefs include several factors: the lost knowledge of man in life and what man seeks in life; recognizing the reality of the world and whether the worldly person is mortal or immortal; recognition of the meaning of life; knowing the real resources to earn a living; recognition of human desires in life. Areas of satisfaction in the context of religious practices include work and planning, security, health, humor, and communication with friends and family. Coping skills in the context of religion include patience and self-control, a realistic view of hardships, different interpretations of death, documentary control, giving meaning to hardships, positive thinking, moderation of hedonism, and minimization of hardships (8). Teaching the characteristics of Islamic life by teaching characteristics such as empathy, effective communication and anger control in all walks of life, especially during educational activities can affect learners' satisfaction and the sense of satisfaction enables learners to have healthy expectations, purposeful and successful orientation, and motivation for working hard and making advance, It also promotes willingness to get an education, hopefulness, hard working, and belief in the future. In addition, a sense of satisfaction based on belief in God's power and support, as well as reliance on God can affect resilience. Trust in God causes a feeling of endless power support, and this feeling alleviates hardships and increases one's power. Dissatisfaction in life is manifested by behaviors

such as depression, disability, lack of interaction and aimlessness, which cause harmful effects on physical and mental health. Therefore, by teaching the characteristics of Islamic life, it is possible to increase the people's level of satisfaction in the face of obstacles and challenges.

On the other hand, in explaining the research findings, we can point to the second category, i.e. the field of satisfaction, which is achieved through work and planning, security, health, humor and communication. In this regard, it can be stated that individuals enjoy a good level of support, they will be better able to deal with problems. Life skills increase a person's support factors, and increasing support factors promotes resilience.

Stress coping skills in the context of religion is the third category that is promoted through teaching the characteristics of life and increases academic resilience through patience, realistic view of hardships, different interpretations of death, documentary control, giving meaning to hardships and minimization of hardships and, in this way, moderate hedonism. The potential effects of religious beliefs, religious orientation and honesty, not only build trust but help to cope and deal with harmful events (9).

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#### Ethical considerations

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#### Conflict of interest

The authors declared no conflict of interest.

#### Authors' contributions

Implementation of intervention, data collection and analysis: First and fourth authors; Supervision on the design, program development and drafting of the article: Second and third authors.

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