



Original Article (Mixed)

Designing an educational model based on identity development with an Iranian-Islamic approach for primary school students.

Ali Oladhamzehzadeh¹ , Masoumeh Oladiyan² , Mahmoud Safari³

1- Department of Educational Management, Damavand Branch, Islamic Azad University, Damavand, Iran

2- Assistant Professor, Department of Educational Management, Damavand Branch, Islamic Azad University, Damavand, Iran

3- Assistant Professor, Department of Educational Sciences, Damavand Branch, Islamic Azad University, Damavand, Iran

Receive:

21 April 2023

Revise:

25 June 2023

Accept:

03 September 2023

Abstract

The aim of the current research is to design an educational model based on identity development with an Iranian-Islamic approach for elementary school students in district five of Tehran. According to its purpose, the research method is applicable, and in terms of its implementation, it is mixed (qualitative-quantitative). The statistical population in the qualitative section includes 20 experts from the academic community and students' performance evaluation specialists, and in the quantitative section, it includes principals, assistants, teachers and staff of elementary schools in District five of Tehran. Collecting data in the qualitative part carried out by means of semi-structured interviews with members of the statistical population and using a purposeful sampling method through the snowball approach, and collecting data in the quantitative part through a researcher-made questionnaire with 217 members of the statistical population who were selected by random sampling. The open, axial and selective coding and MAXQDA software was used in the data analysis of the qualitative part, and SPSS 16 and Smart PLS software were used in the quantitative part, and the data was analyzed in the inferential analysis using the factor analysis method. The identified factors were extracted in the form of 9 dimensions and 61 components. The dimensions of the educational model based on the identity development of students with the Iranian-Islamic approach include educational goals and content, teaching and learning methods, instructors and teachers, cultural factors, social factors, psychological factors, media, educational factors, and family factors. Based on the results of quantitative analysis, all dimensions and components of the model were valid and the model has a good fit.

Keywords:

educational model, identity development, Iranian-Islamic approach, elementary school students, District five of Tehran.

Please cite this article as (APA): Oladhamzehzadeh, A., oladiyan, M., & Safari, M. (2024). Designing an educational model based on identity development with an Iranian-Islamic approach for primary school students.. *Management and Educational Perspective*, 6(1), 17-38.

Publisher: Iranian Business Management Association	https://doi.org/10.22034/jmep.2023.408353.1219	
Corresponding Author: Masoumeh Oladiyan	20.1001.1.27169820.1403.6.1.4.9	
Email: z.motahhariwisdompaper@gmail.com	Creative Commons: CC BY 4.0	

Extended abstract

Introduction

The recognition and credibility of each person is due to his identity and includes spiritual and material ties, which play a fundamental role in various national, religious, economic, social and cultural aspects of the people of a country (Akbari, 2020). Acquiring an individual's identity begins at birth and throughout human life and includes an inner feeling that creates integrity and continues in a person in such a way that he can communicate with his past with the help of it. Identification of people starts from adolescence and youth and continues until adulthood (Haghighat, 2018).

Islam has made the base of nature as the basis of its identity for humans; in the sense that man defines his identity in harmony with what is naturally entrusted to him; in Islam, according to the principle of nature, a human being is born in the beginning, while he actually has no understanding, no imagination, no recognition, and no human tendency; at the same time, he comes into the world with existential dimensions in addition to animal dimensions, which are the basis of second understanding. These are the dimensions that are gradually a series of abstract ideas and confirmations and in logical and philosophical terms are the main human thinking, and any logical thinking is impossible without them, and a series of Alevi tendencies arise in humans, and these are the dimensions that considers the main basis of identity and personality in human (Ghalamkarian et al, 2022).

Based on this, the researcher answers the main question that what the educational model based on the development of identity with the Iranian-Islamic approach for elementary school students in District five of Tehran is.

Theoretical Framework

Identity means "who to be" and comes from the natural human need to be recognized and introduced to something or somewhere. This sense of belonging has an inherent foundation in human existence. The fulfillment of this need causes individual "self-awareness" in humans, and the satisfaction of the sense of belonging among a human group determines the collective and common self-awareness or the native or national identity of that human group. Therefore, identity can be defined in individual and national terms.

The basis of human and national identity means having a common awareness and feeling of belonging to the land of literature, language, religion, past achievements and heritage (Mehrabi Koshki et al, 2016). In building national identity and changing its layers, endogenous political developments such as ideology, culture, thought, crisis and national security play a role in the identity of the Iranian people and the ruling system of the world. Due to its geographical location, the historical land of Iran has been the center of various cultures and civilizations, and this situation has become the basis for identity diversity in our country (Farzbod et al, 2018).

Tokoz Goktepe & Kunt (2021) investigated the barriers to creating a teacher's normative identity: a case study in Turkey. This study provides insight into the formation of a new teacher's professional identity when working in a conflict zone. Written narratives, informal interviews, observation notes, university supervisor observations, and a teaching notebook were used to examine developing professional identity. The findings suggest that, under extreme conditions, individuals may adapt and find ways to mitigate the effects of a challenging society and other disadvantages. Imagined identity can play a powerful role in mediating external problems created in identity development.

Rashedi et al, (2020) examined the views of experts regarding the factors affecting the formation of the Iranian-Islamic identity of young people based on their lived experience. In the process of text analysis and coding, 5 general concepts and 12 subcategories were



counted. The findings of the research showed several concepts and categories, including individual factors (developmental tasks and self-confidence), family factors (family growth-oriented functioning, efficient family characteristics and dysfunctional relationships in the family), cultural factors (opportunities and threats of the educational system, and cultural facilitator factors), social factors (respect for subcultures and identity-building patterns), and political-economic factors (weakness of political trust and macrosystem support).

Research Methodology

This research is applicable in terms of purpose, and mixed (qualitative-quantitative) in terms of execution method. The statistical population in the qualitative section includes 20 experts from the university scientific community and students' performance evaluation experts. The statistical population in the quantitative section includes all principals, assistants, teachers and staff of elementary schools in district five of Tehran, who are employed in 2019 and their number is 500. In order to estimate the required sample size in the quantitative part of the research, Cochran's formula was used and 217 people were selected as a sample from all the employees and education managers of District five of Tehran and all elementary schools of the district. The sampling method in the qualitative part of the current research is purposeful through the snowball approach. The method of data collection in the qualitative part was carried out using semi-structured interviews with the members of the statistical community. Open, central and selective coding method was used to analyze the interviews and selected documents, and the method of data collection was done in the quantitative section through a researcher-made questionnaire based on the results of the qualitative section.

Research Findings

Data analysis was done in the qualitative part using MAXQDA software, and the factor analysis method and SPSS 16 and Smart PLS software were used in the quantitative part. The identified factors were extracted in the form of 9 dimensions and 61 components. The dimensions of the educational model based on the identity development of students with the Iranian-Islamic approach include educational goals and content, teaching and learning methods, trainers and teachers, cultural factors, social factors, psychological factors, media, educational factors, and family factors. Based on the results of quantitative analysis, all dimensions and components of the model were valid and the model has a good fit.

Conclusion

The current research was conducted with the aim of designing an educational model based on identity development with an Iranian-Islamic approach for elementary school students in District five of Tehran. The results of this research are consistent with the results of Jackson et al, (2021), Karimi (2018), Choi et al, (2021), Ismaeili Joshghani (2020), Abbas Hashemi et al, (2019), and Verhoeven et al, (2019). Jackson et al, (2021) stated that grandparents of ethnic minorities play a vital role in the lives of their grandchildren. The important role of ethnic minority grandparents which have been studied but at the same time not assumed is their performance in the racial-racial socialization and identity development of their grandchildren. The results showed that the grandparents of the ethnic minority from a young age and continued living during the multiracial participants have undertaken two focal processes in the process of racial and grandchild socialization of their grandchildren: as beacons of cultural socialization and single center goalkeepers.

According to the obtained results, it is suggested that the people involved in the education system and the policy makers in the field of children provide solutions to strengthen the two aspects of Iranianness and Islam in the educational content provided in schools. It is



suggested that the participation of families and teachers in the educational processes in schools should be taken care of by the education officials, and cultural incentive programs should be defined and designed in this regard. It is suggested that seminars and conferences be held to inform family members and teachers and school principals about the aspects of Iranian-Islamic identity.