Evaluation of efficiency of trainings teaching method based on the Gardner's multiple intelligences on religious attitude of high school students in Bushehr in 2012-2013

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Abstract

**Purpose:** The purpose of this study was determining of the effectiveness of Gardner's multiple intelligences theory on changing of religious attitudes among high school student.

**Method:** To obtain the aims of the research 112 high school students in 2nd grade were randomly selected. The main instrument was a questionnaire with 0.63 Alpha coefficients.

**Results:** The results of ancova showed that the teaching method based on Gardner's theory has significant effects on religious attitude. Also, it showed that there is no significant difference between boys and girls in religious attitude after treatment. In addition the results of Ancova revealed that there's no significant difference between students in accordance of discipline. Chi 2 test results showed that the high school students, both male and female attitudes are highly religious; T-test for independent groups was found between male and female students in terms of religious attitudes, there is a significant difference.

**Keywords:** effectiveness, multiple intelligences Gardner's theory, religious attitude, High School.
Introduction:

According to Jvadiamoli (2008), all the empirical, analytical sciences or liberal and natural arts will become the science of cosmogony, when looking at sciences with look of Qur'an. Frontend and backend of the Quran are the words of God and existence system is God's work and rational and traditional proof is God's production. Sangari (2008) also says that religion should not be limited to the procedure and textbooks, but rather their orientation should be such that the final deposition of contents of a book leads to something spiritual in a person. Gardner believes (1983) that recognizing the individual differences of students by teachers leads to deal more creative and more appropriate with academic problems. Especially if they can focus their own teaching method on intelligence that children like more and expect that the teacher uses that intelligence more in his/her training.

His theory creates the way of creative and effective learning and teaching that by it can make creative representation not only the teaching methods of students but also their evaluation method by putting them in a creative lesson plan and training exploitation of eight different mental and intelligence categories. (Samie, 2009).

Gardner (1999) has recently named of possibility of existence of ninth intelligence entitled attention to ultimate issues of human and explains it the ability of selecting the position, by taking into account the characteristics of human existence as the meaning of life, meaning of death, the final destiny of the spiritual and material world, deep experiences of love to another and immersion in the art works. He knows his theory the representation of human striving for giving meaning to the world that this is due to deep incentive in human (quoted of Kharrazi, 2007).

Existentialism intelligence includes sensitivity and talent for engaging with deep questions about human existence, like the meaning of life, the meaning of life and death and the creation the human being in arena life and reason for existence (Sharifi, 2005). This intelligence indicates the human tendency to plan and search for response to fundamental questions about existence and the universe (Sher, 1999). And constantly is thinking that:

“Where I come from
For what I have come
Where do I go at the end?”

These questions are the basis of many religions, science, the arts and philosophy. Existentialist intelligence enables human to know and understand the invisible outside world. The concept of life is a secret that elites of intelligence seeks to explore it. Gardner has had doubt in considering this intelligence, among his multiple intelligences because despite the fact that he has introduced it as one of kinds of multiple intelligences, he could not find it by reasonable evidences and the documents in the nervous system (Chec Lee, 1997). Perhaps philosophers such as Omar Khayyam can consider as one of these persons with this intelligence (Amir Teymouri, 2003).
Gardner opposes with this that there is only a way of training, a way to generate learning interest in students and a way to get feedback of their learning. Therefore, this theory emphasizes on positional learning in front of internship (Tina and gardner, 1990). Teachers should help their students in discovering and learning materials and let them to direct their learning and enjoy the power of their understanding (Martin, 2011). Because the teaching method based on multiple intelligences emphasizes on learning rather than teaching, so are considered more the interests and developmental needs of students more (Campbell, 1996).

Shprang quoted Rezapour (1381), believes that during adolescence, basic values of life, in order of importance are more certain and stable and determine the type of personality. So, since the values are changing during puberty, religious doubts begin in these ages. Doubt on everything, in their beliefs, parents, on theological teachings, the truth of the prophets, life after death and the creation of human by God (Motahari, 1978).

It seems that young people today, in the world, encounter with various anti-religious hypotheses and theories and all-out attacks on religion (Rezapour, 2002). This research also seeks to evaluate the effect of teaching based on Gardner's multiple intelligences in life and religion lesson and religious attitude of second year students in high school.

**Statement of the problem:**

Golshani (2008) believes the human encounters to the world that has different aspects and should consider all aspects and scientists today must know that also encounter with human and natural concerns other than their area of expertise. If we just look for just one issue, that issue will lose its effectiveness and spiritual dimension. According to some philosophers that believe that the separation of science and ethics, caused to create a space between these two of together. And thing that they were unaware of that it was this, that ethics has great value and dignity in science. (Gulshani, 2008, quted of Zalyn, 2008).

Rousseau in a letter to Voltaire has brought that: we that can choose one between belief and disbelief, why we know rejected the inspiring and soothing belief? Research results of Gardner (2003) showed that those who had less emotional problems and disasters in life have found more trends to religiosity. James also in a beauty analysis that provides of the role of religion, writes: "When we see God in everything, at the lowest things, we will realize the highest truths; in fact the world will look another world". He also believes that the face of the world varies in opinion of people of faith, religious people generally accept that every event and something that is related to their lives, is a reflection of Divine Providence in their opinions and this divine providence that is hidden from sights, in prayers is highly obvious. If force is required to tolerate events, it obtains by prayer and devotion (Hossein Zadeh, 2010).

Quran in connection of man with God is has the most beautiful expressions. The God of Qur'an, unlike the God of the philosophers, is not dry and lifeless being and an alien with a human, the God of Quran is closer to human from a vein in the neck, is in dealing with the human and has mutual satisfaction with him. He has attracted him/her and God is the comforting of his /her heart.«لاَ يَتَّبَعُ الرَّحْمَانُ القُلُوبَ»
Human has not only familiarity with Him but all the objects asked and read Him, all creatures from the depths of their existence have secrets with Him and encomiast and glorifying Him: «إن مِن شی ء إلا يُسَبِّحُ بِحَمدِ هِ و لكن لاتفقَهونَ تسبیحُهُم» (Motahari, 1992).

“All particles of the universe in secret

They praise him night and day

We are aurally and clear-eyed and alert

We’re off with you that are strangers”

In high school, inside most of the specific talents of the adolescents and young, their learning power reaches its culmination, their curiosity finds a certain direction and they reach to understanding stage of the social, economic and spiritual values. Thus, this period has much importance in educational and training systems in the different countries of world (Rabii, 2009).

Lavr quoted of Akbarzadeh (2009) says: "If we allow continuing the unprecedented actions of our younger generation, our civilization is doomed to disappointment." This speech is not a message of resurrection in the contemporary era, but is a speech that is inscribed on an ancient artifacts plaque in the city of Ur (Lavr Translation by Seyed-Emami, 1994).

Of this speech can be clearly found that malformations of younger adults always had been a source of concern. So by considering the existing cultural invasions and the soft war of opposition media that have been caused doubts and religious doubts among adolescents and youth, it was decided in addition to assess the religious attitudes of students, to resolve doubts with new teaching methods, by themselves.

Each of the various ways of teaching is proper for a specific lesson and conditions, and teacher should choose the most appropriate teaching method by paying attention to education and training purposes (Sobhani-Nia, 2005). One of the criteria to diversify the teaching, is using the models of multiple intelligences of Gardner (1983,1999, 2004), which have created new conditions for understanding the human intelligence and creating strong views in training process (Kommionnou, 2010) and has important functions in training and education (Armstrong, 2007; Campbell and Campbell and Dickinson, 1999; Hoerr, 2000 Shoert, 2004; Isner, 2004, according to Abdi, 2010) and is suggestive of a fundamental transformation in the dimensions of training system such as curriculum ,providing and development the training materials and teaching -learning methods.

Therefore, identifying the salient features of multiple intelligences in students and adaptation learning methods on them are of the most important tasks of this system (Armstrong, translated by Safari, 2004). In this theory, intelligence is a set of capabilities related to solve problems and foster the cultural benefits (Armstrong, translated by Sepehr Pour, 2006) not an individual phenomenon (Armstrong, 2008). Also this theory considers the motivation and desire of students to the classroom, teaching, learning and eventually enjoyment of learning (Saligheh Dar, 2009).
This study seeks to evaluate the effectiveness of the teaching method based on multiple intelligences of Gardner on the attitudes of high school students. And test students with varied teaching methods and appropriate with learning styles. These patterns can be dramatic way for visual intelligence, speech for those who have high verbal intelligence, musical for people with musical intelligence, inductive, exploratory and problem solving for logic smarts, individual for intrapersonal intelligence, and discussion for people with interpersonal intelligence, and to play role for those who have movement intelligent or remarkable motion.

Specifically, researcher tries to study the rate of effectiveness and usefulness of teaching in the way of Gardner's multiple intelligences by comparing the learning of trained students in the traditional way in increasing the religious attitudes of secondary school pupils.

So the main research question is whether the application of this theory is effective on religious attitude of students?

**Research hypotheses:**

1. Using the teaching method based on Gardner's multiple intelligences theory has positive and significant effects on religious attitudes of students.

2. There are significant differences in terms of attitudes between students according to their sex that are trained on teaching method based on Gardner's multiple intelligences theory and students who have been taught with traditional and common teaching method.

3. There is significant difference in terms of religious attitude between students according to their academic fields that are trained by teaching method based on Gardner's multiple intelligences theory and students who have been taught with traditional and common teaching.

4. Religious attitude of male and female high school students is significant.

5. There is a significant difference between religious attitude of male and female students.

**Research Methodology**

This research is applied in terms of goal and is a field test in terms of implementation. Study design of this research has done in the way of pretest-posttest test in four groups. Comparation the score of four groups, was analyzed by using descriptive statistics, mean and standard deviation and inferential statistics (ANOVA) and chi 2 analysis of covariance.

To conduct research, researcher with attendance in the actual classes of students in the experimental groups (Teaching strategy based on Gardner's multiple intelligences theory) and control (traditional teaching method) attended to teach in two high schools Fatemeh Zahra (SA) and Shahid Nawab Safavi. And necessary estimating was done by questionnaire tools of Golriz religious attitude measuring (1973). And by using descriptive, inferential and statistical methods, the effectiveness of this method in students of high school, determines the effect of this teaching method on their religious attitude.
Statistical population

The statistical population includes all male and female students of high schools in Bushehr city in school year 2012-2013. According to official statistics of Department of Education of city Bushehr total number of girl students in high school of Bushehr city is 3172 people, and boy students of high school is 4205 people, with a total of 7377 people in the school year. With multi-stage cluster sampling method (district, high school, class), 4 classes were selected with a sample size of 52 girls and 60 boys. Members of sample were randomly assigned to experimental and control groups equally.

The tools of data collection

Data collection tools in this research was Golriz religious attitude measurement questionnaire (1973). This questionnaire has 25 items and each item has five scales and based on Likert scale has the score of 0 to 4 and total score is 100. Category of scores was classified of 0 to 100 based on four scales, respectively excellent, good, average and poor in the form of (76-100), excellent religious attitude, (75 to 51) good, (50 to 26) average and (25 to down) poor religious attitude.

The validity of this test has obtained through correlation coefficient with Allport, Vernon and Lindsey test that is equal to 0.80. Also on the validation of this questionnaire has been also used from the method of known groups and difference of mean among the two religious and ordinary groups was significant and provided rate distinguishes between the two groups (Sadeghi et al., 2010). The questionnaire was re-evaluated in recent years. The reliability of this questionnaire has obtained equal to 0.63. Of Spearman -Brown method and its reliability equal to 0.248. (Nouri, 1975, quoted by Sadeghi et al., 2010).

Statistical findings

- 53.6 percent of the studied sample is male students and 46.4 percent of students are female students.
- 38.4 percent of students were studying in Experimental sciences course, 49.1 percent in Human sciences course and 12.5 percent in mathematics course.
- Observing the behavior and recording the student performance in the classroom and oral interview and written poll of them, were expressed the increase rate of their religious attitude. The obtained results indicate that the use of the teaching method based on the theory of Gardner's multiple intelligences has been caused to increase religious attitudes of students, sterner and stronger belief in God and their religious and moral fundamentals.

Statistical findings are presented in this section.

B) Findings related to the research hypotheses and explain them

Hypothesis 1: Tables 1,2,3,4 show mean and standard deviation and determine the effect of the factors between subjects, the comparison between the control and experimental groups and the adjusted means of religious attitude in terms of group.
Table 1: Mean and standard deviation of religious attitude in terms group

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination group</td>
<td>54</td>
<td>64.44</td>
<td>10.15</td>
</tr>
<tr>
<td>Control group</td>
<td>58</td>
<td>61.58</td>
<td>10.60</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>62.96</td>
<td>10.44</td>
</tr>
</tbody>
</table>

Table 2: Determine the effect of factors between subjects

<table>
<thead>
<tr>
<th>Variable statistic</th>
<th>Sum of squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Significance level</th>
<th>Partial η²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected version</td>
<td>1633.135</td>
<td>2</td>
<td>816.567</td>
<td>8.50</td>
<td>0.001</td>
<td>0.135</td>
</tr>
<tr>
<td>Width of origin</td>
<td>5244.454</td>
<td>1</td>
<td>5244.454</td>
<td>54.595</td>
<td>0.001</td>
<td>0.334</td>
</tr>
<tr>
<td>Pre-test group</td>
<td>1404.680</td>
<td>1</td>
<td>1404.680</td>
<td>14.623</td>
<td>0.001</td>
<td>0.118</td>
</tr>
<tr>
<td>Error</td>
<td>10470.722</td>
<td>109</td>
<td>96.062</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>456128.00</td>
<td>112</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Comparison between experimental and control groups in terms of religious attitude

<table>
<thead>
<tr>
<th>Group (I)</th>
<th>Group (J)</th>
<th>Mean difference</th>
<th>Standard error</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>Control</td>
<td>3.6</td>
<td>1.8</td>
<td>0.05</td>
</tr>
</tbody>
</table>

Table 4: Adjusted averages of religious attitude in terms of group

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Group</th>
<th>Mean</th>
<th>Standard error</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Test group</td>
<td>64.83</td>
<td>1.33</td>
</tr>
<tr>
<td></td>
<td>Control group</td>
<td>61.22</td>
<td>1.29</td>
</tr>
</tbody>
</table>

The results of analysis of covariance showed that the effect of education based on multiple intelligence is significant on religious attitude of students (F (1.109) = 3.74, p<0.05, Partial η²=0.04). Comparison between the groups showed that there is a significant difference between control and experimental groups in terms of religious attitude.
Estimations indicate that in the case of equal conditions students who have been trained in the teaching method based on multiple intelligences of Gardner, have higher religious attitude than students who have been trained in traditional methods. Adjusted averages also indicated that students who have been trained in teaching method based on Gardner's multiple intelligences have higher religious attitudes than students who have learned the life and religion lesson in traditional method.

As well as present study in this field is consistent with research of Hossein Panahi Trough(2011), Heydari Rafat and Enayati Novin Far (2010) Alimohammadi and Janbozorgi (2008), Nikolay (2003), Glock and Stark (1965; quoted of Khodayari, 2003). And this shows that studied students of high school who were trained in a teachin method based on theory of multiple intelligences of Gardner with a significance level of 0.05, in total found higher religious inclinations and interests, and using the teaching method based on Gardner’s multiple intelligences theory has significant and positive effect on religious attitude of students.

**Hypothesis 2:** Tables 5, 6, 7 show mean and standard deviation and determine the effect of the factors between subjects and the adjusted means of religious attitude in terms offender.

**Table 5: Mean and standard deviation of religious attitude in terms of gender**

<table>
<thead>
<tr>
<th>Group</th>
<th>Gender statistic</th>
<th>Number</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>Boy</td>
<td>28</td>
<td>62.71</td>
<td>10.61</td>
</tr>
<tr>
<td></td>
<td>Girl</td>
<td>26</td>
<td>66.31</td>
<td>9.48</td>
</tr>
<tr>
<td>Control</td>
<td>Boy</td>
<td>32</td>
<td>59.71</td>
<td>11.83</td>
</tr>
<tr>
<td></td>
<td>Girl</td>
<td>26</td>
<td>63.58</td>
<td>8.52</td>
</tr>
<tr>
<td>Total</td>
<td>Boy</td>
<td>60</td>
<td>60.11</td>
<td>11.2</td>
</tr>
<tr>
<td></td>
<td>Girl</td>
<td>52</td>
<td>65.09</td>
<td>11.01</td>
</tr>
</tbody>
</table>

**Table 6: Determine the effect of factors between subjects**

<table>
<thead>
<tr>
<th>Variable statistic</th>
<th>Sum of squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Significance level</th>
<th>Partial $\eta^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected version</td>
<td>1803.47</td>
<td>4</td>
<td>450.868</td>
<td>4.864</td>
<td>.002</td>
<td>0.149</td>
</tr>
<tr>
<td>Width of origin</td>
<td>5069.687</td>
<td>1</td>
<td>5069.687</td>
<td>52.664</td>
<td>.001</td>
<td>0.330</td>
</tr>
</tbody>
</table>
The results of analysis of covariance showed that the effect of education based on teaching method of multiple intelligences of Gardner is not significant according to gender (girl and boy) \((F (1,107) = 1.22, \ p<0.27, \ \text{Partial } \eta^2=0.004)\). Comparison between the religious attitudes of groups in terms of gender of students showed that teaching method is not significant based on Gardner’s multiple intelligences on religious attitude of students according to their gender. And it means that gender has had no effect on changing the religious attitude of students.

It should be noted that the results of this study in this field are consistent with research of Hossein Panahi Toroghi (2011), Heydari Rafat and Enayati Novin Far (2010) Alimohammadi and Janbozorgi (2008), Din dari, Glock and Stark (1965; quoted of Khodayari, 2003). But by analyzing the results of the study of Sadeghi and colleagues (2010), is inconsistent. This means that gender has had no effect on changing the attitudes of students attitudes and specifies that religion has created for prosperity and well-being of human beings, so the audience of religious messages are all human beings, whether woman or man (Heydari Rafat and ..., 2010).

**Hypothesis 3:** Tables 8,9,10 show mean and standard deviation and determine the effect of the factors between subjects and the adjusted means of religious attitude in terms of field of study.
Table 9: Determine the effect of factors between subjects

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>سطح معناداري</th>
<th>Partial η²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>1687.316</td>
<td>6</td>
<td>281.219</td>
<td>2.835</td>
<td>0.013</td>
<td>0.139</td>
</tr>
<tr>
<td>Width of origin</td>
<td>5141.484</td>
<td>1</td>
<td>5141.484</td>
<td>51.827</td>
<td>0.001</td>
<td>0.33</td>
</tr>
<tr>
<td>Pre-test group</td>
<td>1406.272</td>
<td>1</td>
<td>1406.272</td>
<td>14.175</td>
<td>0.001</td>
<td>0.119</td>
</tr>
<tr>
<td>Field of Study</td>
<td>29.535</td>
<td>2</td>
<td>14.768</td>
<td>0.149</td>
<td>0.862</td>
<td>0.003</td>
</tr>
<tr>
<td>Field of Study * Group</td>
<td>30.63</td>
<td>2</td>
<td>15.315</td>
<td>0.154</td>
<td>0.857</td>
<td>0.003</td>
</tr>
<tr>
<td>Error</td>
<td>10416.541</td>
<td>105</td>
<td>99.205</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>456128.00</td>
<td>112</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 10: Adjusted averages of religious attitude in terms of field of study

<table>
<thead>
<tr>
<th>educational field</th>
<th>Mean</th>
<th>standard error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>62.31</td>
<td>1.55</td>
</tr>
<tr>
<td>Humanities</td>
<td>63.31</td>
<td>1.34</td>
</tr>
<tr>
<td>Mathematic</td>
<td>63.60</td>
<td>2.77</td>
</tr>
</tbody>
</table>

The results of analysis of covariance have shown that the effect of education based on teaching method of multiple intelligences of Gardner was not significant according to the field of study (F (2.110) = 0.86, p=0.15, Partial η²=0.003). Comparison between the religious attitudes of groups in terms of the field of study of students showed that teaching method is
not significant based on Gardner's multiple intelligences on religious attitude of students according to their fields of study.

And it means that the field of study has had no effect on changing the religious attitude of students.

The results of this study in this field are consistent with research of Hossein Panahi Toroghi (2011). This means that field of study has not had an effect in changing the religious attitude of students. Research of Shir Shahi and Shokohi Yekta (2010) which states that human science course has stronger religious attitudes than mathematics course is inconsistent.

And with research of Shir Shahi (2000, quoted by the Azimi Yazdi, 2002) that the religious attitude of students in various fields, show a significant difference and in this case respectively, are students of public course, human sciences and experimental sciences and mathematics sciences, and states in the meantime, the difference of religious attitude of public fields is not consistent with other courses and different of religious attitude of students in the field of human sciences and math is significant.

Tables 11 and 12 show the determination the religious attitude of male and female students separately with a 2-square test.

**Table 11: determine the religious attitude of male students**

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>42</td>
<td>70</td>
</tr>
<tr>
<td>Negative</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 9.64 \quad \text{df} = 1 \quad P < 0.002 \]

**Table 12: determine the religious attitude of female students**

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>48</td>
<td>92.3</td>
</tr>
<tr>
<td>Negative</td>
<td>4</td>
<td>7.7</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 37.23 \quad \text{df} = 1 \quad P < 0.001 \]

Obtained results indicate that 70% of male students have had positive attitude towards religion and 30% have had negative attitudes. With regard to the value of \( \chi^2 = 9.64 \) can be said that religious attitude of male students is positive. And 92.3% of female students have had
positive attitudes towards religion and 7.7% have had negative attitude. According to value of $\chi^2 = 37.23$ can be said that religious attitude of female students ie also positive.

This means that contrary to some critics, the second grade students of high school, both girls and boys have high religious attitude. And this conclusion with results of studies of Akbarzadeh (1387), Cohen and Arnold (quoted of the Pourshahriyari and Shoa Kazemie, 2004), Azimie Yazdi (2002), Alavi (2000), Shir Shahi (1999) and the Taleban (1998) is consistent. And quoted of the Akbarzadeh (2008) with results of the study Sabaghpour (2002) and Azimie (1993) is antithetic.

**Hypothesis 5**: There is a significant difference between religious attitude of male and female students.

| Table 13: Comparison boys and girl students in terms of religious attitudes have been shown with t test for independent groups |
|---|---|---|---|---|---|---|
| Statistic Variable | Number | Mean | Standard deviation | df | Value of t | Significance level |
| Girl | 52 | 67.54 | 7.51 | 110 | 2.71 | 0.008 |
| Boy | 60 | 62.11 | 12.60 | | | |

Results of above table indicate that there is significant different between female and male students in terms of religious attitudes ($t=2.71\,\text{,}\,p<0.008$). And religious attitude of females is higher than males. The results of this hypothesis was consistent with the results of studies of Shir Shahi (2010), De vaus and Mac Alister ((1987) quoted of Akbarzadeh (2008), Alavi (2000) and Shir Shahi (1999) and is antithetic with the study of Taleban (1998).

**Discussion and conclusion**

The space of religious education must evoke if possible the remembrance of God and the spiritual affairs and grow religious motivations. Also educational content is not available for students by help of textbooks. In addition to textbooks, should take help of the media, such as videos, cassette tape, computers, educational CDs, the Internet, images and project (Etesami, 2004). So it is necessary to make a deeper and more precise palnning for a variety of intelligences of students in accordance with the principles and foundations of document of fundamental transformation of the country (2010) on the basis of foundations of ontological, epistemological, cognitive human, values based on God, self (mental and physical), creation (nature and the supernatural) theological, psychological, cognitive values and principles of lifelong self-learning, group participation, and so….

Being the executable of each teaching method in the teaching method of teacher depends on the rate of interest and his/her motivation and also content and subject of lesson. Creativity of teacher in choosing teaching method and style can guide him/her in using various ways in the teaching processes. Gardner's theory of multiple intelligences, which examines 9 items of intelligence, can help the teacher in the teaching process. In this way that, the teacher based on this pattern can offer a variety of teaching methods to suit the learning styles and abilities of student learning.

http://www.ijhcs.com/index.php/ijhcs/index
One of the important approaches proposed in the field of capabilities of human cognition, is theory of multiple intelligences of Gardner (1983). He emphasized on the importance of self-knowledge and personal skills created a new way in decision-making of students. This approach was raised with the belief that reasoning, intelligence, logic and knowledge do not have the same meaning (Armstrong, 1994). Gardner (1999) has stated that instead of sensing look that Galton (1905) and others have to intelligence, should view and analyze the Intelligent abilities and behavior. (Bineh& Simon, 1883; quoted of Sharifi, 2005)

Gardner (2003) has assessed the relationship between resistance in front of the difficulties and hardships of life and accepting the religion among young people and the level of religiosity based on factors such as attending in religious services, identified report of a person of his/her religious beliefs and questions such as to what extent knows God as a source of comfort and relaxation in his study. His study showed that those who had less emotional problems and disasters have found more trends to religion.

According to importance of this issue, since the researcher, after evaluating religious attitude of secondary school students, has examined and tested the teaching method based on Gardner's theory of multiple intelligences and has assessed the rate of religious attitude of students towards the use of this teaching model in his study; states that first, contrary to some critics students of second grade of high school both male and female have high religious attitude. And that the religious attitude of girls is higher than boys. So we can admit that if a defect or failure can be seen in religious behavior in adolescents, is not due to loss of their religious attitude; but must seek other reasons for return. Perhaps it is due to the lack of coordination between speech and behaviour of adults. Or it is due to contrary act of parents at home and teachers at school and outside it. And that every action that comes from the heart, thus sits in the heart. Not eaten dates, dates the ban?

And this is needed further research. Secondly, in this study after training in the way of teaching method based on multiple intelligences of Gardner, by checking grades of attitude measuring questionnaire and received assignments from students who were trained by this method, It was found that this method of teaching has significant effect on improving the religious attitude of students who have been trained in teaching methods based on multiple intelligences of Gardner, than students who have been trained in traditional methods . So it is better to achieve better and more effective its spiritual goals with diverse and enjoyable teaching methods, particularly the use of teaching method based on multiple intelligences of Gardner, Tries to nurture internal religious attitude of students until to have deep and true understanding of Islam and religious teachings of the bottom of heart and life and use them everywhere in their personal and social lives.
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**Latin Resources**


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