Study the Rate of Practice of Religious Beliefs and Duties in Undergraduate Students of Hormozgan University

Original Research, C6

Nikbakht A.

The present study examines the effect of dynamic classrooms on improvement of educational motivation among the students. The research indicates a significant difference among classrooms administered by female teachers and male teachers in terms of educational dynamism.

Keywords: Dynamic Classrooms, Motivation, Educational Progress

Application ICT for Training Teachers in the Teacher's Education Center. (A Case Study in Iran, Tehran)

Khosravi A. and Barzegar N.

Original Research, C7


The present research was done to study the facilitation and equipment necessary for information and communication technology (ICT) in the Teacher’s Education Center. The study used a quantitative approach with a sample of 200 teachers. The results showed that the presence of each calculated effect size has high strength.

Keywords: Education, Teachers, Information, Communication.
The Relationship between Students' Academic Progress and Their Literary Abilities

ABSTRACT:
This study examined the relationship between students' academic progress and their literary abilities. This was a descriptive-experiential research. The sample comprised 96 Iranian students, 54 of whom were male and 42 female, who were randomly selected from the faculty of education at the University of Mazandaran. The measurement tool was the Semeia-100 test which was used to assess the literary abilities of students, and the students' academic progress was measured with the General Scholastic Assessment (GSA). The results of the study showed that there was a statistically significant difference between the literary abilities of male and female students, and the male students had higher literary abilities. Furthermore, the results indicated that there was a statistically significant difference in the academic progress of male and female students, with female students having higher academic performance. The study concluded that, generally, literary proficiency is a criterion in academic success and it is not gender specific. Therefore, it is recommended that general programs for optimizing literary abilities of various ages should be provided.

Keywords:
Literary Ability, Academic Achievement, Literary Knowledge, Comprehension.

Organizational Citizenship Behavior (OCB) in the Personnel of Shahed University

ABSTRACT:
The current study is a descriptive project that has dealt with the rate of Organizational Citizenship Behavior (OCB) in the personnel of Shahed University. The study was conducted in 133 personnel of Shahed University in the academic year 2013-2014. The data were gathered through a questionnaire consisting of five subscales of OCB including altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The results indicated that the average rate of OCB in personnel of Shahed University is at a greater level than the mean rate. The subscale of sportsmanship demonstrated the highest level of OCB, while the subscale of courtesy demonstrated the lowest level of OCB. This study showed that the rate of OCB is at an admirable level in the personnel of Shahed University, and the personnel of Shahed University showed high levels of OCB.

Keywords:
Organizational Citizenship Behavior, Altruism, Conscientiousness, Sportsmanship, Courtesy, Civic Virtue, Shahed University.

The Relationship between Achievement Motivation and Ambiguity Tolerance with Entrepreneurship among Students in Hormozgan University

ABSTRACT:
The aim of this study was to examine the relationship between achievement motivation and ambiguity tolerance with entrepreneurship among students in Hormozgan University. The study was conducted on 366 students of the University. The data were collected through a questionnaire consisting of three subscales of achievement motivation, ambiguity tolerance, and entrepreneurship. The results showed that there was a statistically significant difference between the two variables of achievement motivation and entrepreneurship, meaning that the higher the achievement motivation, the higher the entrepreneurship. Additionally, the results indicated that there was a statistically significant difference between the two variables of ambiguity tolerance and entrepreneurship, meaning that the higher the ambiguity tolerance, the higher the entrepreneurship. In other words, 22% of the variances of the entrepreneurship criterion variable are explained by the predictor variables of achievement motivation and ambiguity tolerance. It can be concluded that achievement motivation and ambiguity tolerance have a significant impact on entrepreneurship among students in Hormozgan University.