COMPARATIVE STUDY ON PERSIAN LITERATURES TEACHERS IN GUILAN PROVINCE

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Abstract: *The aim of the present study is to evaluate the Persian literatures teachers' awareness towards literatures matters and to find explanatory factors associated with the Persian literature in educational centers. The sample consisted of 304 (152 males and 152 females). Persian literatures teachers of educational centers in Iran. They were completed the Persian literatures teachers awareness questionnaire. Data were computed with descriptive analysis and two independent sample T test analysis. The response rate was 72* 1((*71% in males and 73% in females).*

The results concerning the information towards literatures matters of the Persian literatures teachers showed that awareness towards literatures matters in two centers is significantly different and Persian literatures teachers of Educational centers had a good level of knowledge concerning literatures matters. With respect to the age it appeared that there are not significant differences. But regarding to gender differences, the information towards Persian literatures matters of male significantly was less than females. The consequences of the study offer an opportunity for educators, literatures teachers and experts in education about the recent position of the information towards Persian literatures matters and finding the strategies to progress in this area.

Key words: *Awareness towards literatures, Persian literature, literatures matters.*

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INTRODUCTION

Persian literature is probably one of the world's oldest and best-known Persian literatures. It spans two-and-a-half millennia, though much of the pre-Islamic material has been lost. Its sources have been within historical Persia including present-day Iran, Iraq and Azerbaijan, as well as regions of Central Asia where the Persian language has historically been the national language. For instance, Molana (Rumi), one of Persia's best-loved poets, born in Balkh or Vakhsh (in what is now Afghanistan or Tajikistan), wrote in Persian, and lived in Konya then the capital of the Seljuks. The Ghaznavids conquered large territories in Central and South Asia and adopted Persian as their court language. There is thus Persian literature from Iran, Afghanistan, Iraq, Azerbaijan, Turkey, Pakistan, Tajikistan and other parts of Central Asia. Not all this Persian literature is written in Persian, as some consider works written by ethnic Persians in other languages, such as Greek and Arabic, to be included. At the same time, not all Persian literature written in Persian is written by ethnic Persians/Iranians. Particularly Indic and Turkic poets and writers have also used the Persian language in the environment of Persianate cultures.

Described as one of the great Persian literatures of mankind,[1] Persian literature has its roots in surviving works of Middle Persian and Old Persian, the latter of which date back as far as 522 BCE (the date of the earliest surviving Achaemenid inscription, the Behistun Inscription). The bulk of the surviving Persian literature, however, comes from the times following the Islamic conquest of Persia circa 650 CE. After the Abbasids came to power (750 CE), the Persians became the scribes and bureaucrats of the Islamic empire and, increasingly, also its writers and poets. The New Persian literature arose and flourished in Khorasan and Transoxiana because of political reasons - the early Iranian dynasties such as Tahirids and Samanids were based in Khorasan.

Persians wrote both in Persian and Arabic; Persian predominated in later literary circles. Persian poets such as Ferdowsi, Sa'di, Hafiz, Attar,Nezami,[3]Rumi[4] and Omar Khayyam are also known in the West and have influenced the Persian literature of many countries. Persian literature has been considered by such thinkers as Goethe one of the four main bodies of world Persian literature.

When we turn our attention to a peaceful, civilized people, the Persians, we must—since it was actually their poetry that inspired this work—go back to the earliest period to be able

to understand more recent times. It will always seem strange to the historians that no matter how many times a country has been conquered, subjugated and even destroyed by enemies, there is always a certain national core preserved in its character, and before you know it, there re-emerges a long-familiar native phenomenon. In this sense, it would be pleasant to learn about the most ancient Persians and quickly follow them up to the present day at an all the more free and steady pace.

Persian literature has a number of noteworthy characteristics, the most striking of which is the exceptional prominence of poetry. Until quite recently there was partially no drama, and no novels were written; prose works were mostly confined to history, geography, philosophy, religion, ethics and politics, and it was poetry that formed the chief outlet for artistic expression. Classical Persian literature was produced almost entirely under royal patronage whence the frequency of panegyric verse. An influence of at least equal strength was religion, and in particular Sufism, which inspired the remarkably high proportion of mystical poetry. A word may not be out of place here on the peculiar difficulties of interpreting Persian poetry to the western reader. To the pitfalls common to all translations from verse must be added , in the case of Persian poetry, such special difficulties as the very free use of Sufi imagery, the frequent literary, organic and other references and allusion, and the general employment of monarchy me , a form highly effective in Persian but unsuited to most other languages. But most important of all in the fact that the poetry of Persia depends to a greater degree than that of most other nations on beauty of language for its effects. In the nineteenth century well known prose works of the period include nasir ud-din shah's diaries of his three journeys to Europe and the literary biographies of the poet Reza quiche. This period was marked by the inciting influence of European literature, noticeable in the works of the poet shebang and others. Mawlana Jalal-ad-Din Muhammad Balkhi e Rumi, but known to the English-speaking world simply as Rumi, was a 13th century Iranian poet. Rumi was born in Balkh (then a city of Greate khorasan in Persia, now part of Afghanistan)and died in konya (in present-day Turkey). His birthplace and native language/local dialogue indicates a persian heritange. He also wrote his poetry in Persian and his works are widely read in Iran, Afghanistan, Tajikistan, and in translation in Turkey, Azerbaijan, the US, and south Asia.

The need to understand which information are most important across a range of different contexts is increasingly recognized as a key priority for psychologist and several of the editorial contributions plays a significant role in the life.

In this study the common knowledge and attitude of a group of Iranian high school and university and educational school Persian literatures teachers about Persian literatures and transmission of Persian literatures have been evaluated. There are a great number of studies in the Persian literature that address Awareness of people in society about Persian Literatures Matters, however, there are only very few studies in populations of related to special matters in this area.

Thus, the dedications of this study are to assess the Persian literatures teachers' information and awareness towards Persian Literatures Matters in Iran.

OBJECTIVES

To investigate the knowledge and information among Persian literatures teachers of Gilan province towards Persian literatures.

METHODOLOGY

Sample:

The population of the study contains the educational centers. 304 Persian literatures teachers were selected via random sampling. the selected Persian literatures teachers are chosen at random from the Persian literatures teachers of educational centers. They were selected from four different Centers and the number of two gender was equal (152 males and 152 females) with mean age of 29.7 years for total sample.

Method

A cross sectional study was conducted amongst Persian literatures teachers. A structured questionnaire of 35 different statements concerning basic knowledge of Persian literatures teachers of educational centers, Persian literatures were distributed to the subjects. This study evaluated during the period october 2009 through to Jun 2010.

Statistical Methods

The data compiled in this study analyzed with different statistical techniques in order to derive the stated objectives and make suitable inferences. Data analyzed using the SPSS (version 11.5) program and the statistical methods contain Chi square test and two independent sample T test.

RESULTS AND CONCLUSION

Results

The results of the present study is divided into three parts:

According to the objectives of the current investigation, the response rate was 72.1(# (71% in males and 73% in females).

The analysis of data revealed that 63 #(of Persian literatures teachers were aware of Persian literatures by its definition and its causatio#142 percent of the Persian literatures teachers were unmarried. 34 percent of the Persian literatures teachers was studied in technical branches and 66 percent in educational branches. 21 percent of the Persian literatures teachers resided in the rural areas while 79 percent of the Persian literatures teachers had an urban residence.

The last part of results concerning the information towards literature of the Persian literatures teachers showed that Persian literatures teachers' awareness in two Centers is significantly different and Persian literatures teachers of educational centers had a good level of knowledge concerning Persian literatures matters. Regarding to gender differences also, the information towards Persian literatures matters of male significantly was less than females.

The influence of gender and department on Persian literatures teachers awareness towards Persian literatures matters. Table 1 presents the scores of Persian literatures teachers with respect of two independent variables (gender and department) on Persian literatures teachers' awareness towards literatures matters.

The results of two independent samples T test   are described below.

Table 4. Means, standard deviations and estimated two independent samples T test of gender and department) on Persian literatures teachers awareness.

Dependent Variable	Persian literatures	MEAN	SD	T
department	educational	68.81	3.23	4.43**
	technical	62.85	4.12	
Gender	male	63.21	3.95	3.12
	female	68.13	6.67	
age	Below 25	72.62	10.23	.231
	More than 25	71.98	8.54	

** Differences are significant at the 0.01 level (1-tailed).

An inspection of the mean scores of technical and educational branch on table 4 below indicates that:

1. The Persian literatures teachers of Educational branches scored slightly higher on awareness towards Persian Literatures Matters (m = 68.81, SD = 3.23) than technical parts (m = 62.85, SD=4.12).

2. There are significantly differences between males and females on awareness towards Persian Literatures Matters. (m = 63.21, SD =3.95) for male and (m = 68.13, SD = 6.67) for female.

3. There is not significantly age differences awareness towards Persian literatures matters. (m = 72.62, SD =10.23) for below 25 and (m = 71.98, SD = 8.54) for more than 25 years.

CONCLUSION

The findings of the study suggest that the Persian literatures teachers have a satisfactory level of essential knowledge on Persian Literatures Matter#1The first highlighted point in the present study is that the response rate was 72 15 1((71% in males and 73% in females) and it can be due to the social nature of Persian Literatures Matters in Iran and attitudes towards Persian Literatures in the population. in the second part, it has revealed that Persian literatures teachers awareness in two Centers (technical and educational) is significantly different and Persian literatures teachers of educational Centers had a good level of knowledge concerning Persian Literatures Matters. With respect to the differences between sex groups also it has found that the information towards Persian Literatures Matters of two gender was significantly different and the scores of females significantly was more than males. It has shown also by the other researchers (Busch, 2003). The results of the present study will provide an opportunity For educators, Persian literatures teachers and experts in health care and education about the recent position of the information towards persian literatures matters in the Persian literatures teachers and finding the strategies to progress in this area. Moreover it can be one step ahead to help Persian literatures teachers in deepen their knowledge and awareness of Persian literatures teachers' Persian literatures . These results may also be used for planning an educational programmer for youngsters and young adults in order to promote Persian literatures .

The results of the present study will provide an opportunity For educators, Persian literatures teachers and experts in health care and education about the recent position of

the information towards Persian literatures matters of teachers and finding the strategies to progress in this area.

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