

# Investigating the effect of Iranian studies course on increasing the motivation of Tehran International High School students to travel to Iran

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## ABSTRACT

Tourism is a dynamic science that drives and motivates the education of many sciences, especially humanities and cultural affairs. One of the characteristics of this industry is Iranian studies, which due to the beginning of its teaching in Tehran International School, is an attempt to investigate the effect of teaching this subject on the motivation of high school students to Iranian studies and to identify the priorities of them about travel in Iran. This research was conducted in the International and Adaptive high school of Tehran and the data collection tool was an interview form and a questionnaire. The research method is quantitative-qualitative and the results of data analysis show that Iranian and non-Iranian students were most popular in food tourism and visiting historical attractions. From their point of view, they pay attention to tangible heritage such as historical sites and museums. Intangible heritage such as food, clothing and handicrafts should be prioritized.

## **Introduction**

Education means a change in the course of human life. It means enhancing the human ability to choose the best possible way in any situation that he faces. Education is defined as "the ability to adapt to a changing situation". Education is more than an economic investment: it is a fundamental input on which human life, development and survival depend. It is obvious to everyone that education and learning are necessary for all people in a society.

Education is the most powerful weapon for changing the world and self-awareness because quality education instills in a person the ability to correctly interpret and apply information in real life. Quality education includes various aspects of learning resources, technology, models, attachments, qualifications, expression techniques, co-curricular activities, performance awards for activities, the views of students, students and professors in the management of the institution, and opinions and Their evaluation are related to education (Hammond, 2013). Education develops the economy and society of a country; therefore, it is considered a milestone in the development of a nation. Education provides people with knowledge and skills and also shapes the character of the youth of a nation (Idris et al., 2012). Nevertheless, can education shape the national identity of young people? Can education develop an individual's identity or sense of belonging to the nation?

## **Research literature:**

Education: Education can be considered as the systematic efforts made by society to impart knowledge, values, attitudes and skills among its group members in order to try to enhance individual potential and change society. This definition is consistent with the philosophy of education, whereby it is a continuous effort to further develop the potential of people in a comprehensive and integrated manner, so as to educate people who are intellectually, spiritually, emotionally, physically balanced and harmonious.

Education; It is considered the most prominent and obvious manifestation of the culture and worldview of every society. That is, it is the same science that is applied by the previous generations to the new generation who are not yet ready for social life. The purpose of education is a set of physical, moral and cultural states in a person that the society as a whole expects from him in the specific environment in which he lives (Raeespour and Farqani, 2011).

The role of the education system in any society became more colorful after the development of communication and the discussion of globalization. The comprehensive deepening of the globalization of the economy, the leap of new ideas, and the intersection and encounter of multiculturalism have a profound effect on the original moral concepts of the people (Wu et al., 2019; Mikheil et al., 2020). Therefore, schools and universities can understand the pulse of the times. and solve the moral confusion and value conflict of students and students, not only plays a vital role in the all-round promotion of the ideological and political work of schools and universities but also pays attention to the issue of whether students can understand the core socialist values with Practice practical measures (Ozkan et al., 2019).

Based on this, the education system has the rule of infrastructure and the first foundation, in the formation of public culture and national beliefs; Because the children who enter educational institutions from the beginning of the learning stage, are in a stage where their thoughts are formed gradually, the formation of their thoughts takes place with some kind of preparation and physical, mental and emotional preparation. This can destroy everything with negligence, homogeneity and power-centeredness. Therefore, all cultures of human societies are a product of the educational system (Rahimi, 20-21, 2011). Textbooks with their capacity and capabilities are the most important arena for introducing the native culture of each region and consequently institutionalizing ethnic and regional identity and can be a strong barrier to dealing with identity crises. Education programs

can protect the ethnic culture from what is considered a threat and by transferring the cultural heritage, they can prevent the separation and separation from the national identity. It is obvious that education plays a very important role in the transfer and cultivation of values, which in turn determine the behaviors, attitudes and special reactions of responsible citizens. According to Danny Hardianto (2005), the failure of education to shape national identity is due to the existing components in the education system. All members of society including teachers, educational facilities and government commitment need to participate in improving education. For example, teachers should also have a strong identity and at the same time a strong commitment to fostering a sense of identity in students. The government should play an important role in the development of national education. This includes providing adequate training, looking after teacher welfare and avoiding turning education into a political medium.

**Iranian studies:** Based on an international definition, Iranian studies or Iranology is an interdisciplinary field that studies language and written sources, history and society, spiritual and material culture of people from ancient times to today. Therefore, Iranian studies, in addition to linguistics, studies more than twenty early, middle, and modern Iranian languages. It is also a historical, social, and cultural science that focuses on history, social structures, religions, and religions, which the literary traditions of Iranians from the beginning to It includes our times.

By following the first traces of Iranian studies (if we mean the general knowledge of Iran and not its modern scientific definition), we reach Herodotus, Xenophon and Darius the Achaemenid, who can be considered among the first Iranologists. Later, travelers and other thinkers also tried to know and introduce Iran in their writings. In the early years of the 14th century, it was the famous traveler Marco Polo's travelogue that drew a lot of attention to Iran. The travelogue of the Christian priest Ricardo Damonte Croce and the travelogue of Clavijo are considered as other sources of Iranology in these centuries. In the 15th and 16th centuries, the Europeans continued to try to get to know Iran more in order to maintain their interests and influence, until the 17th century, when the movement to learn about Iranian language and literature in Europe began in a new way. One of the oldest works published in Europe about Iran was written by Barnabe Brisson and published in Paris. In addition, the famous travelogues of Herbert, Adam Olearius from Denmark, Cornelius Dubrin from Holland, Pietro Delavalle from Italy, Tavernier and Chardin from France; Each of them played a significant role in getting to know more and more Europeans about Iran (Tahiri, 1352:15). In the following centuries, most of the research and research works about Iran flourished, which was the complete translation of the Avesta into French and is considered the beginning of a new era in Iranian studies. In the next century, that is, the 19th century, it is the peak period of Iranian studies. During this period, almost most of the great and important literary, historical, philosophical and scientific works of Iran were translated and published in foreign languages, and special fields for Iranian Studies were established in the Oriental Studies Associations of Europe and America. In the 20th century, with the discovery of the treasure of Iranian writings in Tarfan (a treasure found along the Silk Road in Xinjiang province), a new page was turned in the book of Iran ology. In addition to Europeans, scientists from countries such as America and Japan also joined Iran biologists in this century and published remarkable works on this topic. All this happened while the Iranians themselves did not play a role in the course of Iranian Studies until the mentioned century. In this century, with the awakening and awareness that was formed about the interest in culture and national identity, Iranian ology flourished within and among Iranian researchers and writers. In 1316 Tehran University taught Iran ology for the first time under the efforts of Ebrahim Pour Dawood. His continued efforts with the establishment of the Iran ology Association, the establishment of the Iranian studies school at the high school level and the fields of Aryan, A vesta and ancient Persian languages in the University of Tehran for the greater prosperity of this field among Iranian scholars and the new generation are commendable. Henry Carbone was the first to use the term Iranian studies in his report on the state of Iranian studies. Mohammad Qazvini and Ahmed Kasravi were among the other

Iranologists of this period. The works of Hassan Pirnia, Abdul Azim Gharib, Ali Akbar Dekhoda, Abbas Iqbal Ashtiani, Saeed Nafisi, Mohammad Moin, Mojtaba Minavi and other authors were attempts to enter the world of Iranian studies, which is very valuable. The establishment of the Iranian studies Association was an effort to develop relations with foreign Iranologists and make research in this field more valuable. In recent years, Iranian studies magazines and quarterly magazines have been published to promote and publish research and events. This field is taught in many higher education centers such as Columbia and Stanford University, Berlin and other prestigious universities of the world.

The importance of Iranian studies and the need to pay special attention to it today is not hidden from anyone, and it is hoped that focusing on the education of this field at the elementary and academic levels, will have a positive effect on the expansion of the next generation's understanding of Iranian studies. In this regard, the International and Comparative Complex of Tehran has organized Iranian Studies lessons for international students of the first and second high schools this year.

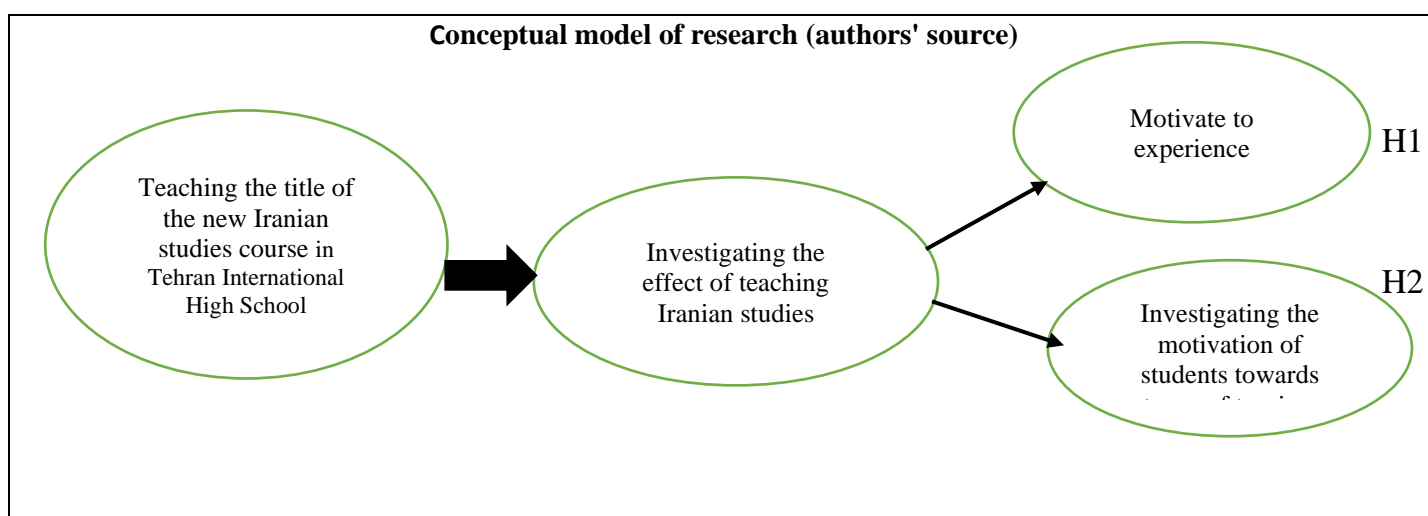
### **Research methodology:**

This research was conducted at Tehran Boys' International High School, which is one of the international complexes in Tehran. This research has two goals as follows:

- 1- Measuring the impact of teaching Iranian studies on creating motivation to experience the lessons learned among the students of Tehran International High School.
- 2- Measuring the number of Iranian studies teaching on increasing students' motivation to get more information about Iran's tourism among Tehran International High School students.

First hypothesis: teaching Iranian studies has an effect on motivating students to travel to Iran. H1

The second hypothesis: teaching Iranian studies courses has no significant difference in students' motivation to get more information about Iran's tourism. H2



The present research method is quantitative-qualitative and in terms of practical-developmental purpose. In the first stage, in order to identify the appropriate variables for teaching Iranian studies to the students of Tehran International High School, a structured interview form was designed and the views of experts in this field were determined. In the following, the answers obtained from the interview were analyzed by coding (open coding) with the aim of extracting the variables of Iranian studies teaching and proving the first hypothesis, "teaching Iranian studies has an effect on motivating students to travel to Iran". In the next step, after extracting all kinds of variables from

the initial interview form, a questionnaire including closed questions was designed to examine the students' points of view (motivation and priority). Therefore, the statistical population of the research to investigate the first goal was experts and experts in the fields of tourism, cultural heritage, education and higher education, and the statistical sample was collected in a targeted manner and by the snowball method, and the sample was collected until the theoretical saturation (27) of the sample. continued; In addition, to determine content validity, the interview form was given to eight experts in the fields of tourism, cultural heritage and education. Content Validity Ratio Index (CVR) To determine the validity of the interview form and in order to calculate the content validity ratio index, we asked the opinions of experts in the field of the test content to be used and explained the objectives of the test to them and providing them with operational definitions related to the content of the questions. Each of the questions was classified based on the three-part Likert spectrum "The item is necessary", "the item is useful, but not necessary" and "The item is not necessary"; Then, based on the formula, the content validity ratio was calculated.

$$CVR = \frac{\frac{\text{The number of professionals who have selected the necessary option}}{\text{Total number of specialists}}}{\frac{\text{Total number of specialists}}{2}}$$

Only one person out of 1 chose "the item is useful, but not necessary" and the rest of the experts chose "the item is necessary"; Therefore, the content validity coefficient was 3.75, which showed the validity of the interview form; Because based on the number of experts who evaluated the questions, the lowest value of CVR accepted for 8 experts is 0.75.

The statistical population for investigating the second objective of the present study was the first and second-grade students of Tehran International High School. In order to investigate the students' points of view, a questionnaire including closed questions derived from the interview form was designed. Based on Morgan's statistical table, 130 questionnaires should have been collected, of which 140 questionnaires were collected at Tehran International High School in both grades. The quantitative evaluation part was conducted from May to June 1402 and the data was collected through a 5-point Likert scale questionnaire from 1 (very little) to 5 (very much). Reliability of questionnaires using SPSS software (Cronbach's alpha: 0.701) showed that the questionnaire has good reliability. Finally, the data obtained from the questionnaire were evaluated with parametric and non-parametric tests, such as one-sample T and Friedman, and the correctness of the hypotheses was examined.

Table 1. Demographic characteristics of the experts who answered the interview forms

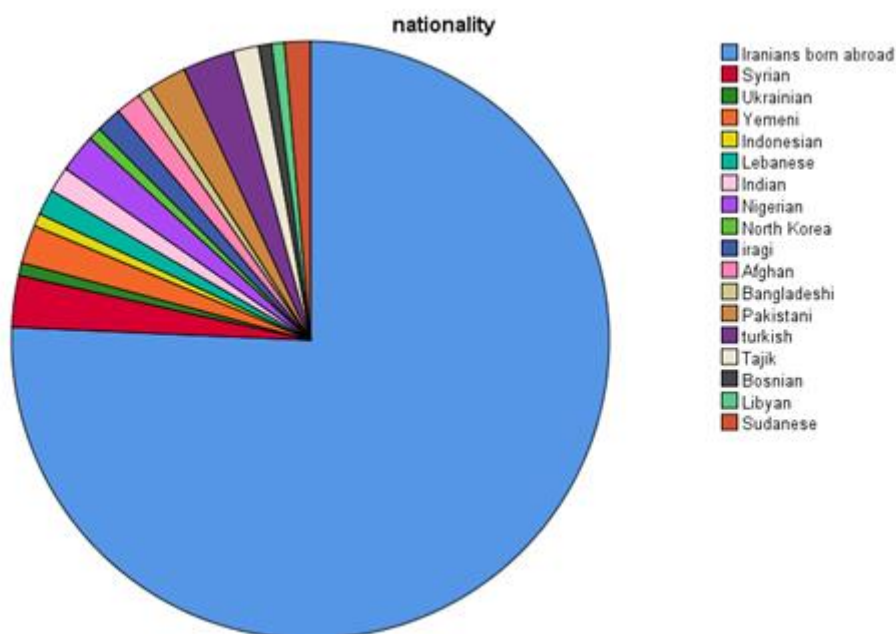
Employment status	Education	Gender	Abundance	Percent
University Professor	PhD	Female	2	%25
Vice principal of high school	Senior	Male	1	%12/5
Director and experts of Tehran Tourism Headquarters	{ PhD Senior	Male Female	1 2	%12/5 %25
Tourism experts and activists	PhD	Female	2	%25

Also, the results of the descriptive statistics analysis of the students' questionnaire show that among the respondents to the questionnaires, 25% of the international students and 75% of the Iranian students are born or citizens of foreign countries, who are in the first two levels of elementary school (7,8,9). and they study in the second grade of high school (10, 11, 12).

Table 2. Demographic characteristics of the students who answered the questionnaires

Grades	Abundance	Percent
Middle School (7,8,9)	62	%43,1
High School (10,11,12)	82	%56,9
Total	144	%100

Nationality	Abundance	Percent
Iranians with dual citizenship	109	75.7
Syria	4	2.8
Ukraine	1	0.7
Yemen	3	2.1
Indonesia	1	0.7
Lebanon	2	1.4
India	2	1.4
Nigeria	3	2.1
North Korea	1	0.7
Iraq	2	1.4
Afghanistan	2	1.4
Bangladesh	1	0.7
Pakistan	3	2.1
Turkey	4	2.8
Tajikistan	2	1.4
Bosnia	1	0.7
Libya	1	0.7
Sudan	2	1.4
Total	144	100



**Research data analysis:**

A) The first step: extracting suitable variables for the high school students' questionnaire. The results of the analysis of the interview forms show that the community of experts had the same opinion with 10 topics, which is an answer to the first goal of the current research. (Familiarity with historical tourist attractions, familiarity with Iranian customs and traditions, familiarity with various museums, familiarity with ethnic music, familiarity with villages and rural tourism in Iran, familiarity with Iranian food tourism and sweets, familiarity with Iranian handicrafts, Willingness to visit Iran, a sense of pride and identity for Iranian students, a better feeling and view of Iran for non-Iranian students).

b) The second stage: to investigate the motivation of international high school students to visit Iran, a sample T-Tech test was used. In this context, in addition to Sig, the significance level, which should be less than 0.05, the upper and lower levels are also checked, both of which should be positive (Momeni and Active Qayyumi, 2013: 206-202).

In order to prioritize students' motivation to travel to Iran in each of the proposed variables, considering that the data were normal, the 5-choice Likert range was converted into an interval scale by assigning values from 1 to 5, and to test the first hypothesis (teaching Iranian studies on creating The motivation of students has an effect on visiting Iran) the comparative test of the sample t-test average was used. The results show that students have a high interest in all activities. This is despite the fact that their desire for the traditional music of the tribes has been less.

Table No. 3, descriptive analysis and a sample T-Tech test in order to check the level of students' motivation to travel to Iran (source: the authors).

	Variable						Abundance				
	Very low	Low	Medium	Much	Very much	not answer	Significance level	Difference in averages	T-rate	low level	High level
Familiarity with Historical attractions	11	10	31	42	49	1	0,00	0,755	7,419	0,55	0,96
	7,6 %	6,9%	21,5%	29,2 %	34,0 %	0,7%					
Familiarity with customs and traditions	15	17	48	38	26		0,003	0,413	2,984	0,10	0,50
	10,4 %	11,8 %	33,3%	26,45	18,1 %						
Familiarity with Museums	13	13	40	56	21	1	0,000	0,413	4,374	0,23	0,60
	9,0 %	9,0%	27,8%	38,95	14,6 %	0,7%					
Getting to know the music of tribes	29	39	39	20	17		0,005	-0,299	- 2,824	-0,51	-0,9
	20,1 %	27,1 %	27,1%	13,9 %	11,8 %						
Introduction with Rural tourism	14	26	30	44	30		0,001	0,347	3,295	0,14	0,56
	9,7 %	18,1 %	20,8%	30,6 %	20,8 %						
Familiarity with Food tourism	12	19	26	44	43		0,000	0,604	5,711	0,40	0,81
	8,3 %	13,2 %	18,1%	30,6 %	29,9 %						
Familiarity with handicrafts	11	20	44	47	22		0,000	0,340	3,616	0,15	0,53
	7,6 %	13,9 %	30,6%	32,6 %	15,3 %						
	13	24	31	35	40	1	0,000				

Interest in travel and tourism	9,0 %	16,7 %	21,5%	24,3%	27,8 %	0,7%		0,455	4,168	0,24	0,67
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Table number 4. A sense of pride and patriotism for Iranian students, (source: the authors)

	Abundance	Percent
Very low	17	%15,6
Low	21	%19,3
Medium	31	%28,4
Much	17	%15,6
Very much	20	%18,3
Not answer	3	%2,8
Total	109	%100

According to the results of the statistical analysis, the impact of the Iranian studies course on increasing the sense of belonging to the country of Iran has had a medium to large impact. It is necessary to investigate why the impact was relatively average and what solutions can be offered to increase the impact.

Table No. 5. Improving non-Iranian students' views on Iran (source: authors)



	Abundance	Percent
Very low	0	%0
Low	3	%8.6
Medium	8	%22.9
Much	14	%40.0
Very much	10	%28.6
Total	35	%100

After the statistical analysis, it was found that the teaching of Iranian Studies has greatly changed the image of the destination among non-Iranian students. Increasing classroom work related to Iranian studies and Iran tour camps can greatly increase this effect.

In the next step, Friedman's test was used to check the correctness or incorrectness of the second hypothesis, "Teaching Iranian studies has no significant difference on students' motivation to acquire more information about the types of tourism in Iran". (Table No. 6) The results of Friedman's test and the average ranking of the variables and students' preferences are not the same, and this is a confirmation of the correctness of the second hypothesis of the research. The average rating is 5.71, interest in travel and tourism with an average rating of 5.10, familiarity with rural tourism and familiarity with museums with an average rating of 5.06 and 5.02 are the five main priorities of students.



Table number 6, Friedman

	Friedman test statistic	average rank	Variable
	<p>Chi-square test: 88.013 Degree of freedom: 8 Significance level: 0.000</p>	6.08	<i>Acquaintance with historical places</i>
		4.85	<i>Familiarity with rituals and traditions</i>
		5.02	<i>Familiarity with museums</i>
		3.48	<i>Getting to know the music of the tribes</i>
		5.06	<i>Introduction to rural tourism</i>
		5.71	<i>Familiarity with food tourism</i>
		4.82	<i>Familiarity with handicrafts</i>
		5.1	<i>Interest in travel and tourism</i>
			

**Conclusion:**

Acquainting the people of the world with different cultures and taking advantage of its benefits is one of the benefits of globalization, but its consequences should not be ignored. Preservation of national culture requires targeted education, which requires accurate, accurate and deep knowledge of cultural characteristics. By educating and spreading awareness about the motherland, cultural patterns and subcultures, we can take steps to preserve and strengthen the national identity. Subcultures are the main factor in creating the identity of ethnic groups and nations (Shikhavandi).

Based on this, the education system has the rule of infrastructure and the first foundation in the formation of public culture and national beliefs. Therefore, the children who enter educational institutions from the beginning of the learning stage are in a stage where their thoughts are gradually formed and their thoughts are formed with a kind of preparation and physical, mental and emotional preparation (Rahimi, 20-21, 2013)

The education system must have a correct understanding of the characteristics and dimensions of ethnic cultures and the motherland in order to have the goals, structure and content of the education system to convey the same concepts and national identity along with the knowledge and awareness of the subcultures of the land of Iran. Also, introducing the cultural values of the ethnic groups to the students can provide the grounds for knowing the superior values (Asgarian, 1385, 1385). Textbooks with their capacity and capabilities are the most important arena for introducing the native culture of each region and consequently institutionalizing ethnic and regional identity because they can be a strong barrier to deal with identity crises. Education programs can protect the ethnic culture from what is considered a threat and by transferring the cultural heritage, they can prevent the separation and separation from the national identity. Protecting national and ethnic identities among students of schools with different ethnic and linguistic affiliations (such as international schools) is more important because it protects students from cultural shock to a foreign culture. The main reason for this cultural shock is globalization, which creates diversity in ethnic and national identities and causes identity crises. Cultures that develop and expand with the power of the media under their control are considered a threat to national identities. This is where education can create a sense of interaction between ethnicities by formulating multiple and targeted programs. At the same time, students can improve their understanding about other ethnic groups. When students have a complete understanding of ethnic identity, they will be more tolerant and respectful towards the moral group of others (Idris et al., 2012).

According to the results obtained from the statistical analysis of the questionnaire and by confirming the hypotheses predicted for the present article, it was proved that teaching Iranian studies can create or deepen the common understanding of subcultures in Iran among the new generation. The lack of cultural understanding and the confrontation of cultures is a problem that can be seen especially in traveling to rural areas, the purpose of tourism, and the confrontation between the guest and the host. solved on the other hand, educating and drawing the attention of the new generation to concepts such as sustainability and responsible tourism in travel can increase hopes to reduce damage to historical and cultural monuments, the environment, subcultures, etc. Creating or increasing the sense of belonging to the motherland can increase the sense of responsibility and protection of belongings among the new generation and prevent the cultural shock of students (especially those who interact more with other cultures) against foreign culture. Protect to a great extent. Improving the image of the destination and the perspective of Iran is another result of teaching Iranology. This positive change was observed not only among foreign students, but also among Iranian students who had a negative opinion of some regions of the country, which is a very important point in the impact of Iranian studies. Lack of familiarity with Iran and its conditions, targeted negative advertisements, pre-negative mentality about some regions of Iran are the things that became clear after teaching Iranian studies and during the conversation with the students. It has also created a positive destination image.

Since, according to the results of data analysis, food tourism and visiting historical attractions were the most popular, focus and attention on tangible heritage such as historical sites and museums, intangible heritage such as food, clothing and handicrafts should be prioritized because in In addition to these things, we can talk about issues that have been less addressed; be provided Topics such as ethnic music, natural attractions, Iranian celebrities and various aspects of tourism including the concept of travel, familiarity with international and domestic tourism organizations, concepts of cultural heritage and sustainable tourism were also taught.

Increasing students' motivation to plan trips to different parts of Iran to experience different types of tourism, to be aware of the attractions of the provinces and to design targeted tours and trips to familiarize students more, to create events related to Iranian studies in school and dynamic activities related to Iranology is important as a class work, sports, science and art in the school. Also, in the

final question of the students' questionnaire, the types of tourism in Iran are discussed, which is the demand for thematic tours, which is proof of the creation of tourism tours and Iran tourism in cooperation. It is shared by the Ministry of Education, the affairs of international and foreign schools and the Ministry of cultural heritage and tourism of Iran.

Among the weaknesses of teaching this course is the lack of study regarding the technological needs of education to improve the positive effects of this course on students.

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