

The Observation of Hidden Education Plan Parameters Effects on the Education Effectiveness

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ABSTRACT

Hidden education plan is a not written plan that includes students 's informal and unawareness experiences .this plan involved of education development plans in scientific societies 's gamut which itself includes other developments and social and industrial extensions. Available scheme has accomplished as a survey on some parameters observations such as professor's behavior and deed, having lesson's scheme by the professor, presenting professor's behavioral pattern and teaching method as the hidden education plan and its effect on the Islamic religion teaching effectiveness in Semnan's azad university .this scheme's statistical society has been considered 360 students based on Kerjesi and Moorgan 's table and Alfa Chronbach' s coefficient has obtained %84.availabel scheme has been collected by the illative and descriptive attributes and t test's correlation coefficient and 16 SPSS software was utilized along with data analysis. Result show that having the lesson scheme has the most effectiveness in the Islamic religion teaching among all mentioned parameters of hidden education plan.

KEYWORDS: education plan, effectiveness, teaching, Islamic religion.

1. INTRODUCTION

Today, development in various dimensions is the main purpose of societies, policies and government's plans. Meanwhile, education development is substructure of economical and industrial development and societies which have accompanied industrial and economical development and have necessary demand to education development. Shariatmadari (1989) stated that moral and behavioral upbringing is the basis of human's life and the main purpose of education and upbringing would be human's ascending and evolutionary manner toward perfection which has got possible in his creation. By this explanation, most of education systems have neglected achieving the education systems ideals and are also continuing another way by being prisoner in isolated and faraway manners of purposes ideals. Canli and Clendenin (2000) stated that education organizations have neglected responding to the students 's real demands and focused on score system statics individually .along with presented education plan's irrelevancy with the intended education plan could be interpreted in a way that achieving expectations would be impossible and the hidden education plan and it's factor would be essential .also, Murakami(2009) refers that hidden education plan effect is not obviously identified and Anderson believes that hidden education plan's attitudes and beliefs could make the learning easy and sometimes demolishes student's learning. Some authors such as Kentli(2009), Mahram(2005) and Alikhani (2004) mentioned hidden education plan's role and necessity .also, hidden education plan is necessary for the criticism pelagoojii' s development which it's necessity would be evaluation processes, inside group relations and ceremonies which teach sociability process to students .some authors such as Mahram et al (2006)have studied in basis of hidden education plan 's role on student's nationality identity reduction .hidden education plan in his survey are as following: professor, student, physical location, teaching method, contents evaluation and pay attention to rules .he has mentioned entities which are against his upbringing experiences which helps him more to identify them better .they know professor's role as the most significant role which is applied because of not updated teachers ,various jobs and not being motivated in scientific communication .Choobkadeh (1385) put an effort to identify citizen upbringing damages in the hidden education plan from 370 Tehran teachers 's viewpoint via field survey. Hidden education plan is one of the important factors in citizen upbringing. Students would get familiar with skills and various attitudes such as respect, trust, responsibility, patriotism, regarding rules, equality, and sympathy via hidden education plan .they also could learn skills and explanations and attitudes which had been dangerous for them and would be threatening .therefore ;hidden education plan could have advantages and disadvantages for education and upbringing.

METHODOLOGY

In available research, some parameters such as professor's behavior and morality, having lesson's scheme by professor, behavioral pattern by professor and teaching method as well were perused in order to evaluate each of them's effectiveness on the Islamic religion lesson teaching. Available scheme had been descriptive and as survey to observe Semnan Azad university student's different attitude. This research's Static society includes all students of this university which are studying in term 4th. they were 6254 students of medical science, human science and engineering major that 360 students were chosen as the main pattern via relative and random sample by the Morgan and Kerjesi table and 390 questionnarie were distributed which just 362 questionnarie were collected because of %10 test harm possibility. designed measure tools was accomplished by researcher which it's basis had been accomplished theory basis in Iran and world and authors helped to accomplish this research in order to do well in modification. finally some parameters such as professor's behavior and morality, having lesson's scheme by professor, behavioral pattern by professor and teaching method were chosen that each questionnarie have 5 options of so high, high, average, low, so low with 1-5 scores and also was confirmed by Alfa Chronbach coefficient as %84 scores. descriptive static involved of mean, median, mode, frequency, scale deviation and variance and illative static involved of one side variance, correlation coefficient and t test were utilized and 16SPSS was utilized as well.

Professor's behavior and morality

According to the table 1, professor's behavior and morality in the class and during teaching and also its effect on the Islamic religion teaching have been analyzed and observed and the regression test was utilized as well.

Table 1: regression test result of relation between Professor's behavior and morality on the Islamic religion teaching effect

Independent variable	Dependent variable	Coefficients	F	ANOVA	R-square
		B			
Islamic religion effect	Professor's behavior and morality	Constant=11.73	6.80	0.019	0.109
		Professor's behavior and morality =0.125			

Table 1's regression result show the fact that Professor's behavior and morality have effect on Islamic religion. Therefore; as observed sig had been lower than %5 and R-square has been calculated % 19 and shows the fact that %1 percent of Islamic religion's effectiveness alteration had been affected by Professor's behavior and morality.

Having the lesson scheme

According table 2; having the lesson scheme by professor and its effect on Islamic religion was observed and analyzed and regression test was utilized as well.

Table 2-regression test result of relation between professor's lesson schemes on the Islamic religion effect

Independent variable	Dependent variable	Coefficients	F	ANOVA	R-square
		B			
Islamic religion effect	Having the lesson scheme By professor	Constant=5.63	82.83	0.000	0.187
		Lesson Scheme=0.287			

Table 2 result shows the fact that having the lesson scheme would have significant effect on Islamic religion effect. As observed, sig is lower than 0.05 and R-square has calculated 0.187 and %18 of Islamic religion effectiveness alteration would be accomplished via having the professor's lesson scheme

Presenting behavioral pattern

According to table 3; presenting behavioral pattern by professor and its effect on Islamic religion teaching have analyzed and observed and the regression test was utilized as well.

Table 3- regression test result of relation between presenting behavioral pattern On the Islamic religion effect

Independent variable	Dependent variable	Coefficients	F	ANOVA	R-square
		B			
Islamic religion effect	Presenting behavioral pattern	Constant=11.56	6.576	0.000	0.181
		Pattern=0.111			

Table 3 regression result shows the fact that presenting behavioral pattern by professor have significant effect on Islamic religion teaching ;therefore as specified sig is lower than %5 and shows linear relation between 2 variables and also R-square is %18 and states that %1 of Islamic religion teaching effectiveness alteration was accomplished by behavioral pattern effect by professor.

Professor’s teaching method

According to table 4, professor’s teaching method at university and its effect on Islamic religion was perused and regression test has been utilized as well.

Table 4-regression result of relation between professors’s teaching method on Islamic religion effectiveness

Independent variable	Dependent variable	Coefficients	F	ANOVA	R-square
Islamic religion effect Professor’s teaching method		B			
		Constant=8.89	29.89	0.000	0.077
		Pattern=0.199			

Table 4 ‘s regression result shows the fact that Professor’s teaching method have significant effect on Islamic religion teaching and as specified sig was lower than %5 and shows linear relation between 2 variables. Also R-square is 0.77 and shows the fact that %7 of Islamic religion teaching effectiveness are caused by professor’s teaching method.

DISCUSSION

According to the final result and tests between 4 research’s parameters in the hidden education plan, was specified that having lesson scheme by professor have the highest effect on Islamic religion teaching and its regression is based on table 5.

Table 5- having lesson scheme by professor and its effect on Islamic religion teaching ‘s step by step regression

Variable	sig	T	Beta	B
Having the lesson scheme	0.000	3.832	0.215	0.143

Professor’s behavioral and morality variable have significant effect on Islamic religion teaching and this discovery along with Katrin and Martimer’s research (2009) based on the fact that organizational interrelations as samples of normalized models develop success .in this research; lesson scheme by professor have significant effect on Islamic religion teaching. This research is relevant to Mahram et al ‘s research(2006)based on the fact that presenting behavioral pattern by professor have significant effect on Islamic religion lesson. This research is relevant to Lamp visil’s research (2004) based on the fact that professor’s role as their constancy and pattern for being in contact with students have been evaluated so high. finally; it have to be stated that discovered results show the fact that teaching method have significant effect on Islamic religion teaching and this discovery is relevant with Mahram et al ‘s research(2006)

Conclusion

Professors have to scrutinize their behavior and moral and cause mutual trust and learn having respectability to students toward each other and make the class safe and desirable in order to negotiate with each other.

Professors have to control their lesson scheme that subjects be compatible with students’ applicative contents with real life and mental and education in order to get the best conclusion and conduct lessons more successfully.

It’s recommended that professors apply friendly and cooperative and student-leading atmosphere during teaching and provide enough opportunity for student’s activities and developing innovations.

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