The Effects of the Implicit Curriculum on Effectiveness of Islamic Knowledge Teaching in Azad University of Semnan

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ABSTRACT

The aim of this study is appraising the effect of implicit curriculum on Islamic Knowledge Teaching Effectiveness (IKTE).Statistical population was all of students of Semnan University which were 6254, and the Sample was 360 based on Krejcie and Morgan table. Data collection tool was Questionnaire which was made by researcher. The validation of questionnaire was approved by 10 experts. After a pilot implementation among 30 student of Semnan University; its Stability was 84% based on Alpha Cronbach's Coefficient. In order to analyzing data, the descriptive statistic indices include mean, median, mode, frequency, percentage, cumulative percentage frequency, SD and inferential statistical indices include ANOVA , t -test and correlation were used. The results show the interaction of teacher and students, organizational structure, behaviors of teacher, a rich library, providing a behavioral pattern by teachers, having a lesson plans by teacher and their teaching methods have influence on IKTE. Compared with other factors, the variable of interaction between teacher and students (20%), having a lesson plan (24 percent) and organizational structure of the university (27%) have more influence on IKTE.

KEYWORDS: Implicit curriculum, Effectiveness, Teaching, Islamic Knowledge Teaching, University

1. INTRODUCTION

In today's world, development in various aspects is the main goal of communities, government policy and planning. Among these, Educational Development is the infrastructure of economic and industrial developments. Community, in which the economic and industrial developments are running, has an urgent need to educational development. Holistic, depth, accurate and comprehensive encounter with Curriculum has a great importance because regional, national and international competitions is very intense, changes in technology, market needs etc. is very fast,the Education Systems are the most important and fundamental systems for training of human capital and comprehensive and sustainable development in each country is considered (Nazem, 2003). Regarding history of curriculum, efforts have been done by experts that further enriched it. The most important of these efforts are three types of curriculum that are applied simultaneously in education centers which are the relatively new and worthwhile concepts of curriculum.

These three types of curriculum are "explicit or formal curriculum", "implicit curriculum" and "null curriculum" (Alikhani, 2004). In this regard, Chandratilake & Silva (2009) in their study compared the implicit and formal curriculum. They concluded that the formal curriculum is something which is taught and something which is learned. Butimplicit curriculum is defined in the level of organizational culture and structure. Also Katherine and Mortimer (2009) have claim that most of tasks which is done, are not formally and planed. But have a great impact on achieving educational goals. Finally, factors such as interpersonal relationships in organization and external relationship form validated models of success.

In this study implicit curriculum is independent variable which includes implicit messages of social environment of educational center which is prescript but percept by all persons. Implicit curriculum is body of knowledge which easily compiles students through the campus each day. This kind of curriculum act even more extensive and subtle, in shaping experiences, ideas, attitudes, values and behavior of students. And its influence covers the whole process of education. Experiences learned and understood during the education course, which is not a pre-determined curriculum, is implicit curriculum or unintended consequences that have positive and negative effects on students (Saidi Rezvani, 2001).Higher Education System, as an expert producer, has a special position in developing of countries. Along with this, universities as the most important scientific and cultural center in a community, through training experts, play a major role in determining the future of the country. One of the most important factors which influence quality of higher education outcomes is university curriculum (Maleki, 2003).As regards Islamic knowledge provided in 12 courses and 5 fields, regardless of the obstacles facing these courses,

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basically creates religious foundations and familiarize students with national identity, culture, and ethical life etc. and typically, socialization of the students and strengthen their national identity depend on the familiarity of the students with values of society (Azizi, 2002).On the other hand intellectual and moral education is the foundation of human life and the main goal of education is facilitating human evolution process to the Perfection which is put in the Creation (Shariatmadari, 1989).However, many education systems neglect achieving educational systems goals and move in a different direction.

As stated by Canli&Clandinin (2000), education organization neglect meeting the real needs of students and radically focuses their attention on scoring system. So the lack of alignment of implementation curriculum with intended curriculum can be interpreted as a gap which makes impossible achieving predetermined expectations. So paying attention to implicit curriculum and its components is necessary (Quotes Ausbrooks, 2000).Also Murakami (2009) pointed that the implicit curriculum effects are not clearly known. Anderson (2001) believes that attitudes and beliefs created by implicit curriculum sometimes can facilitate learning and sometimes damage it. Different experts like Kentli (2009), Mahram (2005), Alikhani (2004) have pointed to importance of implicit curriculum.For example Kentli (2009) stated that the implicit curriculum is a non-written curriculum which incorporates the experiences of students unofficially and with loss of consciousness.Also the implicit curriculum is essential for developing critical training which requires values processing, paying attention to intergroup relationship and festivals and ceremonies which teach socialization process to students. Considering the grouping of Lindabin (1985), Ghorchian (1994) pointed to four theories of implicit curriculum include:A) non-theoretical approach, b) adaptive theory, c) functional theory and d) critical or resistance theory. Among these four theories, resistance theory as the most reliable theory is selected to study implicit curriculum. Also experts considered implicit curriculum from different viewpoints and various components. For example, Anderson (2001) considered three dimensions include:

1- It is a synthesis to maintain social features, and offers special knowledge and practices along with the formal and teaching curriculum.

2- It refers to the impact of situation where formal education is running.

3- It is not-stated laws which are necessary for successful completion of studying formal education.

Ahoola (2000) pointed to 4 basic dimensions of implicit curriculum include:

1- learning how to learn ; 2- professional learning ; 3- Learning to be an expert ; 4- learning games

Skelton (2005) proposed two dimensions for implicit curriculum which include: intended dimension of implicit curriculum and unintended dimension of implicit curriculum And Alikhani (2004) pointed to three dimensions of implicit curriculum include: 1- interaction of people in university, 2- organizational structure of university and 3- physical structure of university and classrooms.

Thus, as was stated each experts focuses his attention to one of dimension of this kind of curriculum like social, cognitive and physical dimensions. Experts like Jackson (1968) and Ausbrooks (2000) focus on social dimension of this kind of curriculum and believe that implicit curriculum refers to the learning of students about relationships with other students, faculty and staff of the University and the general atmosphere. They stated that psychological social relationships among learners and people within university especially teachers is very important as one aspect of this type of curriculum. Also they believe that feelings, attitudes, values, beliefs and behaviors of learners are some features which influenced by this types of curriculum.

Other experts like Margolis (2000) and ShurifahThuraiy (2010) focus on cognitive aspects and study the effects of implicit curriculum on content and images of textbooks. They believed that content and images of Textbooks contain some implicit and hidden messages which sometimes is contrary to the objectives of education systems and curriculum.

Another expert in the field of curriculum, Gordon (1982), focuses on physical aspect of these curriculums. He referred to physical structures of universities and classrooms, bench arrangement, voice or audio features, quality of light, motivation, emotion and imagination of students (Quoted from Ghorchian, 1994). AlsoKohlberg (1984) stated that teachers' behavior in the classroom is a factor which affects implicit curriculum and has an important role in moral education. They transfer social and moral messages to students through punishment or reward. Furthermore, in this caseLempp& Seale (2004) evaluated the role of teachers as a pattern and said that the commitment of teachers to communicate with studentsis very important.

Several researchers have focused on the study of implicit curriculum like Mahram et al (2006). He studied the effects of implicit curriculum components on the loss of students' national identity. Implicit curriculum components in his study were teachers, students, physical location, teaching methods, assessment, content and laws. He provided axis of anti-educational experience after each of the components, which helps better understanding of that factors. He believed that the role of teachers is one of the most prominent components of curriculum. But due to doing

numerous jobs, the lack of motivation to continue communication with students beyond class time and lack of being up to date, he considered the role of teachers as a reducing component for students' educational identity. In this regard, Bayanfar (2009) concluded that in most cases, schools and classrooms, students are influenced by unintended effects of implicit curriculum and these effects influenced their efficiency of learning and their emotions directly and indirectly.

Fathi and Choubkade (2006), through a field study, attempted to identify threats of citizenship education in the implicit curriculum from the view of 370 teachers in Tehran. From their perspective one of important components in citizenship education is implicit curriculum. Through the implicit curriculum, students will be familiar with different skills and attitudes such as respect, honesty, endurance, compassion, patriotism, commitment and responsibility, equality, respect for the law and regulations. They also can learn skills, concepts and attitudes which are dangerous for their education. Therefore the implicit curriculum can considered as an opportunity and also a threats for citizenship education. They examined three components of the implicit curriculum include social climate, organizational structure and teacher-student interaction. Based on their results the component of the social environment has a high level of anti-threats and organizational structure and teacher-student interaction have lower level of it.So the implicit curriculum components in negative form are great threats for citizenship education. According to the above documentations which confirm the importance and necessity of studying about the impact of the implicit curriculum components on effectiveness of training courses, this study was performed in order to appraising the effect of implicit curriculum on Islamic Knowledge Teaching Effectiveness (IKTE).

Research hypothesis
The main hypotheses:
Implicit curriculum affects the Islamic Knowledge Teaching Effectiveness (IKTE).
Sub-hypothesis:
1- Teacher-student interactions affect the IKTE.
2- Organizational structure of University affects the IKTE.
3- Teaching methods of teachers affects the IKTE.
4- Providing a behavioral pattern by teacher affects the IKTE.
5- Paying attention to religious issues affects the IKTE.
6- Action and behavior of teachers affects the IKTE.
7- Having a rich library of religious books affects the IKTE.
8- Having a lesson plan by teachers affects the IKTE.

METHODOLOGY

This is a descriptive survey because it studies the views of student of Azad University of Semnan. Statistical population was all of students of SemnanUniversity which at least pass four terms of their courses. Included 275 trainee in medical sciences, 2109 trainee in human sciences and 3870 in the field of Engineering, the total number of statistical population is 6254.Regarding to Krejcie and Morgan table, 360 trainees was selected based on random sampling. Considering the loss of trainees (10%), 390 questionnaires was distributed which 362 of them was collected. Data collection tool was Questionnaire made by researcher which for developing it theoretical background in Iran and the world was deeply studied. At first 52 sub-categories were considered but after a survey of experts (n = 10) and performing amendments and assessing validity, they reduced to 41 sub-categories which form the questionnaire. After this, the experts were asked to select components which are related to the main subject among proposed topics. Finally "organizational structure of University", "teaching methods of teacher", "teacher-student interactions", "paying attention to religious issues", "enrich libraries and documentation centers of the university" , "having a lesson plan", "providing behavioral pattern by teacher", "teacher behavior and action" were selected. In the questionnaire every components has five sub-sections include Very high, high, medium, low and very low rates of 5 to 1. After a Pilot implementation among 30 student of SemnanUniversity; its Stability was 84% based on Alpha Cronbach's Coefficient. 390 questionnaires was distributed which 362 of them was collected. In order to analyzing data, the descriptive statistic indices (include mean, median, mode, frequency, percentage, cumulative percentage frequency, SD) and inferential statistical indices (include ANOVA, t -test and correlation) through the SPSS were used.

RESULTS

First hypothesis: Teacher-student interactions affect the IKTE.

Table 1) the result of regression for first hypothesis

Coefficients		ANOVA (Sig)	R Square	Dependent variable	Independent variable
B	F				
Constant=7.06	93.49	0.000	0.206	IKTE	Teacher-student interactions
Interaction= 0.548					

The results of table 1 show that "teacher-student interactions" have a positive effect on IKTE. As it is clear, the sig is less than 0.05and R Square is 0.206 which implies that 20% of IKTE changes are related to teacher-student interactions.

Second hypothesis: organizational structure of university affects the IKTE.

Table 2) the result of regression for second hypothesis

Coefficients		ANOVA (Sig)	R Square	Dependent variable	Independent variable
B	F				
Constant=9.74	33.35	0.000	0.085	IKTE	organizational structure of university
structure= 0.338					

The results of table 2 show that "organizational structure of university" has a positive effect on IKTE. As it is clear, the sig is less than 0.01 and R Square is 0.085 which implies that 8% of IKTE changes are related to organizational structure of university.

Third hypothesis: teachers' behaviors and actions affect the IKTE.

Table 3) the result of regression for third hypothesis

Coefficients		ANOVA (Sig)	R Square	Dependent variable	Independent variable
B	F				
Constant=11.73	6.80	0.019	0.109	IKTE	teachers' behaviors and actions
behaviors= 0.125					

The results of table 3 show that "teachers' behaviors and actions" have a positive effect on IKTE. As it is clear, the sig is less than 0.05 which shows there is a linear relationship among them, and R Square is 0.085 which implies that 1% of IKTE changes are related to teachers' behaviors and actions.

Forth hypothesis: enriching libraries of university affect the IKTE.

Table 4) the result of regression for forth hypothesis

Coefficients		ANOVA (Sig)	R Square	Dependent variable	Independent variable
B	F				
Constant=7.06	93.49	0.000	0.067	IKTE	enriching libraries of university
library= 0.548					

The results of table 4 show that "enriching libraries of university" have a positive effect on IKTE. As it is clear, the sig is less than 0.05 which shows there is a linear relationship among them, and R Square is 0.067 which implies that 6% of IKTE changes are related to enriching libraries of university.

Fifth hypothesis: having a lesson plan by teacher affect the IKTE.

Table 5) the result of regression for fifth hypothesis

Coefficients		ANOVA (Sig)	R Square	Dependent variable	Independent variable
B	F				
Constant=5.63	82.83	0.000	0.187	IKTE	having a lesson plan by teacher
plan= 0.287					

The results of table 5 show that "having a lesson plan by teacher" has a positive effect on IKTE. As it is clear, the sig is less than 0.05 which shows there is a linear relationship among them, and R Square is 0.187 which implies that 18% of IKTE changes are related to having a lesson plan by teacher.

Sixth hypothesis: providing a behavioral pattern by teacher affect the IKTE.

Table 6) the result of regression for sixth hypothesis

Coefficients		ANOVA (Sig)	R Square	Dependent variable	Independent variable
B	F				
Constant=11.56	6.576	0.000	0.018	IKTE	providing a behavioral pattern by teacher
pattern= 0.111					

The results of table 6 show that "providing a behavioral pattern by teacher" has a positive effect on IKTE. As it is clear, the sig is less than 0.05 which shows there is a linear relationship among them, and R Square is 0.018 which implies that 1% of IKTE changes are related to providing a behavioral pattern by teacher.

Seventh hypothesis: paying attention to religious issues affect the IKTE.

Table 7) the result of regression for seventh hypothesis

Coefficients		ANOVA (Sig)	R Square	Dependent variable	Independent variable
B	F				
Constant=10.33	18.82	0.000	0.050	IKTE	paying attention to religious issues
religion= 0.241					

The results of table 7 show that "paying attention to religious issue" has a positive effect on IKTE. As it is clear, the sig is less than 0.05 which shows there is a linear relationship among them, and R Square is 0.05 which implies that 5% of IKTE changes are related to paying attention to religious issues.

Eighth hypothesis: teaching method affect the IKTE.

Table 8) the result of regression for eighth hypothesis

Coefficients		ANOVA (Sig)	R Square	Dependent variable	Independent variable
B	F				
Constant=8.89	29.89	0.000	0.077	IKTE	teaching method
teaching method = 0.199					

The results of table 8 show that "teaching method" has a positive effect on IKTE. As it is clear, the sig is less than 0.05 which shows there is a linear relationship among them, and R Square is 0.077 which implies that 7% of IKTE changes are related to teaching method.

Table 9) stepwise regression for explaining the effects of independent variables on IKTE

variable	sig	T	Beta	B
constant	0.000	3.590	0	3.277
Teacher-student interactions	0.000	5.296	0.293	0.354
Having a lesson plan by teachers	0.000	3.832	0.215	0.143
Organizational structure	0.000	3.741	0.175	0.233

Table 9 shows that 3 components have most influence on IKTE. 20% of IKTE changes are related to teacher-student interactions, 24% of them are related to having a lesson plan by teachers and 27% of them are related to organizational structure of university.

DISCUSSION AND CONCLUSIONS

The results ofanalyzing hypothesis 1 show that "teacher-student interactions" have a positive effect on IKTE which is aligned with findings of Mahram et al (2006) and Fathi and Choubkade (2006). The results of analyzing hypothesis 2 show that "organizational structure of university" has a positive effect on IKTE which is corresponded with findings of Chandratilake& Silva (2009) that stated "implicit curriculum is defined in organizational culture and structure level". The results of analyzing hypothesis 3 show that "teachers' behaviors and actions" has a positive effect on IKTE which is corresponded with findings of Katherine and Mortimer (2009) that stated "factors such as interpersonal relationships in organization and external relationship form validated models of success". The result of analyzing hypothesis 4 shows that "enriching libraries of university" have a positive effect on IKTE, but no literatures were foundin order to accepting or rejecting it. The results of analyzing hypothesis 5 show that "having a lesson plan by teacher" has a positive effect on IKTE which is corresponded with findings of Mahram et al (2006) that stated "having a lesson plan influence educational entity of students".

The results of analyzing hypothesis 6 show that "providing a behavioral pattern by teacher" has a positive effect on IKTE which is corresponded with findings ofLempp& Seale (2004) that stated "the commitment of

teachers to communicate with students is very important". The results of analyzing hypothesis 7 show that "paying attention to religious issue" has a positive effect on IKTE which is corresponded with findings ofMahram (2005) that stated "paying attention to national and religious identity of students reinforce their educational identity and responsibility. The results of analyzing hypothesis 8 show that "teaching method" has a positive effect on IKTEwhich is corresponded with findings of Mahram et al (2006). The results of analyzing hypothesis 9 show that among all independent variable, just 3 of them have most influence on IKTE. 20% of IKTE changes are related to teacher-student interactions, 24% of them are related to having a lesson plan by teachers and 27% of them are related to organizational structure of university which is corresponded with findings of Bayanfar (2009).

Suggestions

Regarding to findings and comparing them with other research findings, we propose to the University and its professors:

1. The findings of this study show that teacher-student interactionshave a positive effect on IKTE. In this regard, formation some courses for university teachers by social and psychological experts and also constructing some meetings between students and teachers for analyzing general issues of university and new problems of community are some suggestions of this research.

2. Organizational structure, administrative regulations, policies and legislation should be reviewed. And in addition with participating of students in the review process, their comments and opinions should be considered.

3. Teachers should revised their actions and create a mutual respect and trust environment in the classroom and on campus in which students discuss, comment and engage in issues with a confidence and tranquility.

4. Libraries and documentation centers at the University should be completed according to the needs and expectations of students and a variety of magazines and newspapers should be provided for students.

5. Teachers should arrange their lesson plan in a way that is in consistent with functional content and intellectual and academic needs of students with real-life.

6. We suggest that teachers use a collaborative, friendly and student-based environment and provide ample opportunity for student activities and a creativity and innovation environment.

7. We suggest that teachers promote their religious information to help the students. For this purpose they can use various course and conference in this field.

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