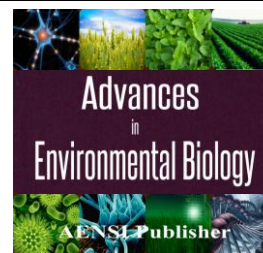




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# Investigating the Effect of Curriculum and Educational Tasks on Religious Beliefs among Second Grade High school Students from the Teachers and Educational Administrators' Perspective

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### ABSTRACT

The current study aims to explore the effect of curriculum and educational tasks on the religious belief of second-grade high school students in Marand from teachers and educational administrators' perspective in the year 2013-2014. The study is survey in terms of the method. The statistical population comprises of Miane teachers, teaching assistants and educational administrators working in the year 2013-2014. The sampling method is that of multistage cluster sampling through which 150 individuals were chosen as the sample size. Regarding the notion that there was no standard scale in the field of the current research, the researcher developed the relevant questionnaire. The reliability of questionnaire was obtained 0.708 using Cronbach alpha coefficient which shows an acceptable value in survey studies. The research method is that of survey which is employed to study the effects, the factors and the mentioned variables of the research hypotheses. The data were analyzed using simple-sample t-test. The study results indicated that curriculum and educational tasks had a positive effect on the religious beliefs of Miane second-grade high school students from teachers and educational administrators' perspectives.

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## INTRODUCTION

The term "religious educating", to be considered as the novel approach, has drawn the attention of many experts and educational administrators in the field of education. One would assert that the importance of such an approach is realized in the new world called "the ubiquitous world" in which the indexes of knowledge and life skills are defined. The tendency of attention toward the religious education of students has increased in Ministry of Education after the Islamic Revolution so that such a program would prepare the students to live in God-targeted community. Yet, so-called religious educating has seen numerous drawbacks during the past thirty years [14].

Religious beliefs are determined as the sets of behaviors, beliefs and the relevant attitudes of fundamentals and secondary notions of religion as well as other related fields. Religion is defined as the class of ideologies, the induction of which would determine the life style of individuals. The religious beliefs are assumed to be the common beliefs of determined group who tend to be proud of the way they continue to stick to their followings. Such beliefs are claimed not only as the individual term to be accepted as whole, but also are deemed to be the integrity of the groups which build up partial unity of the groups [4].

It should be noted in religious educating that the school is comprised of several components and sections each of which contributes to the quality of behaviors, attitudes, and religious acquaintance on the part of the students. In school setting, it is possible to demonstrate that notably do teachers and administrators play a great role in students' educating, but also the clerks as well as officers are contributive to the students' educating aspects. All people are invited to be social-based and socialized individuals where the sense of integrity is emphasized in the form of the deeds and religious principles. It is highlighted that the children are educated in a way that the religious principles have advised.

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One of the psychological and educational fact is that the human takes his all efforts and makes use of all his potential, either as individual or in group, thanks to his supreme goals and everlasting targets and due to the internal enthusiasm. However, it would be claimed that when it comes ot the state the societies' goals turn out to be common, a kind of deviation is recognized. This would be taken into account as the reason the scope of attaining perfectionism, as the potential force and the intrinsic incentive, has been considered to a large extent by the followers of religious communities [12].

The educational goals such as religious beliefs and attitudes, moral excellence growth, enhancing life skills, improving the enthusiasm toward the cooperation and boosting the sense of attention to the existing phenomena in the nature are not attainable solely by reading some lines of books or memorizing several texts in order to get succeed, however, it not expected that such an educational system would have any contribution to students' beliefs and behaviors. "one would claim the educational tasks as the set of acts to be included in daily curriculum of students for which no specific time is determined whose aim is to develop the intrinsic talents of students; the students are free taking part in such tasks".

The accuracy having to do with defining educational tasks shows that the only difference between educational tasks and the relent endeavors to formal educational plan is that the students feel more comfortable when it comes to designing and implementing educational tasks and that the teacher would not be regarded as the authority of the classroom, rather he plays the role of facilitator and counselor. In addition, the students do not do the tasks because of the anticipated scores, nor do they take the exam. This can be taken into account as the reason the educational tasks are attractive for students (the same reference).

A number of courses are considered as the educational ones in second grade of high school to be instructed by the teachers. Such courses include Quran-based tasks, life skills, physical education tasks, health and research method each of which is chosen based on the School Council decision [10].

As many studies have indicated, the youth and students seek to learn more about the religious concepts. The youth is not against the religion, but they are more eager to be treated as religion-based. In addition, the concept of globalization and the extreme development of satellite communications have lessen the moral behaviors of human, leading to unknown religious identity. Hence, the issues relevant to religious education are not affected by their inner nature, but one should identify the reasons somewhere out of the religion field [14].

The current study aims to study whether the curriculum (syllabus design) and educational tasks would have any effect on religious belief of Miane second grade high school students from teachers and educational administrators' perspective in the year 2013-2014.

#### *Method:*

The current study is survey in terms of the design. The statistical population includes the teachers, educational administrators' and officers of Miane second grade high school course in the year 2013-2014. The sample size was chosen as 150 individuals according to Morgan table among which 50 and 100 numbers are ranked as the teachers and educational administrator's, respectively. Cluster random sampling method has been used in this study.

#### *Data collection instruments:*

Searcher-developed questionnaire was used in the study. The developed questionnaire is categorized by three sections i.e. personal information, independent variables indexes and testing research hypotheses. Cronbach alpha coefficient was obtained as 0.706.

#### *Findings:*

##### *Hypothesis 1:*

Saying group prayer has an effect on religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

##### A) Studying the normal state of variables distribution

**Table 22.4:** The results of K-S test to study variables normal distribution in second hypothesis

	Statistical indexes	Degree of freedom	Level of significance
From assistants' and educational administrators' perspective	0.190	100	0.07
From teachers' perspective	0.196	50	0.06

According to the results of Kolmogorov-Smirnov test (table 22.4), the level of significance is higher than 0.05m so the variables are distributed normally.

## B) Testing second hypothesis using simple sample t-test

**Table 23.4:** The results of simple sample t-test analysis for second hypothesis

	Number of sample	Mean	Standard deviation	T-test score	Degree of freedom	Bilinear level of significance
Saying group prayer from assistants' and educational administrators' perspective	100	72.8500	0.96792	721.651	99	0.000
Saying group prayer from teachers' perspective	50	72.8600	0.98995	499.000	49	0.000

According to the obtained results from table (23.4) ( $\text{sig}=0.000$ ) for teachers, since the level of significance is lower than 0.05, null hypothesis is rejected and the alternative hypothesis is accepted. So, one would conclude that saying group prayers has an effect on religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

*Hypothesis 2:*

Holding the celebrations and national-religious celebrations would have effect on religious beliefs of second grade high school students from teachers, assistant's and educational administrators' perspective.

**Table 24.4:** The results of K-S test to study variables normal distribution in third hypothesis

	Statistical indexes	Degree of freedom	Level of significance
From assistants' and educational administrators' perspective	0.290	100	0.07
From teachers' perspective	0.299	50	0.07

According to the results of K-S test in table (24.4), the level of significance is higher than 0.05, so the distribution of variables is normal.

## C) Testing the third hypothesis using simple sample t-test

**Table 25.4:** The results of simple sample t-test analysis for third hypothesis

	Number of sample	Mean	Standard deviation	T-test score	Degree of freedom	Bilinear level of significance
Holding the celebrations and national-religious celebrations from assistant's and educational administrators' perspective	100	28.0300	1.14111	219.349	99	0.000
From teacher's perspective	50	28.0600	1.15016	154.067	49	0.000

According to the results obtained from table (25.4) which is  $\text{sig}=0.000$ , since the level of significance for the educational administrators' and assistants' is lower than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted. It would be concluded that holding national-religious celebrations have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

*Hypothesis 3:*

Holding theatre sessions using religious-ethics context have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

**Table 26.4:** The results of K-S test to study variables normal distribution in fourth hypothesis

	Statistical indexes	Degree of freedom	Level of significance
From assistants' and educational administrators' perspective	0.208	100	0.09
From teachers' perspective	0.208	50	0.08

Based on the results of Kolmogorov-Smirnov test, the level of significance is higher than 0.05, so the variable distribution is normal.

## B) Testing the fourth hypothesis using simple-sample t-test

**Table 27.4:** The results of simple sample t-test analysis for fourth hypothesis

	Number of sample	Mean	Standard deviation	T-test score	Degree of freedom	Bilinear level of significance
Holding theatre sessions using religious-ethics context from assistants' and educational administrators' perspective	100	27.9000	1.12367	221.596	99	0.000
from teachers' perspective	50	27.8800	1.09991	159.948	49	0.000

According to the results obtained from table (27.4) which is  $\text{sig}=0.000$ , since the level of significance for the educational administrator and assistants is lower than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted. It would be concluded that holding theatre sessions using religious-ethics context have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective

*Hypothesis 4:*

Running phonetic arts (chanting) using religious-ethics context have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

**Table 28.4:** The results of K-S test to study variables normal distribution in fifth hypothesis

	Statistical indexes	Degree of freedom	Level of significance
From assistants' and educational administrators' perspective	0.306	100	0.08
From teachers' perspective	0.317	50	0.07

According to the results of K-S test of table 28.4, the level of significance is higher than 0.05, so the distribution of variable is normal.

## B) Testing fifth hypothesis using simple sample t-test

**Table 29.4:** The results of simple sample t-test analysis for fifth hypothesis

	Number of sample	Mean	Standard deviation	T-test score	Degree of freedom	Bilinear level of significance
Running phonetic arts (chanting) using religious-ethics context from assistants' and educational administrators' perspective	100	38.4100	1.21518	291.397	99	0.000
from teachers' perspective	50	38.4000	1.16058	215.682	49	0.000

According to the results obtained from table (29.4) which is  $\text{sig}=0.000$ , since the level of significance for the educational administrators and assistants is lower than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted. It would be concluded that running phonetic arts (chanting) using religious-ethics context have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

*Hypothesis 5:*

Reading and text-reading using religious-ethics context have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

**Table 30.4:** The results of K-S test to study variables normal distribution in sixth hypothesis.

	Statistical indexes	Degree of freedom	Level of significance
From assistants' and educational administrators' perspective	0.284	100	0.07
From teachers' perspective	0.317	50	0.06

According to the results of K-S test of table 30.4, the level of significance is higher than 0.05, so the distribution of variable is normal.

## B) Testing the sixth hypothesis using simple sample t-test

**Table 31.4:** The results of simple sample t-test analysis for sixth hypothesis

	Number of sample	Mean	Standard deviation	T-test score	Degree of freedom	Bilinear level of significance
Reading and text-reading using religious-ethics context from assistants' and educational administrators' perspective	100	33.7900	0.87957	350.059	99	0.000
prayer from teachers' perspective	50	33.7400	0.87622	248.072	49	0.000

According to the results obtained from table (31.4) which is  $\text{sig}=0.000$ , since the level of significance for the educational administrators and assistants is lower than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted. It would be concluded that reading and text-reading using religious-ethics context have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

*Hypothesis 6:*

Visual arts (paintings, calligraphy, photography) and journalism using religious-ethics context have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

**Table 22.4:** The results of K-S test to study variables normal distribution in seventh hypothesis

	Statistical indexes	Degree of freedom	Level of significance
From assistants' and educational administrators' perspective	0.242	100	0.06
From teachers' perspective	0.231	50	0.07

According to the results of K-S test of table 32.4, the level of significance is higher than 0.05, so the distribution of variable is normal.

## B) Testing seventh hypothesis using simple sample t-test

**Table 33.4:** The results of simple sample t-test analysis for seventh hypothesis

	Number of sample	Mean	Standard deviation	T-test score	Degree of freedom	Bilinear level of significance
Visual arts (paintings, calligraphy, photography) and journalism using religious-ethics context from assistants' and educational administrators' perspective	100	86.2300	2.51402	132.179	99	0.000
from teachers' perspective	50	86.2600	2.58402	102.969	49	0.000

According to the results obtained from table (33.4) which is  $\text{sig}=0.000$ , since the level of significance for the educational administrators and assistants is lower than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted. It would be concluded that visual arts (paintings, calligraphy, photography) and journalism using religious-ethics context have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

*Hypothesis 7:*

Computer-based tasks using religious-ethics context have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

**Table 34.4:** The results of K-S test to study variables normal distribution in eighth hypothesis

	Statistical indexes	Degree of freedom	Level of significance
From assistants' and educational administrators' perspective	0.0303	100	0.08
From teachers' perspective	0.306	50	0.07

According to the results of K-S test of table 34.4, the level of significance is higher than 0.05, so the distribution of variable is normal.

#### B) Testing eighth hypothesis using simple sample t-test

**Table 35.4:** The results of simple sample t-test analysis for eighth hypothesis

	Number of sample	Mean	Standard deviation	T-test score	Degree of freedom	Bilinear level of significance
Computer-based tasks using religious-ethics context from assistants' and educational administrators' perspective	100	34.0200	1.10992	279.480	99	0.000
from teachers' perspective	50	34.1800	0.96235	229.101	49	0.000

According to the results obtained from table (35.4) which is sig=0.000, since the level of significance for the educational administrators and assistants is lower than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted. It would be concluded that computer-based tasks using religious-ethics context have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

#### Hypothesis 8:

Student organizations (student council, leading scholars and student mobilization) have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

**Table 36.4:** The results of K-S test to study variables normal distribution in ninth hypothesis

	Statistical indexes	Degree of freedom	Level of significance
From assistants' and educational administrators' perspective	0.413	100	0.07
From teachers' perspective	0.400	50	0.06

According to the results of K-S test of table 36.4, the level of significance is higher than 0.05, so the distribution of variable is normal.

#### B) Testing ninth hypothesis using simple sample t-test

**Table 37.4:** The results of simple sample t-test analysis for ninth hypothesis

	Number of sample	Mean	Standard deviation	T-test score	Degree of freedom	Bilinear level of significance
Student organizations (student council, leading scholars and student mobilization) assistants' and educational administrators' perspective	100	29.0800	1.72726	150.990	99	0.000
from teachers' perspective	50	29.1000	1.17726	107.471	49	0.000

According to the results obtained from table (37.4) which is sig=0.000, since the level of significance for the educational administrators and assistants is lower than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted. It would be concluded that student organizations (student council, leading scholars and student mobilization) have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

#### Hypothesis 9:

The curriculum (Quran-based tasks) has an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

**Table 38.4:** The results of K-S test to study variables normal distribution in tenth hypothesis

	Statistical indexes	Degree of freedom	Level of significance
From assistants' and educational administrators' perspective	0.356	100	0.07
From teachers' perspective	0.399	50	0.08

According to the results of K-S test of table 38.4, the level of significance is higher than 0.05, so the distribution of variable is normal.

## B) Testing tenth hypothesis using simple sample t-test

**Table 39.4:** The results of simple sample t-test analysis for tenth hypothesis

	Number of sample	Mean	Standard deviation	T-test score	Degree of freedom	Bilinear level of significance
The curriculum (Quran-based tasks) from assistants' and educational administrators' perspective	100	31.8012	3.00968	95.758	99	0.000
from teachers' perspective	50	31.2765	93274	66.960	49	0.000

According to the results obtained from table (39.4) which is sig=0.000, since the level of significance for the educational administrators and assistants is lower than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted. It would be concluded that the curriculum (Quran-based tasks) has an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

*Hypothesis 10:*

The curriculum (the research method) has an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

**Table 40.4:** The results of K-S test to study variables normal distribution in eleventh hypothesis.

	Statistical indexes	Degree of freedom	Level of significance
From assistants' and educational administrators' perspective	0.354	100	0.07
From teachers' perspective	0.0401	50	0.08

According to the results of K-S test of table 40.4, the level of significance is higher than 0.05, so the distribution of variable is normal.

## B) Testing eleventh hypothesis using simple sample t-test

**Table 41.4:** The results of simple sample t-test analysis for eleventh hypothesis

	Number of sample	Mean	Standard deviation	T-test score	Degree of freedom	Bilinear level of significance
The curriculum (the research method) from assistants' and educational administrators' perspective	100	31.7084	3.00854	94.649	99	0.000
from teachers' perspective	50	31.2800	2.94189	67.973	49	0.000

According to the results obtained from table (41.4) which is sig=0.000, since the level of significance for the educational administrators and assistants is lower than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted. It would be concluded that the curriculum (the research method) has an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

*Hypothesis 11:*

Religious events (Quran, Nahj, Sajadieh, ordinances, prayer) have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

**Table 42.4:** The results of K-S test to study variables normal distribution in twelfth hypothesis.

	Statistical indexes	Degree of freedom	Level of significance
From assistants' and educational administrators' perspective	0.467	100	0.07
From teachers' perspective	0.480	50	0.06

According to the results of K-S test of table 42.4, the level of significance is higher than 0.05, so the distribution of variable is normal.

## B) Testing twelfth hypothesis using simple sample t-test

**Table 43.4:** The results of simple sample t-test analysis for twelfth hypothesis.

	Number of sample	Mean	Standard deviation	T-test score	Degree of freedom	Bilinear level of significance
Saying group prayer from assistants' and educational administrators' perspective	100	49.7500	0.43519	1074.233	99	0.000
from teachers' perspective	50	49.7800	0.414845	790.496	49	0.000

According to the results obtained from table (43.4) which is  $\text{sig}=0.000$ , since the level of significance for the educational administrators and assistants is lower than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted. It would be concluded that religious events (Quran, Nahj, Sajadieh, ordinances, prayer) have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective.

*Discussion and Conclusion:*

The results of the current study regarding the first hypothesis manifested that saying group prayer in institute has an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective. The results of the second hypothesis showed that running group prayer in institute has a positive effect on religious beliefs of students. The results of this study are in line with the results derived from the studies conducted by Tanhayi and Khorami (2009), Azizi *et al.* [2], Haji [8]. It would be concluded that internalization of religious concepts and values would lead the students to run group prayer and the students would learn the relevant values and internalize the behaviors intentionally in case it is feasible to internalize their values using appropriate methods. Shabani (1993, p.6) believes that if the religious enthusiasm of students is evoked in this age appropriately, such an incentive would reinforce their beliefs and values which result in healing the deviations.

Regarding the effect of holding celebrations and national-religious celebrations on religious belief of second grade high school from teachers, assistants' and educational administrators' perspective, the results indicate a positive contribution. These findings are in correspondence with those obtained by Sohrabi (2007),

Farajolahi (2012) and Shidari (2001). It is asserted that participation in national events such as Daheie Fajr, packaging of the Sacred Defense Week programs, ceremonies, religious festivals, mourning month of Muharram, the Gadr Nights and political and religious meetings are effective in breeding the religious emotions of children and teenagers. Taking part in such ceremonies would give rise to the students' integration with religion and religious concepts, paving the way for faith blossom.

The third hypothesis emphasized the effect of holding theatre sessions using religious-ethics context have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective. The result of this hypothesis revealed that there was a positive effect of holding theatre sessions on the religious belief of students. The findings of the study are in agreement with those obtained by Hasan Baglo [9], Khosh Konesh (1992), Zerati [26] and are in contrast to those stated by Haji (2008). Theatre is taken into account as the media which can play a great role in communicating the national and value-based messages through getting acquainted with the capabilities and inherent talents by theatre producers. As the play (theatre) would be regarded as the reflection of community culture, it can affect the culture as well. What is acted in theatre scene can encompass a variety of contributions in audience mind and this is the point to be taken for granted. The reason might be that delivering the right message and transferring the sublime concepts inspired by religious learnings would play an indispensable role.

The findings of the following hypothesis reported the positive effect of running phonetic arts (chanting) using religious-ethics context on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective. The results of the study is in line with those found by Adham (1994), Hasan Baglo (1993) and Elsan (2008). Chanting would have a rather positive effect on children and teenagers behaviors in that it establishes rhythmic experiences aiming to facilitate the interactions of children, social feelings, and the mind and increasing the mind efficacy. Chanting would improve the children life quality in different areas such as the interaction with others, individual and family, interaction with peers. The chanting categorized by religious-based context institutionalize the religious learnings in the form of poems and pleasant rhythms.

The fifth hypothesis assumed that reading and text-reading categorized by religious context has a positive effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective. The results of this study are in line with the ones to be reported by Zanjani and Farajolahi (2012), Khoshkonesh (1992), Zahirnav and Rajabi [25]. The trimming of culture from the detrimental elements, orientating the culture as pure and cleaned in all levels for every society class necessitate the effort



and cooperation. Herein, the book can be taken into account as the appropriate bridging the gap factor which brings about its own efficacy. It is taken for granted that the book has survived as the source of reviving human history and heritage and the cultural relations of society have been enhanced through the usage of books.

The study shows the positive effect of visual arts (paintings, calligraphy, photography) and journalism using religious-ethics context on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective. The findings of the study are consistent with the ones to be highlighted by Hasan Baglo (1993), Zeraati [26], Latifi [13] and inconsistent with Haji's [8] study. The current era is called the information and communication age where the transformation of information is not provided but aided by advertising and media. Hence, advertisement is regarded as the essential part of communication in the modern world. In the era of advertisement, the religious-based messages of advertisements are recognized numerously specifically in the countries which indicate on the basis of religion. In line with this, the art, depending on the specific language to communicate, would be taken into account as the best tool to spread the religion. It is essential that the art is known as the most effective tool to transfer the message by the missionaries so as to attain an optimum effect in the community. The term art is regarded as the best and most effective tools in an ethics-based society.

The seventh hypothesis studies the effect of computer-based tasks on the religious belief of second grade high school students from teachers, assistants and educational administrators' perspective. The positive effects were reported. The results of the study are in line with the ones to be reported by Wang [22], Zi *et al.* (2008), Farmer *et al.* [7], San [20]. Religion and technology are in line with each other since both of them are attractive in terms of the guidance. The religion and technology categorized by unrivalled principles can be integrated with one another leading to the achievement in educating tasks. Kalaki [11] believes that there is a significant and direct relationship between the amount of religious tasks and religious experience. The more the amount of mass media religious tasks and programs the more experience religious experience. The media can aid the religious in attracting new audiences, enlightening the beliefs of believers, expanding the domain of different areas and diverse individual as well as social aspects.

Regarding the effect of student organizations (student council, leading scholars and student mobilization) on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective, the results showed the positive effect. The results are consistent with the results of the studies conducted by Khosh Konesh (1992), Zeraati [26], Riz (2008). One of the opportunities causing active engagement of students in educational tasks with extreme aspects is student organization whose aim is to develop the social educating based on the human teachings of Islam.

The ninth hypothesis investigated the effect of the curriculum (Quran-based tasks) on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective. The obtained results of the study shows the positive effect having to do with the hypothesis. The findings of the study are in line with the study results carried out by Yosefi Loye [24], Zanjani and Farajolahi (2012) as well as in contrast to the one done by Haji (2008). The main mission of Quran is to lead the human kind. Quran is considered as the lightening element of life so as to solve the social and cultural problems. It is for certain that the Quran to be instructed in the form of students' course book would have a positive effect on their religious beliefs. Hence, it is deemed that appropriate context would be established to improve the moral aspects in schools.

The results of the following hypothesis indicated the positive effect of the curriculum (the research method) on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective. The obtained results are consistent with the ones to be emphasized by Zanjani and Farajolahi (2012), Khosh Kesh (1992), and Zahiri Nav and Rajabi [25] while they are in contrast to the study results obtained by Haji (2008). Human kind is supposed to stick to the beliefs and to improve them gradually. In so doing, it is necessary that he enhances his faith and religion in the cognitive, emotional and motivational aspects. However, such aspects are in relation to one another. As an example in case, the more gets deep insight to God and religion on the part of the human kind, the higher the incentive. On the other hand, the more the humankind behaves more positively, the more cognitive fields will be manifested. In addition, positive emotional aspects of humankind are contributive to his continuous act of religion leading to better beliefs in religion-based concepts. There are a number of affairs which would transcend the human beliefs such as scientific tasks. The practical commitment to religious beliefs is the result of appropriate knowledge and informed acquaintance with religious concepts.

As for the last hypothesis, the results indicate that religious events (Quran, Nahj, Sajadieh, ordinances, prayer) have an effect on the religious beliefs of second grade high school students from teachers, assistants' and educational administrators' perspective. The obtained results are in line with Haji's [8] study. It is deemed that religious events are celebrated aiming to develop the talented students, who tend to devote their times doing the Quran-based tasks and activities, to get deep insight to make familiarity with Quran, to expand and develop prayer culture, to improve the scientific and practical knowledge of students and to establish appropriate context

for them. Such events are considered as the ways which would improve attaining deep insights into the religious concepts.

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