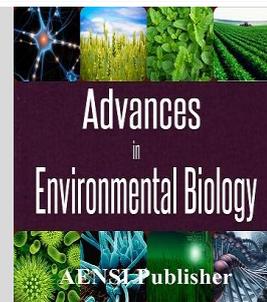




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## The Relationship of the School Hidden Lesson Plan Elements with High School Students Life Skills of MARAND City During 2013-2014 Educational Years

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### ABSTRACT

The study is investigated the relationship between hidden curriculum of the school and life skill of boy high school student of Marand city in 2013- 2014. The statistic population contains 322 high school student in Marand. The research method has been Descriptive correlation and random sampling has done. Data were collected by hidden questionnaire with 0.86 reliability and life questionnaire with 0.90 reliability. In this study pierson correlation was used as statistical methods. Spss software version 17 is used for analyzing. Correlation between score of the two quationnaires and relation between elements of the hidden curriculum with student's life skill were studied. The result showed that between the score of life skill with the organization structure, school social climate, teacher and students interaction, intended curriculum there is significant relationship.

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### INTRODUCTION

The educational system as the most fundamental and regular basis of every country, this related process is considered as the humanistic investments for educating people developing the most sustainable and multi-lateral aspects of a community potentially along with the lesson planning affairs. During the history the lesson planning has been roughly paid attention by many experts in this regard. One of these struggles is subjected to the new concepts and discussions that have been newly invented in this case valuably. In other words three types of lesson plans have been supplemented simultaneously as following:

- 1- Formal lesson planning
- 2- Hidden or explicit lesson planning
- 3- Null or empty lesson planning [11].

What lesson plan designers consider various dimensions for the growth of the learners' personality with comprehensive educational targets can be subjected to the prediction of the testing methods regarding to the content accurately [16]. But the collection of the learning affairs and experiences in relation to the educational system is not merely subjected to the lesson planning and there are of course other factors influencing on the lesson planning formally. These can be subjected to the transformation of thoughts, attitudes and formation of experience, values, actions and behavior of students surrounding the educational process [10]. This dimension of the lesson planning being obtained along with the cultural background and educational environment as well as the unconsciousness of teachers can be represented in the framework of a collection of values and expectations that these have been called the hidden lesson planning [17]. The growth of the man takes place in the mental, social, physical, occupational, moral and emotional fields. These fields require the necessary skill and ability. Indeed it can be stated that the evolutionary steps of the growth is relied on the skill and life skills priority. When people obtain the life basic and fundamental skills, they will progress in the field of performance optimization. Training life skills plays a key role in mental health potentially [21]. The increasingly optimization of people regarding to the lack of ability challenging with life tensions can lead to the representation and training of life skills through the world health organization. The main aim of achieving the related planning and training is to construct and make people to come along with these tensions and problems. Today, some lesson

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plans have been allocated to train the life skills [2]. In the idealism targets of the Iranian educational system, these life skills have been roughly emphasized and one of these cases is subjected to nurture the self confidence and personality independence, growing the humanistic emotions and cooperative temperament along with the teamwork affairs as well as growing resistance temperament against any physical and mental health abuse [9]. By looking deeply at these life skills and elements, we can figure it out that the most accurate and formal planning issues can lead to learn these hidden lesson plans through these related skills regarding to the educational system because these can be also considered as the main resources of the deepest learning affair. The hidden lesson planning elements can be subjected to the different fields of the life skills among the whole students. Hence, due to the importance of the hidden lesson plan at school setting and its relationship with the students' life skills, the present study is to reply the question whether there is a relationship between the hidden lesson plan and students' life skills or no?

Jahani [5] concluded that there is no found any relationship between the life skill and organizational structure, social atmosphere and teacher and student interaction significantly. Solhi *et al* [10] concluded that the priority of these life skills regarding to the students' viewpoints and teachers-parents is completely different together. The self conscious, relationship with others and decision-making skills have been considered as the three first rankings and half of these students have not been trained these skills during the high school. Taghipour and Ghaffari concluded that:

- 1- There is a significant relationship between the school physical structure and regular behavior of students
- 2- There is a significant relationship between the school social atmosphere and regular behavior of students
- 3- There is a significant relationship between the recent relations of the school and regular behavior of students
- 4- There is a significant relationship between the organizational structure and regular behavior of students
- 5- There is a significant relationship between the courage and punishment mechanisms and the regular behavior of students
- 6- There is a significant relationship between the degree of applying the informational and communicative technology of school and learning of the hidden lesson plan.

Izadi *et al* [1] concluded that students consider the social relation structures as the most essential and effective factor in constructing the attitude towards the autonomous in compare to the staffs. Also about half of these students and staffs consider the role of these school hidden lesson plans effective in boosting the national identity towards the globalization issue effectively. Haj Amini *et al* [7] showed that by the use of life skills in adolescence time, it can reduce the degree of stress and anxiety as well as mitigating the emotional reactions of these students. HadadAlavi *et al* showed that students have got very various temperaments during their school-based learning in opposed of the scientific-based temperaments such as making and boosting the temperament against the innovation, curiosity and creativity, making active temperament and questioning instead of fear and criticism, making negative competence for score instead of participation and teamwork. In a study led by Bob Lawlir *et al* they concluded that these skills can increasingly boost the self-confidence and relations with other and flexibility among the whole students potentially.

## METHOD AND MATERIALS

This research is an applied type of study purposefully and it also is a descriptive-scale study methodologically. The research method is established based on the descriptive-correlation study.

### *Statistical population:*

The statistical population of the present study includes the boy students of Marand City high school students. The number of these students is about 1904 people.

### *Sample volume and sampling method:*

The volume of the present study is measured by Morgan Table that this number is reached to 322 people sufficiently. The sampling method is accidental. The related questionnaire is distributed according to the school population.

### *Data collection tool:*

Two questionnaires made of the researcher have been applied in order to gather the related data; this questionnaire includes 28 questions. The questionnaire scale is established based on five-degrees LIKERT:

a- Hidden lesson plan inventory: this questionnaire includes 28 questions including four lesson plan elements. The number of the questions regarding to every element has been shown in table 1-3

b- Life skills inventory: this questionnaire includes 28 questions including four elements of the life skills. The number of the questions regarding to every element has been given in table 2-3.

### *Reliability and validity of the questionnaire:*

The scientific texts and related literature as well as professors' viewpoints have been applied in order to prepare the related questionnaire. According to professors' viewpoints the related changes have been carried out in order to measure the validity of the questionnaire and two 28 questions questionnaires have been applied for the hidden lesson plan issue. The questionnaire is achieved on 30 people and its validity is also investigated. Then, the same questionnaire is distributed between the main samples of the study. Cronbach alpha is also used for measuring the reliability of the questionnaire. Cronbach alpha coefficient is about 0.86 for the hidden lesson plan questionnaire and it is about 0.90 for the life skills questionnaire. According to the Cronbach alpha coefficient is higher than the standard degree 0.7, it can be concluded that the questionnaire has got a good internal validity.

#### Data collection processing:

The related and required data regarding to the subject of the study, this has been also carried out by the same questionnaire. These have been gathered by background-seeking and library-based cases. Indeed, quoting has been applied in order to gather or review the resources and literature of the subject and the related questionnaire is also used in order to refer to the samples of the study.

#### Data analysis method:

Pearson correlation test has been applied in order to analyze the related data in this study.

#### Analysis of hypotheses:

##### Main hypothesis:

Pearson correlation coefficient is about 0.58 in 0.001 sig level. Due to the sig level of Pearson test is lower than 0.05, there is a direct significant relationship between the hidden lesson plan and life skills of students. Also, there is a significant relationship between the hidden lesson plan and the elements of problems-solving, communicative skills, self conscious and creative thinking affairs or skills.

**Table 13-4:** shows the Pearson correlation test for the hidden lesson plan and life skills that these are 0.49 for the Pearson correlation test and 0.001 sig levels.

	Life skills		Problem-solving	Communicative skills	Self conscious skills	Creative thinking
Hidden lesson plan	Correlation coefficient	0.576**	0.522**	0.546**	0.430**	0.526**
	Sig level	0.000	0.000	0.000	0.000	0.000
	Number	322	322	322	322	322

There is a significant relationship between the school social atmosphere and students life skills. Also, there is a significant direct relationship between the school social atmosphere and problem-solving, communicative skills, self conscious skills and creative thinking.

**Table 14-4:** Pearson correlation test for the school social atmosphere and life skills.

	Life skills		Problem-solving	Communicative skills	Self conscious skills	Creative thinking
School social atmosphere	Correlation coefficient	0.488**	0.403**	0.447**	0.376**	0.481**
	Sig level	0.000	0.000	0.000	0.000	0.000
	Number	322	322	322	322	322

Pearson correlation coefficient is about 0.47 in 0.001 sig level. There is a direct significant relationship between the interaction of teacher and student and students life skills. Also there is a direct significant relationship between the interaction of teacher and student with the elements of problem-solving, communicative skills, self conscious skills and creative thinking issues.

**Table 15-4:** Pearson correlation test for the interaction of teacher and student and life skills.

	Life skills		Problem-solving	Communicative skills	Self conscious skills	Creative thinking
Interaction of teacher and student	Correlation coefficient	0.474**	0.357**	0.499**	0.391**	0.417**
	Sig level	0.000	0.000	0.000	0.000	0.000
	Number	322	322	322	322	322

Pearson correlation coefficient is about 0.43 in 0.001 sig level. There is a significant direct relationship between the organizational structure and the life skills of students. Also, there is a significant direct relationship between the self conscious and creative thinking and the communicative skills with the organizational structure.

**Table 16-4:** Pearson correlation test for the organizational structure and the life skills.

	Life skills		Problem-solving	Communicative skills	Self conscious skills	Creative thinking
Organizational structure	Correlation coefficient	0.428**	0.382**	0.379**	0.311**	0.424**
	Sig level	0.000	0.000	0.000	0.000	0.000
	Number	322	322	322	322	322

Pearson correlation test is about 0.39 in 0.001 sig level. There is a significant direct relationship between the targeted lesson plan and students life skills. Also there is a significant direct relationship between the targeted lesson plan with the elements of the problem-solving, communicative skills and self conscious and creative thinking.

**Table 17-4:** Pearson correlation test for the targeted lesson plan and the life skills.

	Life skills		Problem-solving	Communicative skills	Self conscious skills	Creative thinking
Targeted lesson plan	Correlation coefficient	0.392**	0.461**	0.367**	0.255**	0.311**
	Sig level	0.000	0.000	0.000	0.000	0.000
	Number	322	322	322	322	322

#### Discussion and conclusion:

Pearson correlation coefficient is 0.58 in 0.001 significant levels. Due to the fact that the sig level of Pearson correlation is lower than 0.05, the assumption of the variables independence is rejected in this case. In other words, there is a direct significant relationship between the hidden lesson plan and the life skills of students. Also the hidden lesson plan has a direct significant relationship with the elements of problem-solving, communicative skills, self conscious skills and creative thinking. The adolescence time is one of the most determinant times in constructing the whole attitudes and beliefs of people. In this time, students are confronting with values, beliefs and challenges at school atmosphere making them interior potentially. School not only transfers the explicit approaches of reading and writing but also it plays a key role in the fields of teaching life skills. By the lesson planning issues particularly the hidden lesson plan, students can learn the different knowledge of science, history, social, economical, political, skills and attitudes such as respect to others, honesty, generosity, cooperation, intimacy, loyalty, responsibility and commitment [12]. Although the hidden lesson is not designed and planned intentionally, but it will influence on the intensity of students attitudes and behaviors potentially [13] the results of the present study are coincident with the researches of Yaghmaiee, Esmiand Jahani [3], Taghipour and Ghaffari [4], Izadi *et al* Kadivar [14], Garter and Nalton, Casian, Folia . Also it is not compatible with the research of Jahani [5]. Jahani concluded that the life skill does not have a direct significant relationship with the organizational structure, social atmosphere, interaction of teacher and student and the targeted lesson plan. Pearson correlation coefficient is about 0.49 in 0.001 sig level; in other words, there is a direct significant relationship between the school social atmosphere and the students' life skills. Also there is a significant relationship between school social atmosphere with the elements of problem-solving, communicative skills, self conscious skills and creative thinking. Students' personal features are the most fundamental cases regarding to the school interactions. For example, the cognitive features could be obtained in this time. That is, students are ready to learn or participate in the thinking-based activities potentially. Undoubtedly, the most important dimension of the lesson plan is subjected to its thinking-based orientation. The difference of the related cycle with the former courses should be established based on the students' ability and the application of the intelligence and thinking issues. The lack of attention to the teamwork can be considered as the main obstacles and norms of the school culture. Yaghmaiee [18] concluded that the creativity of students can influence on the school atmosphere having an open and closed setting significantly. When schools have got open atmosphere, the students will have the highest creativity. Izadi *et al* showed that students have the highest attitudes towards the school in compare to the social relations of staffs. Kadivar [14] showed that schools with open atmosphere have the most sophisticated background for growing the students' moral affairs. Also students can potentially interact with moral judgments. The result of the study is coincident with Yaghmaiee [18] and Kadivar. Pearson correlation coefficient is about 0.47 in 0.001 sig level. That is, there is a direct significant relationship between the interaction of teacher and student and the life skills. Also this has got a direct significant relationship with the elements of problem-solving, communicative skills, self conscious skills and

creative thinking. The patterns of the relations and interactions of the school can emphasize on the obedience of students potentially. Since there is no found or prepared any backgrounds for the students' participation in the different educational phases and processes, they have to practically listen and practice what their teacher order or teach in this pavement. The lack of participation and interaction of the whole students will be transfer into a boring atmosphere regarding to the educational affairs. Casian concluded that there is a relationship between the class environments and educational affairs regarding to the growth of the positive personal attitudes suitably. Folia concluded that the hidden lesson plan has a strong relationship with the recent social relations at school environment. The result of the study is coincident with the researches of Casian and Folia But it is not compatible with the result of Jahani's study. Pearson correlation coefficient is 0.43 in 0.001 sig level. That is, there is a direct significant relationship between the organizational structure and students' life skills. Also the organizational structure has a direct significant relationship with the elements of problem-solving, communicative skills, self conscious skills and creative thinking. The most important dimension of the hidden lesson plan is subjected to the recent structure at school atmosphere. This structure is beyond the concepts of students being learned at school environment. For the reason, it is roughly believed to keep and preserve the recent situation of the school formation (school organization and its activities) powerfully (Shareepour, 2006). Esmi and Jahani [3] showed that there is a significant relationship between the organizational structure and the organizational creativity so that the mechanical structure of the high school levels is coming along with the reduction of the organizational creativity. Taghipour and Ghaffari concluded that:

- 1- There is a significant relationship between the school physical structure and students' regularity behavior
- 2- There is a significant relationship between the school social atmosphere and students regularity behavior
- 3- There is a significant relationship between the recent relations of the school and the students' regularity behavior
- 4- There is a significant relationship between the organizational structure and students' regularity behavior
- 5- There is a significant relationship between the courage and punishment mechanisms and students' regularity behavior
- 6- There is a significant relationship between the application of the information and communication technology of the school and learning coming from the hidden lesson plan.

The results of the study are coincident with the researches of Esmi and Jahani [3], Taghipour and Ghaffari. Pearson correlation coefficient is about 0.39 in 0.001 sig level. That is, there is a direct significant relationship between the targeted lesson plan and students' life skills. Also this has a strong relationship with the elements of the problem-solving, communicative skills, self conscious skills and creative thinking. Teaching along with the most common methods and approaches can give a picture of the science. In the other hand, the class physical structure with arranged desks in front of a teacher can induce the fact that the whole students are out of mind being controlled by their teacher merely. Bruner clarified the terminology of "the live science" against the "dead science". The results of the study are coincident with the studies of Taghipour and Ghaffari and Haddad Alavi *et al.* But it is not compatible with the results of Jahani's study.

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