

Study of role of hidden curriculum on junior school students' responsibility from viewpoint of teachers in Damghan city

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ABSTRACT

The present research aims at investigating the role of hidden curriculum on the junior school students' responsibility from the viewpoint of teachers of Damghan city in the educational year 2019- 20. In this research, eight components of hidden curriculum have been regarded that include the teacher by student interaction, interaction of school staff with students and with each other, student by student interaction, teachers' teaching and evaluation methods, textbooks' content, rules and regulations of school, school uniform rules and regulations for teachers and students, and physical facilities of school.

The descriptive survey method is applied. The statistic population includes all the junior schools teachers (100 members) of Damghan city. With regard to the limitation of statistic population, it has been considered as the research sample. The researcher- made questionnaire is used to collect the data. The descriptive statistic methods (mean, standard deviation) and single- variable t test was used for analyzing the data. The reliability of research tool, i.e. researcher made questionnaire, was obtained 0.78 which is an appropriate number. After evaluating the reliability, the results were indicative of meaningful effect of all the eight components of hidden curriculum on the students' responsibility. This effectiveness is estimated much and considerable form the teachers' viewpoint. From the teachers' viewpoint, the component of teacher by student interactions has a highest significance and after that, the components of school staff by student interaction, physical facilities and interaction of students with each other are ranked as the important components.

Key words: hidden curriculum, responsibility, Damghan city, junior school.

Introduction

The curriculum as a specialized domain is not limited to the predetermined experiences and learnings. There exist other factors inevitably along the formal curriculums that affect in most of aspects widely and considerably the formation of experiences, transition of thoughts, attitudes, values and behaviors of the students and their influence affects all the education process. Such experiences are perceived and learned during the education period at the school and classroom and is not a predetermined curriculum. The hidden curriculum is the undetermined consequences which have many positive and negative effects on the students (Alikhani & Mehr Mohammadi, 2005).

The hidden curriculum is considerably determinant of what is the basis of the participants' sense of value and self- esteem and this is the hidden curriculum that influences the students and teachers' consistency more than the formal curriculum. There exists no kindergarten, elementary school, high school or university which could imposed the hidden curriculum on the students and educational board. Although every curriculum has some properties which are specific to a special institute, the existence of such hidden curriculums affects considerable the total process of education (Alis et al., 2006).

Research literature

Wu (2013) did a research titled "scientific optimism and cumulative responsibility: a dynamic organizational model of model of students' development". The results revealed that the scientific optimism as a latent and obvious structure with a cumulative effect has been confirmed by the faculty members' trust in students and parents and the academic confirmation in the elementary schools of Taiwan.

Levine and Schwartz (2011) did a research the results of which revealed that the lack of responsibility endangers the health of identity. Accordingly, the individual is not prepared to encounter the adultery complex tasks. But the responsibility creates a healthy identity, in such a way that the individual is prepared to encounter the difficulties and achieve the mental maturity and perceive deeply the different issues.

Maslow (2012) did a research the results of which revealed that the creation of sense of safety is required for the sense of belonging and two senses of safety and belonging are necessary for the sense of self- esteem; but three factors of sense of safety, sense of belonging and sense of self- esteem are required for creating a sense of responsibility. On the other side, the role of school is more determinative than the family.

Hebert (2000) states that the hidden curriculum includes all the beliefs which the students trains directly from the environment and all the alive and non- alive things exist around his/her environment.

Amiri (2012) did a research titled "qualitative study of effect of hidden curriculum components on Islamic- Iranian identity of female secondary school students of Tehran". The findings reveal that the elements of teacher and student affect in both negative and positive aspects the three cognitive, emotional and behavioral levels of Islamic- Iranian identity of the students.

Mikaeili (2011) did a research with the aim of studying the sense of responsibility, satisfaction with life, cooperative mentality, public health and educational development of the boarding schools students in two middle and high school levels and comparing that with the day schools. The results reveal that the mean score of boarding schools students in the case of variables of responsibility, cooperative mentality and educational development is more than the day schools students and this difference is meaningful.

Sharifi (2010) did a research titled "status of hidden curriculum in student life of high school students of Rafsanjan city". This research aimed at determining the status of hidden curriculum in the student life and the theoretical foundations, origin of hidden curriculum and manner of formation of this term, its different concepts and the other feature were expressed.

Akbarinejad (2008) has done a research with the aim of recognizing the influence of social skills training on the increase of students' self- esteem and responsibility. The results revealed that the social skills training has positive effect on the increase of students' sense of self- esteem and responsibility. Furthermore, the self- esteem and responsibility have meaningful relationship with each other.

Alavi did a research titled "descriptive study of sociological dimensions of hidden curriculum in female middle schools of Tabriz city with emphasize on recognized norms of scientific mentality and methods of its application.

Research Methodology

The present research is an applied descriptive survey study. The statistic population includes all the junior schools teachers (100 members) of Damghan city in the educational year 2019- 20. With regard to the limitation of statistic population, it has been considered as the research sample. The researcher- made questionnaire including 56 questions of 5- option likert scale kind is used to collect the data. This questionnaire has regarded eight components of hidden curriculum including the teacher by student interactions, interaction of school staff with students and with each other, student by student interaction, teachers' teaching and evaluation methods, textbooks' content, rules and regulations of school, school uniform rules and regulations for teachers and students, and physical facilities of school from the viewpoint of Bayanfar and his colleagues (2010). The researcher submitted the questionnaire to four educational sciences experts to investigate its content validity and it was finally confirmed after applying their reformative opinions.

The descriptive statistic methods (frequency, percentage, mean, standard deviation and so on) and inferential statistics (student's t- distribution, one- group t- test, Pearson's correlation and Friedman test) have been used for analyzing the data. In this research, SPSS software was used for processing the information and testing the hypotheses. This study aimed to investigate the role of hidden curriculum on the junior school students' responsibility from the viewpoint of teachers of Damghan city in the educational year 2019-20.

Research findings

In respect of inferential analyses for answering the research questions, single- variable t-test and Pearson's correlation method and Friedman test were used for studying the relationship between the components and their influence on each other that this has been done by SPSS software.

Inferential statistic

The research questions have been studied in this section.

To answer the major and minor questions of the research and study of effect of hidden curriculum components on the responsibility, the effectiveness of these components on the elements of responsibility has been investigated. For this purpose, the single- variable t-test and Pearson's correlation method and Friedman test were used that the results have been represented as following:

Major question

What is the role of hidden curriculum on the junior school students' responsibility from the viewpoint of teachers of Damghan city?

The single- variable t-test has been used to answer this question.

Table 1: single- variable t- test

Test value: 3					
Variable	Mean	Standard deviation	Statistic t	Freedom degree	Significance level
Major question	4.00	0.37	26.42	99	0.00

P< 0.05

With regard to this that the significance level is less than 0.05 in the table 1, the assumption of equality of mean to 3 is rejected. So, the difference between the scores' mean and the mean (3) is meaningful. The scores' mean has been obtained 4. This indicates that the mean of scores of teachers' answers is at a level higher than the average level. Accordingly, the hidden curriculum has considerable influence on the junior students' responsibility from the viewpoint of teachers of Damghan city.

Minor questions

Minor question 1:

What is the role of school staff by student interactions on the junior students' responsibility from the viewpoint of teachers of Damghan city?

The single- variable t-test has been used to answer this question.

Table 2: single- variable t- test

Test value: 3					
Variable	Mean	Standard deviation	Statistic t	Freedom degree	Significance level
school staff by student interactions	4.19	0.44	28.83	99	0.00

P< 0.05

With regard to this that the significance level is less than 0.05 in the table 2, the assumption of equality of mean to 3 is rejected. So, the difference between the scores' mean and the mean (3) is meaningful. The scores' mean has been obtained 4.19. This indicates that the mean of scores of teachers' answers is at a level higher than the average level. Accordingly, the school staff by student interaction has considerable influence on the junior students' responsibility from the viewpoint of teachers of Damghan city.

Minor question 2

What is the role of interactions of students with each other on the junior students' responsibility from the viewpoint of teachers of Damghan city?

The single- variable t-test has been used to answer this question.

Table 3: single- variable t- test

Test value: 3					
Variable	Mean	Standard deviation	Statistic t	Freedom degree	Significance level
interactions of students with each other	3.99	0.50	19.53	99	0.00

P< 0.05

With regard to this that the significance level is less than 0.05 in the table 3, the assumption of equality of mean to 3 is rejected. So, the difference between the scores' mean and the mean (3) is meaningful. The scores' mean has been obtained 3.99. This indicates that the mean of scores of teachers' answers is at a level higher than the average level.

Minor question 3

What is the role of teaching and evaluation methods on the junior students' responsibility from the viewpoint of teachers of Damghan city?

The single- variable t-test has been used to answer this question.

Table 4: single- variable t- test

Test value: 3					
Variable	Mean	Standard deviation	Statistic t	Freedom degree	Significance level
teaching and evaluation methods	3.64	0.61	10.52	99	0.00

P< 0.05

With regard to this that the significance level is less than 0.05 in the table 4, the assumption of equality of mean to 3 is rejected. So, the difference between the scores' mean and the mean (3) is meaningful. The

scores' mean has been obtained 3.64. This indicates that the mean of scores of teachers' answers is at a level higher than the average level. Accordingly, the teaching and evaluation methods have considerable influence on the junior students' responsibility from the viewpoint of teachers of Damghan city.

Minor question 4

What is the role of teacher by student interaction on the junior students' responsibility from the viewpoint of teachers of Damghan city?

The single- variable t-test has been used to answer this question.

Table 5: single- variable t- test

Test value: 3					
Variable	Mean	Standard deviation	Statistic t	Freedom degree	Significance level
teacher by student interaction	4.16	0.43	26.90	99	0.00

$P < 0.05$

With regard to this that the significance level is less than 0.05 in the table 5, the assumption of equality of mean to 3 is rejected. So, the difference between the scores' mean and the mean (3) is meaningful. The scores' mean has been obtained 4.16. This indicates that the mean of scores of teachers' answers is at a level higher than the average level. Accordingly, the teacher by student interaction has considerable influence on the junior students' responsibility from the viewpoint of teachers of Damghan city.

Minor question 5

What is the role of textbook content on the junior students' responsibility from the viewpoint of teachers of Damghan city?

The single- variable t-test has been used to answer this question.

Table 6: single- variable t- test

Test value: 3					
Variable	Mean	Standard deviation	Statistic t	Freedom degree	Significance level
Textbook content	3.90	0.50	17.80	99	0.00

$P < 0.05$

With regard to this that the significance level is less than 0.05 in the table 6, the assumption of equality of mean to 3 is rejected. So, the difference between the scores' mean and the mean (3) is meaningful. The scores' mean has been obtained 3.90. This indicates that the mean of scores of teachers' answers is at a level higher than the average level. Accordingly, the textbook content has considerable influence on the junior students' responsibility from the viewpoint of teachers of Damghan city.

Minor question 6

What is the role of rules and regulations of school on the junior students' responsibility from the viewpoint of teachers of Damghan city?

The single- variable t-test has been used to answer this question.

Table 7: single- variable t- test

Test value: 3					
Variable	Mean	Standard deviation	Statistic t	Freedom degree	Significance level
Rules and regulations of school	3.95	0.54	17.68	99	0.00

P< 0.05

With regard to this matter that the significance level is less than 0.05 in the table 7, the assumption of equality of mean to 3 is rejected. So, the difference between the scores' mean and the mean (3) is meaningful. The scores' mean has been obtained 3.95. This indicates that the mean of scores of teachers' answers is at a level higher than the average level. Accordingly, the rules and regulations of school have considerable influence on the junior students' responsibility from the viewpoint of teachers of Damghan city.

Minor question 7

What is the role of school uniform rules and regulations on the junior students' responsibility from the viewpoint of teachers of Damghan city?

The single- variable t-test has been used to answer this question.

Table 8: single- variable t- test

Test value: 3					
Variable	Mean	Standard deviation	Statistic t	Freedom degree	Significance level
School uniform rules and regulations	4.05	0.59	17.82	99	0.00

P< 0.05

With regard to this matter that the significance level is less than 0.05 in the table 8, the assumption of equality of mean to 3 is rejected. So, the difference between the scores' mean and the mean (3) is meaningful. The scores' mean has been obtained 4.05. This indicates that the mean of scores of teachers' answers is at a level higher than the average level. Accordingly, the school uniform rules and regulations have considerable influence on the junior students' responsibility from the viewpoint of teachers of Damghan city.

Minor question 8

What is the role of physical facilities of school on the junior students' responsibility from the viewpoint of teachers of Damghan city?

The single- variable t-test has been used to answer this question.

Table 9: single- variable t- test

Test value: 3					
Variable	Mean	Standard deviation	Statistic t	Freedom degree	Significance level
physical facilities of school	4.11	0.50	22.24	99	0.00

P< 0.05

With regard to this matter that the significance level is less than 0.05 in the table 9, the assumption of equality of mean to 3 is rejected. So, the difference between the scores' mean and the mean (3) is meaningful. The scores' mean has been obtained 4.11. This indicates that the mean of scores of teachers' answers is at a level higher than the average level. Accordingly, the physical facilities of school have considerable influence on the junior students' responsibility from the viewpoint of teachers of Damghan city.

Study of relationship between the variables and their components

A: Disciplinary

The questions 1 to 16 of the questionnaire have been related to the relationship between the hidden curriculums with the disciplinary.

Table 10: correlation between hidden curriculum variables and disciplinary

		School staff by students interactions	Interaction of students with each other	Teaching and evaluation methods	Teacher by student interactions	Textbook content	School rules and regulations	School uniform rules and regulations	Physical facilities of school
Disciplinary	Correlation coefficient	0.716**	0.487**	0.387**	0.387**	0.219*	0.618**	0.509**	0.360**
	Significance level	0.0000	0.0000	0.0000	0.0000	0.029	0.0000	0.0000	0.0000

*P <0.05, ** p <0.01

By comparing the significance levels of 0.01 and 0.05 in the table 10, it is concluded that:

The variable of disciplinary has meaningful relationship with the component of school staff by student interactions at the confidence level of 99 percent. The correlation coefficient was obtained 0.72 that is indicative of further relationship and higher effectiveness.

The variable of disciplinary has meaningful relationship with the component of interactions of students with each other at the confidence level of 99 percent. The correlation coefficient was obtained 0.48. It means that the interactions of students with each other have had positive and meaningful effect on the students' disciplinary.

The variable of disciplinary has meaningful relationship with the component of teaching and evaluation methods at the confidence level of 99 percent. The correlation coefficient was obtained 0.38. It means that the teaching and evaluation methods have had positive and meaningful effect on the students' disciplinary.

The variable of disciplinary has meaningful relationship with the component of textbook content at the confidence level of 99 percent. The correlation coefficient was obtained 0.38 that is positive and indicative of positive relationship between them.

The variable of disciplinary has meaningful relationship with the component of teacher by student interaction at the confidence level of 95 percent. The correlation coefficient was obtained 0.21 that is positive and indicative of positive relationship between them. This component has the least efficiency on the disciplinary, since its correlation coefficient is less than the other ones.

The variable of disciplinary has meaningful relationship with the component of school rules and regulations at the confidence level of 99 percent. The correlation coefficient was obtained 0.618 that is positive and indicative of high correlation and positive relationship between them.

The variable of disciplinary has meaningful relationship with the component of school uniform rules and regulations at the confidence level of 99 percent. The correlation coefficient was obtained 0.50. It means that the school uniform rules and regulations have had positive and meaningful effect on the students' disciplinary.

The variable of disciplinary has meaningful relationship with the component of physical facilities at the confidence level of 99 percent. The correlation coefficient was obtained 0.360. It means that the physical facilities have has positive and meaningful effect on the students' disciplinary.

B: self- management

The questions 17 to 19 of the questionnaire have been related to the relationship between the variables of hidden curriculum with the self- management.

Table 11: correlation between hidden curriculum variables and self- management

		School staff by students interactions	Interaction of students with each other	Teaching and evaluation methods	Teacher by student interactions	Textbook content	School rules and regulations	School uniform rules and regulations	Physical facilities of school
Self-management	Correlation coefficient	0.327**	0.350**	0.328**	0.423**	0.156*	0.288**	0.385**	0.323**
	Significance level	0.001	0.0000	0.001	0.0000	0.121	0.004	0.0000	0.001

*p <0.05, ** p <0.01

By comparing the significance levels of 0.01 and 0.05 in the table 11, it is concluded that:

The variable of self- management has meaningful relationship with the component of school staff by student interactions at the confidence level of 99 percent. The correlation coefficient was obtained 0.32. It means that the school staff by student interactions have had positive and meaningful effect on the students' self- management.

The variable of self- management has meaningful relationship with the component of interactions of students with each other at the confidence level of 99 percent. The correlation coefficient was obtained 0.35. It means that the interactions of students with each other have had positive and meaningful effect on the students' self- management.

The variable of self- management has meaningful relationship with the component of teaching and evaluation methods at the confidence level of 99 percent. The correlation coefficient was obtained 0.32. It means that the teaching and evaluation methods have had positive and meaningful effect on the students' self- management.

The variable of self- management has meaningful relationship with the component of teacher by student interactions at the confidence level of 99 percent. The correlation coefficient was obtained 0.42. It means that the teacher by student interaction have had positive and meaningful effect on the students' self- management.

There exist no meaningful relationship between the self- management and the component of textbooks content at the confidence level of 95 percent.

The variable of self- management has meaningful relationship with the component of school rules and regulations at the confidence level of 99 percent. The correlation coefficient was obtained 0.28. It means that the school rules and regulations have had positive and meaningful effect on the students' self- management.

The variable of self- management has meaningful relationship with the component of school uniform rules and regulations at the confidence level of 99 percent. The correlation coefficient was obtained 0.38. It means that the school uniform rules and regulations have had positive and meaningful effect on the students' self- management.

The variable of self- management has meaningful relationship with the component of physical facilities at the confidence level of 99 percent. The correlation coefficient was obtained 0.32. It means that the physical facilities have had positive and meaningful effect on the students' self- management. It is concluded that although the variable of self- management has meaningful relationship with the component of school rules and regulations at the confidence level of 99 percent, its correlation coefficient has 0.5 score more than the average level (28.5). Furthermore, while this variable has a relationship in the component of hidden curriculum, i.e. physical facilities, and also had a positive correlation coefficient, it has 0.5 score lower than the average level (27.5) of the correlation coefficient.

C: lawfulness

The questions 20 to 26 of the questionnaire have been related to the relationship between the variables of hidden curriculum with the lawfulness.

Table 12: correlation between hidden curriculum variables and lawfulness

		School staff by students interactions	Interaction of students with each other	Teaching and evaluation methods	Teacher by student interactions	Textbook content	School rules and regulations	School uniform rules and regulations	Physical facilities of school
Lawfulness	Correlation coefficient	0.476**	0.447**	0.795**	0.217*	0.348*	0.616**	0.586**	0.358**
	Significance level	0.0000	0.0000	0.0000	0.030	0.0000	0.0000	0.0000	0.0000

*p <0.05, ** p <0.01

By comparing the significance levels of 0.01 and 0.05 in the table 12, it is concluded that:

The variable of lawfulness has meaningful relationship with the component of school staff by student interactions at the confidence level of 99 percent. The correlation coefficient was obtained 0.47. It means that the school staff by student interactions have had positive and meaningful effect on the students' lawfulness.

The variable of lawfulness has meaningful relationship with the component of interactions of students with each other at the confidence level of 99 percent. The correlation coefficient was obtained 0.44. It means that the interactions of students with each other have had positive and meaningful effect on the students' lawfulness.

The variable of lawfulness has meaningful relationship with the component of teaching and evaluation methods at the confidence level of 99 percent. The correlation coefficient was obtained 0.79. It means that the teaching and evaluation methods have had positive and meaningful effect on the students' lawfulness.

The variable of lawfulness has meaningful relationship with the component of teacher by student interactions at the confidence level of 95 percent. The correlation coefficient was obtained 0.21. It means that the teacher by student interactions have had positive and meaningful effect on the students' lawfulness.

The variable of lawfulness has meaningful relationship with the component of textbook content at the confidence level of 99 percent. The correlation coefficient was obtained 0.34. It means that the textbook content has had positive and meaningful effect on the students' lawfulness.

The variable of lawfulness has meaningful relationship with the component of school rules and regulations at the confidence level of 99 percent. The correlation coefficient was obtained 0.61. It means that the school rules and regulations have had positive and meaningful effect on the students' lawfulness.

The variable of lawfulness has meaningful relationship with the component of school uniform rules and regulations at the confidence level of 99 percent. The correlation coefficient was obtained 0.58. It means that the school uniform rules and regulations have had positive and meaningful effect on the students' lawfulness.

The variable of lawfulness has meaningful relationship with the component of physical facilities at the confidence level of 99 percent. The correlation coefficient was obtained 0.35. It means that the physical facilities have had positive and meaningful effect on the students' lawfulness.

D: dutifulness

The questions 27 to 34 of the questionnaire have been related to the relationship between the variables of hidden curriculum with the dutifulness.

Table 13: correlation between hidden curriculum variables and dutifulness

		School staff by students interactions	Interaction of students with each other	Teaching and evaluation methods	Teacher by student interactions	Textbook content	School rules and regulations	School uniform rules and regulations	Physical facilities of school
Dutifulness	Correlation coefficient	0.569**	0.534**	0.709**	0.316**	0.212*	0.625**	0.757**	0.647**
	Significance level	0.0000	0.0000	0.0000	0.001	0.034	0.0000	0.0000	0.0000

*P <0.05, ** p <0.01

By comparing the significance levels of 0.01 and 0.05 in the table 13, it is concluded that:

The variable of dutifulness has meaningful relationship with the component of school staff by student interactions at the confidence level of 99 percent. The correlation coefficient was obtained 0.56. It means that the school staff by student interactions have had positive and meaningful effect on the students' dutifulness.

The variable of dutifulness has meaningful relationship with the component of interactions of students with each other at the confidence level of 99 percent. The correlation coefficient was obtained 0.53. It means that the interactions of students with each other have had positive and meaningful effect on the students' dutifulness.

The variable of dutifulness has meaningful relationship with the component of teaching and evaluation methods at the confidence level of 99 percent. The correlation coefficient was obtained 0.70. It means that the teaching and evaluation methods have had positive and meaningful effect on the students' dutifulness.

The variable of dutifulness has meaningful relationship with the component of teacher by student interactions at the confidence level of 95 percent. The correlation coefficient was obtained 0.31. It means that the teacher by student interactions have had positive and meaningful effect on the students' dutifulness.

The variable of dutifulness has meaningful relationship with the component of textbook content at the confidence level of 95 percent. The correlation coefficient was obtained 0.21. It means that the textbook content has had positive and meaningful effect on the students' dutifulness.

The variable of dutifulness has meaningful relationship with the component of school rules and regulations at the confidence level of 99 percent. The correlation coefficient was obtained 0.62. It means that the school rules and regulations have had positive and meaningful effect on the students' dutifulness.

E: progressivism

The questions 35 to 43 of the questionnaire have been related to the relationship between the variables of hidden curriculum with the progressivism.

Table 14: correlation between hidden curriculum variables and progressivism

		School staff by students interactions	Interaction of students with each other	Teaching and evaluation methods	Teacher by student interactions	Textbook content	School rules and regulations	School uniform rules and regulations	Physical facilities of school
Progressivism	Correlation coefficient	0.230*	0.661**	0.172**	0.793**	0.611**	0.301**	0.221*	0.601**
	Significance level	0.021	0.0000	0.86	0.0000	0.0000	0.002	0.027	0.0000

*P <0.05, ** p <0.01

By comparing the significance levels of 0.01 and 0.05 in the table 14, it is concluded that:

The variable of progressivism has meaningful relationship with the component of school staff by student interactions at the confidence level of 99 percent. The correlation coefficient was obtained 0.23. It means

that the school staff by student interactions have had positive and meaningful effect on the students' progressivism.

The variable of progressivism has meaningful relationship with the component of interactions of students with each other at the confidence level of 99 percent. The correlation coefficient was obtained 0.66. It means that the interactions of students with each other have had positive and meaningful effect on the students' progressivism.

There exist no meaningful relationship between the progressivism and the component of teaching and evaluation methods at the confidence level of 99 percent.

The variable of progressivism has meaningful relationship with the component of teacher by student interactions at the confidence level of 95 percent. It means that the teacher by student interactions have had positive and meaningful effect on the students' progressivism. The correlation coefficient was obtained 0.79 that is indicative of a strong relationship.

The variable of progressivism has meaningful relationship with the component of textbook content at the confidence level of 95 percent. The correlation coefficient was obtained 0.61. It means that the textbook content has had positive and meaningful effect on the students' progressivism.

The variable of progressivism has meaningful relationship with the component of school rules and regulations at the confidence level of 99 percent. The correlation coefficient was obtained 0.30. It means that the school rules and regulations have had positive and meaningful effect on the students' progressivism.

The variable of progressivism has meaningful relationship with the component of school uniform rules and regulations at the confidence level of 95 percent. The correlation coefficient was obtained 0.22. It means that the school uniform rules and regulations have had positive and meaningful effect on the students' progressivism.

The variable of progressivism has meaningful relationship with the component of physical facilities at the confidence level of 99 percent. The correlation coefficient was obtained 0.60. It means that the physical facilities have had positive and meaningful effect on the students' progressivism.

F: organization

The questions 44 to 47 of the questionnaire have been related to the relationship between the variables of hidden curriculum with the organization.

Table 15: correlation between hidden curriculum variables and organization

		School staff by students interactions	Interaction of students with each other	Teaching and evaluation methods	Teacher by student interactions	Textbook content	School rules and regulations	School uniform rules and regulations	Physical facilities of school
Organization	Correlation coefficient	0.119	0.573**	0.173	0.662**	0.672**	0.432**	0.126	0.571**
	Significance level	0.236	0.0000	0.084	0.0000	0.0000	0.0000	0.212	0.0000

*p <0.05, ** p <0.01

By comparing the significance levels of 0.01 and 0.05 in the table 15, it is concluded that:

There exists no meaningful relationship between the organization and the component of school staff by student interactions at the confidence level of 95 percent.

The variable of organization has meaningful relationship with the component of interactions of students with each other at the confidence level of 99 percent. The correlation coefficient was obtained 0.57 that is positive. It means that the interactions of students with each other have had positive and meaningful effect on the students' organization.

There exists no meaningful relationship between the organization and the component of teaching and evaluation methods at the confidence level of 99 percent.

The variable of organization has meaningful relationship with the component of teacher by student interactions at the confidence level of 95 percent. The correlation coefficient was obtained 0.66. It means that the teacher by student interactions have had positive and meaningful effect on the students' organization.

The variable of organization has meaningful relationship with the component of textbooks content at the confidence level of 95 percent. The correlation coefficient was obtained 0.67 that is positive. It means that the textbooks content has had positive and meaningful effect on the students' organization.

The variable of organization has meaningful relationship with the component of school rules and regulation at the confidence level of 99 percent. The correlation coefficient was obtained 0.43. It means that the school rules and regulations have had positive and meaningful effect on the students' organization.

There exists no meaningful relationship between the organization and the component of school uniform rules and regulations at the confidence level of 95 percent.

The variable of organization has meaningful relationship with the component of physical facilities at the confidence level of 99 percent. The correlation coefficient was obtained 0.60. It means that the physical facilities have had positive and meaningful effect on the students' organization.

F: custody

The questions 48 to 56 of the questionnaire have been related to the relationship between the variables of hidden curriculum with the custody.

Table 16: correlation between hidden curriculum variables and custody

		School staff by students interactions	Interaction of students with each other	Teaching and evaluation methods	Teacher by student interactions	Textbook content	School rules and regulations	School uniform rules and regulations	Physical facilities of school
Custody	Correlation coefficient	0.184	0.617**	0.089	0.758**	0.687**	0.371**	0.220*	0.655**
	Significance level	0.680	0.0000	0.378	0.0000	0.0000	0.0000	0.028	0.0000

*p <0.05, ** p <0.01

By comparing the significance levels of 0.01 and 0.05 in the table 16, it is concluded that:

There exists no meaningful relationship between the custody and the component of school staff by student interactions at the confidence level of 95 percent.

The variable of custody has meaningful relationship with the component of interactions of students with each other at the confidence level of 99 percent. The correlation coefficient was obtained 0.61. It means that the interactions of students with each other have had positive and meaningful effect on the students' custody.

There exists no meaningful relationship between the custody and the component of teaching and evaluation methods at the confidence level of 99 percent.

The variable of custody has meaningful relationship with the component of teacher by student interactions at the confidence level of 95 percent. It means that the teacher by student interactions have had positive and meaningful effect on the students' custody. The correlation coefficient was obtained 0.75 that is indicative of a strong relationship.

The variable of custody has meaningful relationship with the component of textbooks content at the confidence level of 95 percent. The correlation coefficient was obtained 0.68. It means that the textbooks content has had positive and meaningful effect on the students' custody.

The variable of custody has meaningful relationship with the component of school rules and regulation at the confidence level of 99 percent. The correlation coefficient was obtained 0.37. It means that the school rules and regulations have had positive and meaningful effect on the students' custody.

The variable of custody has meaningful relationship with the component of school uniform rules and regulations at the confidence level of 95 percent. The correlation coefficient was obtained 0.22. It means that the school uniform rules and regulations have had positive and meaningful effect on the students' custody.

The variable of custody has meaningful relationship with the component of physical facilities at the confidence level of 99 percent. The correlation coefficient was obtained 0.65. It means that the physical facilities have had positive and meaningful effect on the students' custody.

Discussion and Conclusion

The present research aimed to study the role of hidden curriculum on the junior school students' responsibility. The hidden curriculum is one of the most important elements in the formation of students' responsibility at the school. By the curriculum and specially the hidden curriculum, the students become familiar with different kinds of scientific, social, historical, political knowledge and also different skills and attitudes such as the reverence, truth, sympathy, patriotism, commitment, discipline, consideration of rules and regulations and so forth. With regard to this that the significance level is less than 0.05, the assumption of equality of mean to 3 is rejected. So, the difference between the scores' mean and the mean (3) is meaningful. The scores' mean has been obtained 4. This indicates that the mean of scores of teachers' answers is at a level higher than the average level. Accordingly, the hidden curriculum has considerable influence on the junior students' responsibility from the viewpoint of teachers of Damghan city.

Furthermore, according to the results, from the teachers' viewpoint, the component of teacher by student interactions has a highest significance and after that, the components of school staff by student interaction and interaction of students with each other are ranked as the important components.

Accordingly, from the teachers' viewpoint, the influence of components of hidden curriculum can be observed in three interactional components and generally, the behaviors of school manpower can affect the students' responsibility.

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