Curriculum Research

Volume1, Issue 2
July, 2020

Comparison of Implicit and Explicit Curriculum in the Development of High School Students' Personality from Students' Point of View

Article info

Article Type:

Original Research

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Article Cite:

Rojina Ahmadpour, Hassan Maleki and Amir Hossein Mehdizade. Comparison of Implicit and Explicit Curriculum in the Development of High School Students' Personality from Students' Point of View, Curriculum ResearchCurriculum Research, 2020:1(2): 53-64

Article History:

Received: 2020/07/15
Accepted: 2020/09/15
Published: 2020/11/01

Abstract

The purpose of this study is to compare the implicit and Explicit curriculum in the personality development of junior high school students from the perspective of students. The research was applied in terms of purpose and survey in terms of method. The statistical population includes all female first year high school students in Bukan who are studying in the academic year 2020-2021. According to information received from the Buchan County Education Department, the total number of students is 1,620. In this part, multi-stage cluster random sampling method was used. In the first stage, from all the girls' schools of the first secondary school of Buchan city, 1 school was selected from each district in the north, south, east, west and center of the city, respectively, then two classes were randomly selected from each school (for one The questionnaire class role questionnaire on Explicit personality development questionnaire and for the other class the implicit curriculum role questionnaire on personality development questionnaire) and a total of 10 classes that were selected for approximately 28 to 30 people for each class, for a total of 300 (150 people in each group). Multivariate analysis of variance was used to analyze the data. The results showed that the implicit curriculum is more effective in the development of students' personality than the Explicit curriculum. The results also showed that the components of the obvious curriculum such as purpose, content, method and evaluation are effective on student's personality development, among which the content component has the most effect and the goal has the least effect on students' personality development and finally That the components of the implicit curriculum such as the interaction of individuals, the organizational structure of the school, the social atmosphere of the school, and the physical structure of the school also affect the development of students' personality. Among these, the component of interaction between individuals has the most effect and the organizational structure of the school has the least effect on the development of students' personality.

Keywords: Organizational Excellence, Organizational Agility, Urban Management, Physical, Social and Cultural Dimensions

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DOR:20.1001.1.00000000.2020.1.2.5.5

Introduction

In curriculum planning, the process of designing and implementing programs largely requires the application of psychological findings. (Fathi Vajargah, 2009). One of these psychological topics is to pay attention to the development of personality in students. Each person's personality is the main psychological dimension and structure (Amraei, Farhani, Ebrahimi & Bagherian, 2011) and organized and unique sets of relatively fixed and continuous dimensions that help to differentiate people from each other (function-tolerant, 2013). Personality is one of the most fundamental concepts in psychology; Personality psychology is a field that examines individual characteristics, including emotional and behavioral, that are usually fixed and predictable and can be followed in everyday life (Encyclopedia of Growth, 2013). The character literally means the frame or mask that actors cast on Matthew's face in ancient Greece and ancient Rome. This interpretation implies that everyone's character is the mask he wears on his face so that he can be seen. Distinguished from others, this mask is formed on the face of each person from childhood (Shakoori, 1397). Psychologists, educators, and many other professionals seek to use the findings of psychological knowledge to help schoolchildren to evolve in a positive direction and maximize their growth, including Herbert. Psychological factors He believed that we could not know the body of a field of learning psychology. "Those who do not have a real psychological insight understand little about education, so according to Herbert, educators should be aware of the formability of human behavior." (Zadeh, 1374) Therefore, knowledge of developmental psychology allows principals to take appropriate and informed positions in interaction with students, for example, a principal or teacher who deals with adolescents in his school. If he / she is aware that the adolescent is in a state of self-expression and ostentation at a stage in the formation of his / her personality, and this tool of existence may manifest itself in the form of resistance and opposition to adults, he / she will react appropriately to the possible opposition of his / her students. Will refrain from showing the intensity that leads to undesirable encounters (Karimi, 1375).

With this in mind, and since the core of the education system is the curriculum. Curriculum and theories in the field of education are among the factors and elements that play an important role in achieving educational goals (Nowruzzadeh, 2006). The curriculum, as one of the mandatory pillars of educational sciences, has played an irreplaceable role in educational practices and has even stepped out of the realm of formality, encompassing informal processes. The curriculum has a capacity that has multiple functions and seeks to accommodate all Explicit and implicit educational events and the implementation of educational expectations and goals. The curriculum, as a process, wants to be a path that connects the beginning and the end of the learning and teaching process (Eskandari, 2008). The concept of "curriculum" is discussed today in two places: in the position of an educational reality and in the position of a knowledge reality. When it comes to the curriculum in the field of teaching and learning, there is a level of discussion that presents the curriculum as an educational reality. In this position, the curriculum is viewed from both a process and an achievement perspective and, of course, has a long history in human life; However, there may be changes in the name in this long history. Elsewhere, the curriculum is presented as a field of study and knowledge that represents the field of science and despite its short history of emergence, during the twentieth and twenty-first century has been able to occupy a large part of the behavioral science documentation (Fathi Vajargah, Musapour & Yadegarzadeh, 1393).

There is no consensus among experts on the components and elements of the curriculum. These differences range from one component to nine different components of the curriculum. For example, Klein considers nine components, which are: goals, content, learning activities, assessment, teaching strategies, time, space, resources or tools for learning and grouping students (Mehr Mohammadi, 1397). Tyler (1949) "knew the elements of the curriculum including: goals and objectives, learning experiences (content and subject matter), organization and evaluation" and Biochamp (1983), "Curriculum elements consisting of: articulation of purpose and purpose, "Knowledge of content, application and evaluation" and Eisner (1985) know the elements including: "purpose, content, types of learning opportunities, content organization, presentation method and method of response and evaluation" (Ghorchian, 1993) . According to the elements proposed by experts in a general study, it can be said that the purpose, content, method and evaluation are the common denominator of all opinions. According to Dahl (2014), the curriculum is

the formal and informal content and flow through which learners, under the supervision of professors, acquire information and understanding skills, or acquire skills, or attitudes, values, or value systems. They change themselves. According to him, every educational environment has a designed and formal curriculum; And it is an unplanned, informal and implicit curriculum. Designed curriculum; The content includes the goals, objectives, and organization of the lesson, and the unplanned or implicit curriculum includes psychological interactions, norms, and group dynamics, especially the feelings, attitudes, and interests of teachers and students.

The term "implicit curriculum" was first used by Jackson in his book Life in the Classroom and popularized by Benson Snyder in 1971 (Fathi Vajargah, 2009). Robbie Icebork defines the implicit curriculum as follows: The implicit curriculum consists of the implicit messages of the social atmosphere of the educational centers, which are not written, but are felt by everyone. The implicit curriculum is the body of knowledge that is easily digested by students through being in the school environment every day (Saeed Rezvani, 2001). Various studies have been conducted on the implicit curriculum, including; Mehram et al. (2006), Haji (2008) who emphasize the role of implicit curriculum in scientific identity and disciplinary behavior; Jackson (2002); Asbrooks (2012); Miles & Andreon (2016); Firoozi (2007) Wiki (2008); Chaiking (2008) & Dagani (2009) emphasize the role of the implicit curriculum in the learner's feelings, attitudes, values, beliefs, and behaviors. Another group of experts in the field of Brandapel curriculum (1997), as well as Margolis (2002), Dixie (2003), Weber (2009) &Fritter (2009) examined the effect of school physical environment on students' academic achievement. and Yuksel (2006) & Glicken & Mernstein (2007) emphasize the role of the implicit curriculum in student behavior and teachers' professional knowledge.

Given that students in any country are considered as one of the factors of production for the future, undoubtedly students as a human resource, which is one of the most fundamental factors in any country, the role They are the key to providing services and are the most important asset of an organization. Therefore, it requires the planners and staff of the educational system to pay special attention to the curriculum, including; Explicit and implicit curriculum and the role of each in the development of students' personality. Therefore, the main purpose of the study is to compare the Explicit curriculum and the implicit curriculum on the personality development of female high school students in Buchanan. In this regard, the main question is whether the Explicit curriculum and the implicit curriculum on the development of knowledge personality. Are the female high school students in Buchanan effective, and how effective is each?

Methodology

The research was applied in terms of purpose and survey in terms of method. The statistical population of the study includes all female students of the first year of high school in Buchan who are studying in the academic year 1399-1400. Based on this and the information obtained from the Buchan County Education Department, the total number of students is 1620. In the present study, according to the nature of the research subject and based on Morgan table, the statistical population of the study used multi-stage cluster random sampling method. In the first stage, from all the girls' schools of the first secondary school of Buchan city, 1 school was selected from each district in the north, south, east, west and center of the city, respectively, then two classes were randomly selected from each school (for one The questionnaire class role questionnaire on Explicit personality development questionnaire and for the other class the implicit curriculum role questionnaire on personality development questionnaire) and a total of 10 classes that were selected for approximately 28 to 30 people for each class, for a total of 300 (150 people in each group).

A researcher-made questionnaire was used to collect data. First, components of the California Personality Questionnaire (CPI) were extracted to measure student personality development. These components have been developed to measure the "rate of growth of students' personality." The components include self-acceptance, sociability, self-control, tolerance, responsibility, cooperation, which are combined with two questionnaires. Explicit and implicit curriculum composition and appropriate questionnaire were prepared.

The Explicit Curriculum Role Questionnaire on Personality Development: A researcher-made questionnaire with some modifications and modifications based on Tyler (1949) model. This template includes four elements of the curriculum, namely goal, content, method and evaluation. The subscales include Objective (questions 1 to 6), Method (questions 7 to 12), Content (13 to 18), and Evaluation (questions 19 to 24). Finally, this scale is in the range of five options. Likert was compiled from strongly agree to strongly disagree. The questionnaire was given to 3 experts of the curriculum planning group to determine the content validity, based on expert judgment. After confirming the content validity, the questionnaire was distributed among 30 people for initial implementation. After collecting the questionnaires, the degree of correlation between each expression with its component and the amount of Cronbach's alpha coefficient for the components and the effect of phrase omission on the alpha coefficient and the reliability of the scale were investigated.

Questionnaire on the role of implicit curriculum on personality development: The questionnaire is a researcher-made questionnaire with little modification and modification and is based on the pattern of Taghipour & Ghaffari (2010) and is composed of 24 items and four components; Individual interaction, school organizational structure, school social atmosphere, and school physical structure are developed on a Likert scale. The numerical values of the questions are 1, 2, 3, 4, 5 and 5, respectively. A questionnaire to determine the content validity, based on expert judgment, was given to 3 experts in the curriculum planning group. After confirming the content validity, the questionnaire was distributed among 30 people for initial implementation. After collecting the questionnaires, the degree of correlation between each expression with its component and the amount of Cronbach's alpha coefficient for the components and the effect of phrase omission on the alpha coefficient and the reliability of the scale were investigated.

Findings

Table 1. Descriptive statistics of explicit and implicit curriculum variables and their components

Curriculum kind	Component	Number	Mean	Standard deviation	Variance
explicit curriculum	Target	150	19/65	8/14	66/268
	Content	150	23/87	5/04	25/413
	Method	150	20/08	5/72	32/76
	assessment	150	19/07	3/98	15/90
	Total	150	77/29	16/87	284/89
implicit curriculum	People interaction	150	19/09	2/53	6/40
	School organizational structure	150	22/72	3/01	9/06
	The social atmosphere of the school	150	19/66	2/96	8/80
	The physical structure of the school	150	19/50	2/50	6/25
	The whole questionnaire	150	82/48	13/82	191/03

Table 3 descriptive statistics shows the explicit and implicit curriculum variables and their components separately. As shown in the table. The average score of the total implicit curriculum with 82.48 is higher than the average score of the Explicit curriculum with an average of 77.29. On the other hand, the highest average among the components of the obvious curriculum is related to the content component with 23.87 and the lowest component is related to the evaluation component equal to 19.07. And among the components of the implicit curriculum, the highest average is related to the component of organizational structure of the school, which is equal to 22.72, and the lowest component is related to the interaction of individuals, which is equal to 19.09.

Table 2

	Kolmogorov-Smirnov Z	Significance
Target	0/273	0/855
Content	0/314	0/285
Method	0/285	0/567
assessment	0/283	0/908
Total	0/309	0/940
People interaction	0/396	0/546
School organizational structure	0/310	0/488
The social atmosphere of the school	0/309	0/576

In the data normality test, the null hypothesis is that the data distribution follows the normal distribution, and the opposite hypothesis implies otherwise. As shown in the table above. The Kolmogorov-Smirnov z statistic is not significant for everyone at the level (P 05 0.05). Therefore, it can be said that the distribution of data obtained from the questionnaire among the sample is normal with its distribution in society.
To investigate this question and considering that the effect of two implicit and Explicit curriculums on students' personality development is the criterion, so first the female students were randomly divided into two groups and then for one group a questionnaire on the role of implicit curriculum on personality development. And for the second group, the role of the obvious curriculum on personality development was implemented. Then, in order to determine which of these two programs is most effective in the development of students' personalities, we examined the differences in the means. Therefore, the statistical test of analysis of variance was used and the results are shown in the following tables.

Table 3. Klomogorov-Smirnov test to assume that society is normal

group	Number	Mean	Standard deviation
Explicit	150	77/29	16/87
implicit	150	82/48	13/82

Table 4 shows the descriptive statistics of the two Explicit and Explicit curriculum, separately for student personality development. According to the results, the average score of the implicit curriculum with 82.48 is higher than the average of the Explicit curriculum with an average of 77.29, which indicates that the implicit curriculum is more effective than the Explicit curriculum on the development of students' personality. The following is a table of variance analysis to examine the difference between the means of the two programs.

Table 4. Analysis of variance to examine the significance of the means of the two Explicit and implicit curriculum

Sum of squares	**df**	**Mean square**	**F**	**Significance**	**B**
1914563/85	1	1914563/85	80/687	0/000	1
2017/613	1	2017/613	8/479	0/004	0/827
70912/533	298	237/962			
1987494/00	300				

Table 6 shows the analysis of variance to examine the significance of the means of the two Explicit and implicit curriculum on students' personality development. According to the results, the calculated value of F is equal to 8.479, which is significant at the level of 0.01. Therefore, it can be said that there is a significant difference between the two programs and one program is more effective than the other. Since the average of the implicit curriculum (82.48) is higher than the Explicit curriculum (77.29), so it can be concluded that the implicit curriculum has a greater impact on the development of students' personality.

Table 5. The difference between the mean of the Explicit and implicit curriculum

Group	Mean	Standard error	Sig interval ٪95	
			low	High
Explicit and implicit curriculum	77/29	1/260	74/81	79/77
	82/48	1/287	80/00	84/95
Mean difference of two curriculum		Significance	Sig interval for differences ٪95	
5/187		0/004	low	High
			1/68	8/69

Table 7 showed that the difference in the mean scores between the two programs is 5.187, which is significant at the level (P <0.01). Thus, with 99% certainty, the implicit curriculum has been more effective than the Explicit curriculum. To compare the mean of obvious curriculum components in students' personality development, the scores of the study group (sample of 150 people) with the obvious curriculum questionnaire were examined with the average of the population. The results are divided in the following tables.

Table 6. Descriptive statistics of explicit curriculum components in sample group scores

group	Number	Mean	Standard deviation
Target	150	19/65	8/14
Content	150	23/87	5/04
Method	150	20/08	5/72
assessment	150	19/07	3/98
Population mean		18	

The table 8 shows the descriptive statistics of the obvious curriculum components in the sample group. According to the results, the highest average among the components of the obvious curriculum is related to the content component with 23.87 and the lowest component is related to the evaluation component equal to 19.07. This is while the average score of the society in all four components is equal to 18.

Table 7. Results of multivariate analysis of variance of the scores of the study group (sample of 150 people) with the mean of the population

Changes source	Rate	F	Df	sig	B
Pillay effect	0/498	73/173	4	0/000	0/989
Villks lambda	0/502	73/173	4	0/000	0/989
Hotteling test	0/992	73/173	4	0/000	0/989
Roy test	0/992	73/173	4	0/000	0/989

As shown in the table 9, the significance levels of all tests indicate that there is a significant difference between the mean of the study group (sample of 150 people) and the mean of the population at least in terms of one of the dependent variables (quadruple components). has it. However, in order to determine in which components the mean difference is significant, the results of analysis of variance are presented in detail in the table below.

Table 8. Results of analysis of variance, comparison of sample mean with community average in explicit curriculum components

Components	Sum of square	Df	Mean of square	F	Sig	Ita	B
Target	205/013	1	205/013	6/187	0/013	0/020	0/698
Content	2587/203	1	2587/203	203/610	0/000	0/406	0/700
Method	326/563	1	326/563	19/934	0/000	0/063	0/994
assessment	278/403	1	278/403	35/003	0/000	0/105	0/900

- Low effect: when the value of ETA is about .0.01
- Medium effect: when the value of ETA is about .0.06
- High effect: When the value of ETA is about .0.14

The results of analysis of variance, comparing the mean scores of subjects in the two groups (mean sample with community average) in the components of the curriculum clearly show that the amount of F observed in all components is significant as mentioned in the tables above. The scores of the sample group in all components are higher than the population average. Therefore, it can be concluded that there is a difference between the mean scores of the sample and the average of the community in the components of the obvious curriculum such as purpose, content, method, and evaluation. The value of ETA indicates that among the components, the content has the most effect and the goal has the least effect on the development of students' personality. Other information is detailed in the table.
To compare the mean of implicit curriculum components in students' personality development, the scores of the study group (sample of 150 people) with the implicit curriculum questionnaire with the mean of the population were examined. The results are divided in the following tables.

Table 9. Descriptive statistics of implicit curriculum components in the samples of the sample group

Components	group	Number	Mean	Standard deviation
People interaction	150	19/09	2/53	6/40
School organizational structure	150	22/72	3/01	9/06
The social atmosphere of the school	150	19/66	2/96	8/80
The physical structure of the school	150	19/50	2/50	6/25
The whole questionnaire	150	82/48	13/82	191/03
Population mean				18

The table 11 shows the descriptive statistics of the implicit curriculum components in the sample group. According to the results, the highest average among the components of the implicit curriculum is related to the organizational structure of the school with 22.72 and the lowest component is related to the component of interaction of individuals equal to 19.09. This is while the average score of the society in all four components is equal to 18.

Table 10. Results of multivariate analysis of variance of the scores of the study group (sample of 150 people) with the mean of the population

Changes source	Rate	F	Df	sig	B
Pillay effect	0/676	153/783	4	0/000	0/787
Villks lambda	0/324	153/783	4	0/000	0/787
Hotteling test	2/085	153/783	4	0/000	0/787
Roy test	2/085	153/783	4	0/000	0/787

As shown in the table above, the significance levels of all tests indicate that there is a significant difference between the mean of the study group (sample of 150 people) and the mean of the population at least in terms of one of the dependent variables (quadruple components). has it. However, in order to determine in which components the mean difference is significant, the results of analysis of variance are presented in detail in the table below.

Table 11. Results of analysis of variance, comparison of sample mean with community mean in implicit curriculum components in detail

Components	Components	Sum of square	Df	Mean of square	F	Sig	Ita
People interaction	1144/653	1	1/653	35/295	0/000	0/545	0/800
School organizational structure	806/880	1	8/880	17/080	0/000	0/374	0/810
The social atmosphere of the school	836/670	1	8/670	190/086	0/000	0/389	0/780
The physical structure of the school	918/750	1	9/750	29/921	0/000	0/497	0/778

- -Low effect: when the value of ETA is about .0.01
- Medium effect: when the value of ETA is about .0.06
- High effect: When the value of ETA is about 0.14

The results of analysis of variance, comparing the mean scores of subjects in the two groups (sample mean with community mean) in the components of the implicit curriculum show that the amount of F observed in all components is significant as mentioned in the tables above. The scores of the sample group in all components are higher than the population average. Therefore, it can be concluded that there is a difference between the mean scores of the sample and the average of the community in the components of the implicit curriculum such as individual interaction, school organizational structure, school social atmosphere, and physical structure of the school. The value of ETA indicates that among the components, the interaction of individuals has the greatest effect and the organizational structure of the school has the least effect on the development of students' personality.

Discussion

The purpose of this study was to compare the implicit and Explicit curriculum in the personality development of junior high school students from the perspective of students. To investigate this question and considering that the effect of two implicit and Explicit curriculum on students' personality development was the criterion, so first the female students were randomly divided into two groups and then for one group a questionnaire on the role of implicit curriculum on personality development. And for the second group, the role of the obvious curriculum on personality development was implemented. Then, in order to determine which of these two programs is most effective in the development of students' personalities, we examined the differences in the means. Therefore, analysis of variance was used. The results showed that there was a significant difference between the two programs. Since the mean of the implicit curriculum was higher than the obvious curriculum, it can be concluded that the implicit curriculum has a greater impact on the development of students' personalities. The results of this research are in line with the results of Salimi and Shariati (1399) and Askari (1399). In this regard, Salimi and Shariati (1399) stated that the curriculum has written and clear educational goals, there are other factors that are not part of the curriculum and are implicit from the view of planners and those involved in the higher education system. Which affects students' thoughts, emotions, and behavior, and are often more effective than the formal curriculum. The positive aspects of the implicit curriculum include teaching methods, educational space, textbooks, evaluation methods, and the application of science. The implicit curriculum is in many respects more explicit, more effective, more sustainable, and more comprehensive. Implicit learning affects not only the attitude and behavior of individuals but also the whole process of education. Askari (1399) also showed that the implicit curriculum has a much greater impact on educators than other curriculum and should be considered by educators.

In the other part of the study, we compared the average of the obvious curriculum components in students' personality development. According to the results, the highest mean among the obvious curriculum components is related to the content component and the lowest is related to the evaluation component. The results of multivariate analysis of variance indicate that there is a significant difference between the means of the study group. However, in order to determine in which components the mean

difference is significant, the results of analysis of variance were performed in part, which showed that there are differences in the components of the obvious curriculum such as purpose, content, method and evaluation. The value of ETA indicates that in the content component, it has the most effect and the goal has the least effect on the development of students' personality. In explaining the findings, it should be noted that the components of the obvious curriculum such as purpose, content, method and evaluation of each affect the growth of students' personality, so the more attention is paid to the purpose, content, method and evaluation, the growth of personality in knowledge Students also increase. In the meantime, paying attention to the content component can play an important role on the development of students' personality. The researcher did not find any internal or external research in this regard, either directly or indirectly.

Finally, we compared the mean of the implicit curriculum components in the students' personality development. According to the results, the highest mean among the components of the implicit curriculum is related to the organizational structure of the school and the lowest component is related to the component of interaction between individuals. The results of multivariate analysis of variance indicate that there is a significant difference between the means of the study group in at least one of the variables (quadratic components). However, in order to determine in which components the mean difference is significant, analysis of variance was performed in detail, which showed that the components of the implicit curriculum, including individual interaction, school organizational structure, school social atmosphere, and physical structure. School is different. The value of ETA indicates that the component of interaction between individuals has the greatest effect and the organizational structure of the school has the least effect on the development of students' personality. In explaining the findings, it should be noted that the components of the implicit curriculum such as individual interaction, school organizational structure, school social atmosphere, and school physical structure each affect the development of students' personality. Therefore, whatever the interaction of individuals, organizational structure The more attention is paid to the school, the social atmosphere of the school, and the physical structure of the school, the greater the personality development of the students. The results of this question are somewhat in line with Nejat et al. (2015) Fallah &et al. (2012).

Numerous relationships are formed within the school, and each of these relationships has its own educational effects on students. The way of thinking, attitudes, beliefs, attitudes and behaviors of school administrators, including teachers, deputies, principals and other teaching staff, affect the way of thinking, attitude and behavior of students. On the other hand, the type of interactions between students, friendship groups, culture, students' social and economic status interact with each other. Many examples of implicit curriculum, including creating or strengthening the spirit of negative competition instead of friendship, cooperation and collaboration, doing good behaviors and attracting the teacher's attention to succeed, creating and strengthening the spirit of obedience to the authority instead of initiative and innovation, are eliminated. Students' self-monitoring and control, negative self-concept, low self-esteem, low curiosity and responsibility, acceptance of the norm that there is only one correct answer to each problem, feeling happy to face characters and political institutions and even different evaluations of different subjects are affected by the way of communication and interactions within the school (Nowruzzadeh, 2006).

To achieve better results, any research faces a number of limitations that make the progress of the work somewhat difficult. This study was not without its limitations, including these limitations; This study was conducted during the existence of Corona, which caused problems for the researcher to perform. It is also limited in generalizing the results of this research in other bases and regions. It is suggested according to the results and since the implicit curriculum has a greater impact on the development of students' personality than the obvious curriculum, so it is suggested that planners, staff and teachers pay more attention to the implicit curriculum. At school. Also, among the components of the obvious curriculum such as purpose, content, method and evaluation, the content component has the greatest effect on the development of students' personality. Therefore, it is suggested that they pay more attention to compiling the content of textbooks and observe the necessary standards for compiling textbooks so that it can affect the growth of students' personalities more than before. And finally, because the component of human

interaction has the greatest effect on the development of students' personality. Therefore, it is suggested that the interaction of individuals in school and the classroom be considered. Under the interaction of individuals within the school, they have their own educational effects on students. Therefore, it is necessary to pay more attention to this important issue.

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