Hidden Curriculum Effects on University Students’ Achievement

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Abstract

Phillip Jackson (1968) is generally acknowledged as the originator of the term hidden curriculum in his book Life in Classrooms. Through observations of public grade school classrooms, Jackson identified features of classroom life that were inherent in the social relations of schooling. He observed that there were values, dispositions, and social and behavioral expectations that brought rewards in school for students and that learning what was expected along these lines was a feature of the hidden curriculum. This study was done by the sampling size of 97 university students who were studied in Educational psychology. The results of the questionnaire were analyzed by using descriptive and inferential statistics. The student-teacher relations and academic achievement, between the organizational structure of the university, the university and the social climate of their appearance and positively related to academic achievement and that there are significant. But there were no significant relationship between academic achievement and physical structure of the class.

Keywords: hidden curriculum, achievement, student;

1. Introduction

However, the most important factor affecting student learning and real achievement get through non-credit training, informal, hidden. Many scholars such as Jackson (1986) form, Synder (1970) form, 2008, Bloom (1982), translated by Seif, 1363, Seaton (2002), Livessey and Lawson (2008), Chikeung, (2008) and Doganay (2009), believe that the extent and influence of this type of learning as the curriculum is more. However, most studies have been conducted in the official curriculum and less research is done on the effects of the hidden curriculum on students’ actual learning.

For example Eisner (1979) as meaning the preferred investment for curriculum materials and thread sizes as one aspect of the hidden curriculum, students, curriculum, such as art and physical education, as compared with subjects like math and science materials and less valuable and they assess at their degree of importance (Bayanfard et al. 1389).

While Eisner’s emphasis on the choice of materials is valued Chikeung, 2008, and Doganay, 2009, emphasize the social dimension of the curriculum. They believe the hidden curriculum refers to practices that affect the values and
expectations of the teachers and the community, about each student is covered and hidden. And affect quality of learning is learning time, how to perform assignments. Other researchers attend to known diminution of the hidden curriculum, and to examine the impact these programs have on the content and images on textbooks. They had believed content and images of textbooks carried the implicit message is that sometimes these messages even opposing goals of formal education system and curriculum; Like the stereotypes, racism and sexism (Margolis, 2000, Bergen When Bergenhenegouwen, 2009, Redish, 2009, StephenSon, 2009, Shurifah, Thuraiya, 2010) Bayanrar et al., 2012. Some, like Smith and Montgomery, 2008, the application of cognitive research showed that the attitude of students to various courses in these subjects is influenced by the rate of school authorities. For example, courses such as math, science and technology had more important by teachers the students were also more important. Scholars in political economy and the sociology of knowledge have recently argued that public schools in complex industrial societies like our own make available different types of educational experience and curriculum knowledge to students in different social classes. Bowles and Gintis, for example, have argued that students in different social-class backgrounds are rewarded for classroom behaviors that correspond to personality traits allegedly rewarded in the different occupational strata—the working classes for docility and obedience, the managerial classes for initiative and personal assertiveness. Basil Bernstein, Pierre Bourdieu, and Michael W. Apple focusing on school knowledge, have argued that knowledge and skills leading to social power and regard (medical, legal, managerial) are made available to the advantaged social groups but are withheld from the working classes to whom a more “practical” curriculum is offered (manual skills, clerical knowledge). While there has been considerable argumentation of these points regarding education in England, France, and North America, there has been little or no attempt to investigate these ideas empirically in elementary or secondary schools and classrooms in this country (Apple, 1977).

Another group of researchers in areas such as curriculum Brenda Paul, 1997, Margolis 2001, Dixie, 2003, Weber, 2009 and Ferriter 2009, the curriculum. They began to investigate the effect of school environment on student achievement and showed classroom absolutely beautiful classroom decorated, light and with adequate facilities for teaching, academic success is a factor.

Integrated approach to study of cognitive dimensions, with emphasis on the social dimension of the curriculum is done. Components hidden curriculum components in this study include:

1. Knowing the role of relation between professors and students on academic achievement.

2. Knowing the role of relationship between students on academic achievement.

3. Knowing The role of organizational structure on academic achievement.

4. Knowing the role of the social environment on academic achievement.

5. Knowing the role of faculty appearance on academic achievement.

6. Knowing The role of physical structures on academic achievement.

There are many studies about the hidden curriculum works. The question arises here is that: What is the hidden Curriculum impacts on academic achievement?

2. Methodology

2.1. Research design
The research design for this study is correlation research. The study aims are to test the theory showing the direction of hidden curriculum effect on academic achievement.

2.1.1. participants
The participants were 97 students who study Educational psychology.

2.1.1. Instruments
The hidden curriculum questionnaire was confirmed by experts and professors of education. And average of achievement scores was used. Questionnaire was alpha 0.95. 34 subjects were conducted on samples with significant levels of alpha Crohn Bach. / 86 obtained.

3. Results

Table 1. Means and Standard Deviation of hidden curriculum and achievement

|                          | N   | M     | SD  |
|--------------------------|-----|-------|-----|
| 1. Teacher – student relation | 97  | 38.61 | 4.434 |
| 2. Student – student relation | 97  | 13.95 | 2.740 |
| 3. Structural organization | 97  | 17.20 | 3.727 |
| 4. Social environment     | 97  | .350  | 3.446 |
| 5. Faculty appearance     | 97  | .278  | 2.738 |
| 6. Physical structures    | 97  | 13.70 | 2.833 |

Table 2 correlations among hidden curriculum and achievement

|                          | r   | sig** |
|--------------------------|-----|-------|
| 1. Teacher – student relation | 0/479 | 0/00 |
| 2. Student – student relation | 0/431 | 0/00 |
| 3. Structural organization | 0/285 | 0/005 |
| 4. Social environment     | 0/273 | 0/007 |
| 5. Faculty appearance     | 0/376 | 0/001 |
| 6. Physical structures    | 0/194 | 0/056 |

P<0/001

4. Discussion
The results indicate the hidden curriculum of physical, social environment, covering both sides of teacher and student relationship are learned by both, and affected on achievement. According to testing hypothesis, data analysis and discussion of results are presented as follows: There is positive significant correlation between student-teacher relations, student- student relations, and organizational structure of university, social environment and the appearance of faculty members with the amount of academic achievement. But there is no relation between physical structure of the university and academic achievement.
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