

The Hidden Curriculum of a School According to Teachers and Students

Lise Öğrencilerine ve Öğretmenlerine Göre Okulun Örtük Programı

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Abstract

The purpose of this research is to determine the hidden curriculum of a school according to teachers and students. In this research, one of the qualitative research methods, the phenomenological research design was used. 24 students from each grade 9., 10., 11. and 12 and 2 English, 2 Turkish Literature, 2 Mathematics, 1 German Language and 1 Physical Education teacher from the Selami Değer High School in Siirt province in 2016-2017 education year make up the working group of the study. A semi-structured interview form developed by the researchers and examining documents were used in order to collect data in the study. The data collected was analyzed by descriptive analysis. As a result of the research; it is found that students think there are inadequate social activities in school, classrooms are noisy and therefore sometimes lessons are inefficient. Students are satisfied with the teachers and but they find the administrators strict and distant. Teachers are pleased with the students and the class environment. However, they think that course books need to be developed.

Keywords: Education, Learning, Hidden, Hidden Curriculum

Öz

Bu araştırmanın amacı, lise öğrencilerine ve öğretmenlerine göre okulun örtük programının belirlenmesidir. Araştırmada nitel araştırma yöntemlerinden fenomenolojik araştırma deseni kullanılmıştır. Araştırmanın çalışma grubunu, 2016-2017 eğitim öğretim yılında Siirt ili merkezinde bulunan Selami Değer Anadolu Lisesi'nde 9, 10, 11 ve 12. sınıfta öğrenim görmekte olan 24 öğrenci ve 2 İngilizce, 2 dil ve anlatım, 2 matematik, 1'er Almanca ve beden eğitimi dersi öğretmeni oluşturmaktadır. Araştırmada veri araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme ve doküman incelemesi yoluyla toplanmıştır. Elde edilen veriler, betimsel analize tabi tutulmuştur. Araştırmanın sonucunda; öğrencilerin okuldaki sosyal aktiviteleri yetersiz, sınıf ortamını gürültülü ve dolayısıyla kimi zaman verimsiz olduğunu düşündükleri bulunmuştur. Öğrenciler, öğretmen ve idarecilerden memnundur ancak öğrenciler tarafından idarecilerin katı ve mesafeli olduğu düşünülmektedir. Öğretmen sınıf ortamında ve öğrencilerden memnundur. Ancak öğretmenler ders kitaplarının geliştirilmesi gerektiğini savunmaktadır.

Anahtar Kelimeler: Eğitim, Öğrenme, Örtük, Örtük Programı.

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INTRODUCTION

Education is a process of educating people according to certain set of objectives and educational implementations are realized in order to reach these goals. Students are expected to grow in line with political, social and economic expectations of the society and the state as a result of these objectives and implementations. For this purpose, education programs are developed and put into practice in schools by the Ministry of Education to educate individuals in this direction (Yüksel, 2002a). An education program consists of objectives, content, teaching-learning process and assessment dimensions. The properties that students are expected to gain, how they can acquire these properties and how to assess the students are determined in an program (Tuncel, 2008). Curriculums aim to develop students' cognitive, emotional and psychomotor aspects. However, even though a curriculum is designed to ensure development in these areas, it should be considered that the reality might differ. The concept of the hidden curriculum comes forward at this point. Therefore, today, it is focused on a hidden curriculum as much as developing and regulating a planned and official curriculum.

While every effort made deliberately and consciously for a particular purpose is defined as conscious learning, implicit learning is defined as learning unconsciously or without any goals (Kolukisa & Kulamshaeva, 2015). For instance, a student's deliberate efforts to learn English and the studies he does with a textbook are included in conscious learning. On the other hand, if a person sings a song he enjoys which he has heard several times unconsciously before and learned its lyrics without any efforts; it can be given as an example for implicit learning. Because students make no efforts during implicit learning, negative factors such as distractions, boredom or physically brain fatigue don't take place. During this learning process, it is clear from the response of the individual that he/she learns things, but the individual lacks the awareness of how he/she has learned this information (Kolukisa & Kulamshaeva, 2015). It is said that implicit learning is especially important in a variety of skill areas such as the use of language, socializing and problem solving which develop with time.

The hidden curriculum which is a newer and broader concept, on the other hand, includes activities outside the classroom. This concept is accepted to be used for the first time by Jackson in 1968 in his work named "Life in the Classroom". From this date, the hidden curriculum particularly attracted the attention of educators and researchers dealing with political and social issues that affect students and much research have been carried out on this subject (Yüksel, 2002b). The hidden curriculum is defined in various ways by different researchers. However, the common feature of the definitions made about the hidden curriculum is that it is a program that occurs as unwritten and implicit information, ideas and practices in the process of learning and teaching process that students are expected to maintain. According to Yurt and Kurt (2012), the hidden curriculum, the hidden curriculum covers the qualifications attained by students as a result of the information, ideas and practices that take place during the teaching-learning process that are apart from the objectives and activities mentioned in the written and the official curriculum. Tuncel (2007) defines the hidden curriculum as an unwritten program and social regulations that prevail in school, teachings (doctrines) caused by these regulations and latent effects of all educational experiences occurring in formal education. Yangın and Dindar (2010), according to Turkish National Board of Education and Discipline, define the hidden curriculum as inside classroom and out-of-class activities that school staff carries out consciously or unconsciously in addition to being practices that are irrelative with the written and the official curriculum prepared for each course. However, it is wrong to limit the hidden curriculum as what is happening inside the classroom. The hidden curriculum can be explained with an education, policy and economy triangle. Accordingly, the hidden curriculum acts as a result of the present political views. That is to say, the ideology of the dominant groups shapes the hidden curriculum. The dominant groups use the hidden curriculum to adopt and popularize their ideas via official programs (Kalaycı & Güneş, 2014).

There are many factors involved in hidden curriculum's impact on the individual. These cultural factors involve the attitudes, approaches, beliefs and values of teachers and administrators, characteristic of the school atmosphere, communication opportunities that the school provides students with, unwritten school rules, routines, discipline and obedience to authority (Yangın & Dindar, 2010).

The hidden program embodies many factors that make up the social and cultural structure of the school (Tezcan, 2003). It includes all information, values and beliefs which are a part of the teaching and learning process that are usually unnoticed or unable to be controlled (Yeşilyurt & Kurt, 2012).

Physical environment and arrangements are among the important sources of the hidden curriculum. Physical structure of the classroom, seating plan, equipment, furniture and pictures are among the physical factors of the hidden curriculum. In order to prevent students learn things that are not included in the official curriculum and make learning in accordance with the objectives, the arrangement of the physical environment has an important place. The physical features of a classroom can influence students' affective abilities as well. Besides being encouraging, the environment in a classroom can provide students with happiness and productivity (Yüksel, 2002b).

The interaction between the students and the environment is another source type. Education system and school's communication and interaction with other social structures and organizations are involved in this source. An education system and schools are particularly influenced by cultural, social, economic and political systems and foundations. It is stated that the implicit programs implemented in schools lead students to become law-abiding and obedient people and adopt the ideas and beliefs of these schools (Yüksel, 2002a). If not controlled by the school, the hidden curriculum can lead to negative learning and even bad experiences. For this reason, it is thought that the revelation of the hidden curriculum can contribute to effective teaching-learning environment in desired affective characteristics supporting the official curriculum (Tuncel, 2008).

Teachers' personality, attitudes and behaviors of students and teachers towards each other can be shown among the other factors that have an impact on implicit learning. Teachers transfer their views, beliefs, values and expectations to students, both clearly and implicitly, during the teaching-learning process (Yüksel, 2004).

If teachers show ideal behavior, this can help students demonstrate the same behaviors that teachers demonstrate. Thus, students can gain latent targets presented by teachers that don't take place in the curriculum. The messages that teachers convey can contain both positive and negative features. According to the studies, educators with positive personality traits are more successful compared to other teachers in terms of vocational and organizational aspects and that this is important for the success of an institution and continuity of its organizational culture (Bolat, 2014).

Besides the information and ideas that the teachers offer to students, the interaction between the teachers and students, their behavior in the classroom towards each other, the teachers' expectations of the students, classroom rules, teachers' manners while teaching a lesson, opinions of the teachers and students for one another are amongst the other factors which are influential on the hidden curriculum (Yüksel, 2002a). Because the hidden curriculum carries such a significant and effective role in education, it is necessary to make studies in this regard and designate the hidden curriculum. Moreover, understanding the implicit program well can help take the required measures and increase the quality of education. Thus, the hidden curriculum of a school is aimed to be determined in this study.

The aim of the research is to determine the hidden curriculum of a high school according to teachers and students. For this purpose, the answers to the following questions will be sought.

1. What do the students think about their teachers?
2. What do the students think about the administrators at school?
3. What do the students think about the classroom environment?
4. What do the teachers think about the classroom environment?

5. How is the relationship between the students?
6. What do the students think about the course books?
7. What do the teachers think about the course books?
8. What are the rules to be obeyed inside the classroom and at school?
9. What kinds of activities take place at school?

METHOD

Phenomenography (phenomenology) is used in this research as qualitative research methods. Phenomenographic research focuses on “phenomena that we do not have an in-depth and detailed understanding.” (Yıldırım & Şimşek, 2013).

Study Group

Working group is composed of 24 students from each class levels and 8 teachers, 2 English, 2 Mathematics, 2 Literature, 1 German and 1 Physical Education Teacher, who teach at different subjects in the same school. (see Table 1). All participants were chosen voluntarily.

Table 1. Characteristics of the Students Involved in the Research and Branch Distribution of Teachers

Characteristics of the students				Branch Distribution of Teachers			
Level	Gender	f	TOTAL	Branch	Gender	f	TOTAL
Freshman	Girl	3	6	English Teacher	Woman	2	
	Boy	3			Man		
Sophomore	Girl	4	6	Mathematics Teacher	Woman	1	2
	Boy	2			Man	1	
Junior	Girl	3	6	Literature Teacher	Woman	1	2
	Boy	3			Man	1	
Grade	Girl	4	6	German Teacher	Woman	1	2
	Boy	2		PE Teacher	Man	1	

Students and teachers who participated in the survey are given in Table 1. It can be seen that 10 student participants are male while the other 14 students are females. The total number of students interviewed is 24. Additionally, 8 teachers from different branches who work at the same school joined the study. Teacher participants are composed of 2 English Teachers, 2 Mathematics, 2 Literature, 1 German and 1 Physical Education Teacher.

Data Collection Tool

As data collection tool, a semi structured interview form and an observation form which was developed by the researchers were used. Semi structured interviews help researchers acquire in-depth information as they are neither as much strict as structured interviews nor as flexible as unstructured interviews (Altunay, Oral & Yalçınkaya, 2014; Kesten ve Özdemir, 2010). The semi-structured interview form used for this is prepared after a literature survey. In order to specify the appropriateness of the questions in the interviews, opinions were received from two hidden curriculum specialists, an assessment and evaluation specialist and two assistant professors in the field of curriculum and instruction. The required arrangements were made in accordance with the suggestions made by the specialists. Interviews were carried out face to face and one to one with the participants. Each interview took approximately 15 minutes or more. Interviews were recorded through taking notes and analyzed later on. While students

were coded as S1, S2,...S24, teacher participants were coded as T1, T2,...T8. On the other hand, a document review is performed by examining written materials including information related to the topic and target. Researcher makes use of the information that survived until today and analyses the written material about the research so as to contribute the validity of the study (Yıldırım & Şimşek, 2013).

Data Analysis

Descriptive analysis was used in order to analyze the data obtained as a result of the interviews. Descriptive analysis involves summarizing and interpreting the data according to predetermined themes (Özdemir, 2010). Direct quotes are often used in order to reflect the opinions of the individuals interviewed or observed in a descriptive analysis in a study. The aim of this analysis is to narrate the accessed data to the reader as well arranged and interpreted possible (Yıldırım & Şimşek, 2013).

FINDINGS

The findings regarding the thoughts of students about their teachers

Findings related to students' thoughts on teachers are given below.

The freshman student coded as S9 has positive opinions and expresses these opinions in this regard:

...Teachers are trying to help us with everything. They are working hard for us to learn. They approach everybody equally and treat us with tolerance. I know that no one is more important than others and our teachers went through the same things we lived. They can understand how we feel and think. Therefore, they try every way to increase our interest and love for lessons.

Another student who is a junior and coded as S14 said these:

...All our teachers are much respected people. I find their relations with us very sincere. I do not think they are biased against us. If that was the fact, they would not try so hard to teach. They use the necessary materials while teaching and make the lesson effective.

Grade student S22 told these:

...I am glad with all my teachers. They are all very good at teaching. They communicate with us very well. I don't think they are prejudiced against us.

It can be said that a major number of students have positive ideas for their teachers. Students stated that teachers are not prejudiced and they have good relations with them. The students who expressed negative thoughts said teachers are prejudiced, distant and uninterested to them. Their thoughts are given below.

Grade students S23 said that she has good relations with many of the teachers and continued:

...They are prejudiced against us. If a student makes a mistake, all the other teachers develop an attitude towards him/her.

Junior students S17 expressed himself as the following:

...I think they should treat students more sincerely. Some of our instructors are very distant. They should not generalize one mistake to other courses. Otherwise, students can hate the lesson after a while because of its teacher.

The opinions of grade S18 and sophomore S5 are given below respectively:

... If I have to generalize our school teachers can be divided into 3 groups: the ones who care students, the ones who only teach and leave the classroom and finally the ones who have high expectations in spite of being unable to teach or teach nothing at all. I think the ones in the second and the third group are in majority in our school. They always compare students and are busy.

...They don't approach us in a biased way but they are not interested enough. I don't expect them to deal with each of us one by one but want them solve our classroom problems. Sometimes, I think they don't listen to us.

It is seen that students in general have positive opinions about teachers. In particular, the 9th and 11th grade students have favorable opinions for teachers. While some of the grade students have positive opinions, some students shared negative thoughts as well. Negative thoughts are most common among grade students. The reason for this can be the stress and intense pressure over their shoulders while preparing for university entrance exams. Moreover, some of the students indicating a positive or negative opinion argue that each teacher should be evaluated individually.

Findings regarding the opinions of students about administrators

Findings related to the thoughts of students about administrators are given below:

After determining students' opinions for their teachers, students were asked the attitudes of administrators towards them and the reasons for these attitudes. S18, regarding the school administrator with disfavor, mentioned those below:

...I don't think the administrators care about us. I find their relations with me indifferent. I am not a troubled student, but their attitudes include prejudice and discrimination against some students. They care about popularity of the school not success. I mean, the "fame" of the school is the most important thing for them. They tell us they are trying for us but I do not see anything substantial. They are in a constant expectation.

Junior student S12 voiced his opinions about the administrators at school as follows:

...They are very strict. They never talk to us cheerfully. There are no social events in our school. They don't also make it easy. They are too concerned about our uniforms and haircut. They only care about our external appearance.

There also students who have positive opinions about administrators. Freshman students S10 and S11 expressed the following ideas:

...Administrators are very approachable and sincere to me. Not just to me, they are sincere to my other friends too. They approach us empathetically.

...They arrange pilot tests for us to gain a footing. In particular, they are more caring for grades. The deputy administrators of our school are wandering around the garden, observing the problems of the school. They communicate with students when they see their problems. They give great importance to appearance and school rules. In short, they are trying to establish good communication with students.

When the data collected analyzed, it is understood that students are generally not happy with the school administration. Many students said that they find administrators distant, strict and indifferent. They also made complains about the administrators because they think they intervene in their dressing, haircut needlessly and are discriminative. Although, the general opinion for school administration among the sophomore, junior and grade students is negative, most of the freshmen interviewed showed positive feelings about administrators. The reason for freshman students' mostly positive feelings can be because they are new at school, have less exam pressure compared to other grades and administrators are more tolerant towards them for being new.

Findings regarding the opinion of students about classroom environment

Findings related to students' thoughts about classroom environment are given below:

Next, students were asked to evaluate the classroom environment in the interview. Most of the students think the classrooms are crowded, small and noisy and therefore the lessons are inefficient. In addition, discussions between students, the use of slang, profanity and giving nicknames among students are another negative factors observed. About this subject S12 and S16 who are junior students said those:

...Students in the classroom don't respect each other. They speak too much during lessons. There are often discussions among certain people. They use slang and insulting words against each other.

...Some students swear. They speak a lot in lessons. Some students really speak without thinking. They do not care other people's thoughts. Except for all those, our classroom environment is okay.

The students coded as S6 expressed that classroom environment changes and this is because some students have indifference to some lessons and continued:

...There isn't always the same environment in our classroom. Because not everyone approaches the course with the same interest and there is a noisy environment. That's why attendance to lesson and efficiency decline which cause a disadvantage for those who are interested in the course. In order to change this, students must work harder and try to pay more attention.

Compared with other grades, 9th grades (freshmen) expressed more positive ideas. But at the same time, they talked about some negativity they have experienced. S10 and S11 consider those about classroom environment:

...Our classroom environment is good. Classes are clean and tidy. Our desks are new but some students damage them. They scratch the desks, dirty the walls and play games with the smart board. Aside from these, everything is good and well prepared for us.

...Our classroom environment is good. Despite being sad for some disagreements among students, I get along very well with my class. My friends are very approachable.

When the views of students analyzed it is seen that the majority of students are annoyed with students who cause noise and they think they are unable to get efficiency from lessons. Some of the students find classes small and crowded. In particular, 10th (sophomore) and 11th (junior) grade students said that some students use slangs and insulting words against each other. On the other hand, although, in general most 9th graders are happy with the classroom environment, they expressed some negative ideas. These are: noise, distrusting the class, unnecessary jokes made by students during the class, damaging the interactive boards and teasing.

Findings regarding the opinion of students about classroom environment

Findings related to teachers' thoughts about classroom environment are given below:

The teachers interviewed were asked to express their thoughts regarding the classroom environment. It was found that teachers are satisfied with the classroom environment. Teachers stated that they find the classrooms clean, technologically sufficient and in general disciplined. Besides these, teachers mentioned about some factors that they think have negative impact on the classroom environment. According to teachers, classrooms are overcrowded and as a result, discipline problems arise. Moreover, some teachers stated that they were disturbed by students who use mobile phones during lessons. This causes a distraction for teachers and students and sets a bad example for other students. Thus, it can be suggested that teachers find classrooms physically and technologically sufficient but they encounter with some discipline problems as a result of classrooms that are overcrowded.



Picture 1. Pictures from 9th, 10th, 11th and 12th grades at school respectively.

Referring to Figure 1, it is seen that classrooms are equipped with interactive boards and they are clean. However, it is noteworthy that there are too many desks in the classrooms. Each classroom consists of at least 34 students. Therefore, the front desks are lined very close to the teacher, interactive board and door which restrict the movement of teachers and students inside the classrooms.

The views of teachers (T1, T2, T6, T8) about classroom environment are given below:

...I worked in many different schools but this school is among the cleanest, neatest and most systematic one. I think there is an outstanding and respectful student profile.

...I don't think there is a negative situation in classrooms at the school. I only think that some classrooms are overcrowded.

...Generally speaking, both school and students are pretty well. There are not huge problems about technological and physical infrastructure and the school is clean. Our school is a disciplined one but we can sometimes have some problems related to crowdedness.

...Classroom and school environment are generally non problematic. Classrooms are clean and tidy. But some students bring mobile phones into classrooms which cause problems. They can pay their attention to their phones during the course.

The relationships between students:

Students' views about their classmates are given below:

A majority of the students stated that they established good and positive relations with their classmates. Almost all students mentioned that they have one or more very close friends in the classroom. However, students have fewer friends at school outside the classroom. Students in 12th grade who participated in the survey are more critically against their friends. Students in other grades showed positive views on their classmates in general. Sophomore student coded as S6 stated the following:

...My relationship with my friends is really good. I do not have any problems in this regard. I have a lot in common with my friends and no one holds a grudge against one another. Our behavior towards

each other and our conversations happen in the context of love and respect. Therefore, I am very glad and happy.

Mentioning that she has very good relations with her friends, junior student S15 said those below:

... I have really good relations with my classmates and schoolmates. Even my closest friends are my classmates because they are very good and neat people. They don't effect my in a negative way. They don't have bad habits or behaviors.

Most of the freshman students stated that they have good relations with their classmates. S11 said those on this regard:

...I have good relations with my friends in the classroom. I talk and try to have a conversation with them. I share questions with them when I don't know the answers. As I don't know many of other students in the classroom, I do not have an opinion about them but yet I try to make friends with and get to know other students in other classrooms.

Although the majority of students expressed positive opinions about their friends at school, there are some negative judgments as well. In particular, some grade students stated that they are affected negatively from classmates. Grade student S19 explains her relations with classmates in the following way:

...I don't have a talk with most of my classmates. According to me my classmates want an ordinary life. They want to study at a university but never start studying, they are wannabes and addicted to technology and they act without thinking first. That is why I don't have much relation with them.

Findings regarding the opinions of students about course books

Students' views about course books are given below:

Most of the students mentioned that teachers don't use course books sent by Ministry of Education. Instead, they use source books and/or text books related to the course. Many students think visual elements, summary notes, cartoons, information boxes and self evaluation questions at the end of each unite are among the positive features of the course books sent by the education ministry. On the other side, some of the said they find the textbooks too detailed and incomprehensible. Some students suggested that the books should be compatible with interactive boards.

HOW MUCH DO I KNOW?		☆☆☆	☆☆	
LISTENING	I can	understand the main parts of radio or TV programs on movie, music and art.		
		understand the main points of clear standard speech on familiar matters.		
		understand the telephone conversation and distinguish the expression of requests.		
READING	I can	understand main points in short newspaper articles or magazines about a movie, music and art.		
		understand the descriptions of events, feelings and wishes.		
		understand the cause and effect relations.		
SPOKEN INTERACTION	I can	respond to feelings and requests of others.		
		make an interview and mention demands.		
SPOKEN PRODUCTION	I can	report the important details of unexpected events.		
		give advice when necessary.		
WRITING	I can	write formal letters to express polite requests.		

Picture 2. Self-evaluation section at the end of English Course Book in 12th grade

An example of a self-assessment form in English course book is in given above in Figure 2. students find the opportunity to follow their progress by completing the self-assessment forms that are given in many course books.

Junior student S15 said these about course books:

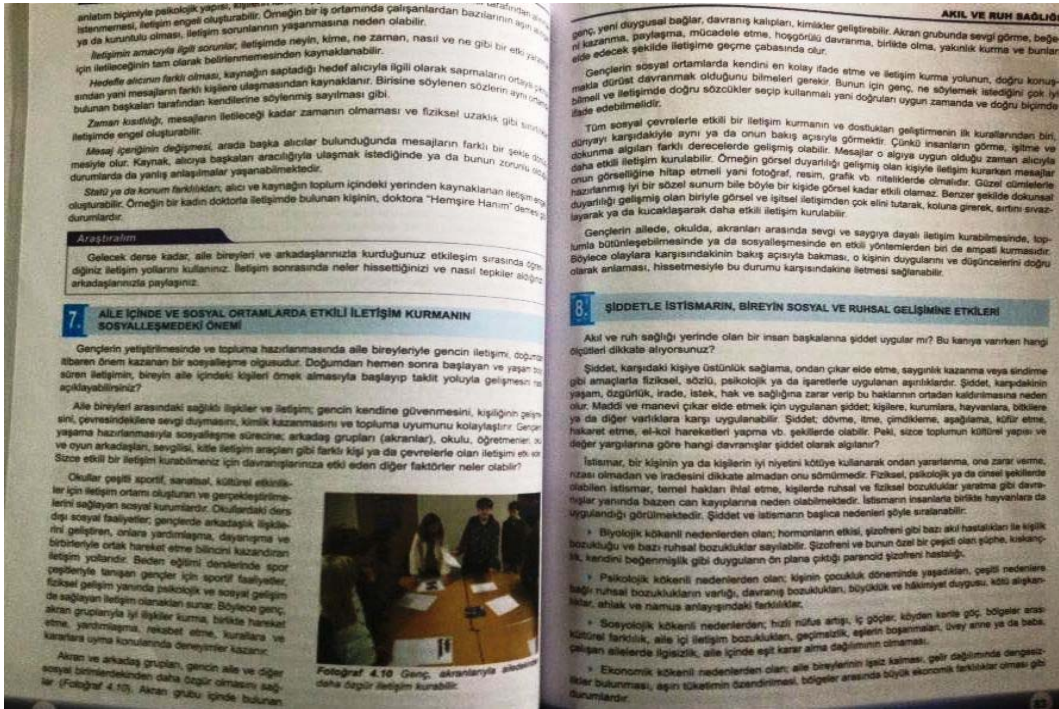
...Information boxes in course books interest me. Other than that, I do not think they are very good books because they are not compatible with smart boards. Books that are more useful and efficient should have been prepared. I don't find the course book system in Turkey developed.

A grade student said the things below about the course books:

...We left using course books when I was in Elementary school. They are superficial and they present the information likewise. Everybody has different learning styles. I think we should form the books ourselves.

A Junior student S16 complains about long paragraphs and stated the following:

...We usually do not use the course books. They are not useful and don't attract us as well. There are needlessly long reading texts. If course books were useful and attractive, I think our teacher would have used them.



Picture 3. First grade Medical Knowledge course book mental health part

Long reading texts in the course book can be seen above. It can be said that this situation is not efficient for freshman students. Some of the students interviewed also mentioned that. Sophomore students S6 and junior student S21 who shared positive opinions said these below:

...What draws my attention about the course books is that they don't exceed students' level. This situation allows us to be more interested. I think that the subjects are explanatory but we sometimes get tired. Another thing that I notice is the notes. They make us learn easier.

...I believe pictures in course books help us understand the subjects better and make them be more memorable.



Picture 4. A visual from German Language textbook.

A visual from German Language textbook is presented in Figure 4. Students appreciate the visual elements and think they make learning more memorable.

Finding regarding the opinions of teachers about course books

Teachers' opinions about course books are given below.

The first of two questions asked to teachers in form is to find out what the teachers think about course books. In general, teachers think course books are more qualified compared to previous years. However, they also think that course books still lack many qualities and make the suggestions given below:

...I think compared to previous years the course books are prepared well but still they have limitations. For example, there are few examples about a topic in the books.

...The English course books provided to us by the government cover four basic language skills. However, they don't respond to the content used. That is why most teachers prefer to use source books. So, what can be done? I think widely accepted and successful books should be reviewed and so Ministry of Education should determine the missing aspects of the course books.

...I find mathematics and Geometry textbooks sufficient in terms of lecturing but insufficient in terms of the numbers of examples given. I think each book can be given with a test book.

...Books are inadequate in terms of visuals. In addition, the topics are sort of disconnected. There aren't audio materials for some of the course books or they are hard to access. Foreign language textbooks can be reinforced with video material prepared by the Ministry.

As can be seen teachers are of the opinion that course books need to be developed and make some suggestions about this. Moving from ideas and suggestions expressed by the teachers on textbooks, it can be said that teachers want the books to be written with an easier script, have more examples and more developed visual aids.

Findings regarding the school rules according to students

School rules from the perspective of students are presented below.

Students mostly uttered the rules about school uniform, tying hair up for girls, shaving hair and beard for boys and not smoking in or around school. In particular, girls complain about administrators for intervening in their hair. Some rules that are mentioned by students for classrooms are ; not chewing gum, not using mobile phones, keeping the classes clean, not wandering around in the classroom when there is a teacher and being respectful to teachers and students. Sophomore students S6 an S3 stated those about the school rules:

...Everybody must respect for courses, teachers and students. Students shouldn't deal with other things during a lesson. They should eat their food at the canteen and not bring any food into the classroom. We shouldn't scratch desks and throw garbage in the classroom. Students shouldn't run in the corridors, talk loudly and play games in the classroom. These are the rules in our school.

...It is not allowed to sit at a different seat in the classroom without permission. However, most of the students don't comply with it. The most important rule in our school is that girls shouldn't leave their hair untied. That means nothing to me. Another important rule is the school uniform. It is prohibited to wear any clothes aside from school uniform. I don't like that rule because it cause a big difficulty especially in physical education classes. We have to change our clothes in the praying room after physical education classes.

Freshman students S11 and S10 said the following about classroom rules:

...We must be quite during the course. We should be careful with our clothes and respect teachers. We shouldn't scratch the desks, fight with each other and use rude words and so on.

...We shouldn't interrupt teachers while they are talking, use degrading words and we should be respectful to teachers and administrators.

Findings regarding the opinions of students about social activities at school

Students' views on the social activities are listed below.

A majority of the students interviewed are of the opinion that there are not enough social and sports activities at school. Theatre, boys' basketball, girls' basketball, folk dance group, inter-class football tournament, spring festival, quiz show and student chorus are among the activities mentioned by students. However, some students think that these activities are not well organized. In addition, some students complained that there are few sports and social activity options and they have inadequate support for the activities. On the other hand, students expressed that they are satisfied with the spring festival held at the end of the year. Some students also stated that especially sports activities contribute them with their physical and mental health.

Grade student S23 and junior student S13 mentioned that they find the social activities inefficient in school and said:

...Unfortunately, our school is not a social school at all. We don't have many activities except for the obligatory activities. Teachers are not eager and administrators are indifferent for social activities. Nevertheless, our school organizes a spring festival at the end of the year which very good. Other than these, I don't like my school in terms of social activities. There is no support to the students which alienates me from the school.

...Our school isn't up for social activities. I'm interested in some sports, but I can't do them because there aren't the sources I need. If our school can organize some social activities, we can have the opportunity to explore and show our talents inside and outside the school.

A junior student S15 who is pleased with the social activities at school said the following:

...Theater, boys' basketball, girls' volleyball, folk dances and choral events are held in our school. All of these activities benefit us outside the school. For example, our friends who cannot express themselves well learn to do that through theatre.



Picture 5. A picture from the show performed by the theater group.

The picture above shows a moment from the theatre show performed by the school theatre group in 2014-2015 academic school years. There is currently one theatre group in school. Students think that the theatre is useful and helps them develop their self-confidence positively.

Conclusion and Discussion

The definition, importance and the impact of the hidden curriculum on the students were emphasized in this study. Unlike the written and official curriculum, the hidden curriculum, which is also called as implicit program, is unspecified and unwritten. It is a program made up of information, opinions and practices which students are expected to acquire that arise in the process of teaching learning. The hidden curriculum shows its effect at all stages and areas during the learning process. Physical environment and regulations, personality characteristics of the teachers, teacher and student behavior towards each other and the interaction between the school and its environment can be shown as the sources of the hidden curriculum. The factors mentioned above can result in the acquisition of negative or positive behavior by the individuals. Thus, defining the hidden curriculum of a school is important so as to take the necessary measures or overcome the deficiencies. In order to define the hidden curriculum, six students from each grade (24 four students in total) and 8 teachers from different branches were interviewed. In addition, the researcher has benefitted from his own observations. A semi-structured interview form consisting of seven questions was carried out for the interviews. Students were asked about their opinions about teachers, administrators, class environment, social activities, textbooks and relationship with classmates at school. Teachers were asked about their thoughts on class environment and textbooks.

The students declared mostly positive ideas for teachers during the interviews. Some students declaring negative opinions about teachers think teachers are prejudiced. Also, some students mentioned that each teacher should be evaluated individually. When it comes to the question about the administrators, the views were generally negative. An important majority of the students find the administrators distant, strict and indifferent. Students expressed negative views on class environment as well. Students think that the classrooms are small, crowded and noisy. They believe these situation effect the effectiveness of the lessons negatively. Teachers mostly gave positive answers about class environment. Teachers, in general, are pleased with the class environment, cleanliness and technological infrastructure of the classrooms. However, some teachers believe that classrooms are crowded.

Students mostly expressed that they have good relations with their classmates. On the other hand, when they were asked about text books, the answers were generally negative. Many of the teachers don't use the text books provided by the national education ministry. That is believed to be the reason why students have negative views on text books. While some teachers don't use a text book, others either use a different text book they chose or only a test book. Yet, there are some positive opinions about text books sent by the ministry. These include; visual elements, cartoons, information boxes and self-evaluation questions at the end of each lesson unite.

Teachers also expressed negative opinions on text books. While some teachers believe that the text books are in a better position compared the previous years, they mentioned that text books still lack many properties. Text books were criticized for being visually weak, having few examples or being uninteresting for students.

When it comes to the question about the rules, students mentioned that they are aware of the fact that they should be respectful for the teachers. However, there are some rules that students are not happy with. Having a complete school uniform on and haircut and beard checks made by the administrators are among the rules mostly emphasized. Students said they found these rules nonsense and they wanted to be free. The last question on the interview form is about the social activities carried out at school. Students think there aren't enough social activities. Some of the social activities mentioned by the students include basketball, volleyball, spring festival and theater. In particular, students expressed that they are happy with the theater activities and spring festival which is carried out at the end of the school year. Students believe that these activities help them express themselves better in and outside the school and boost their self-confidence.

As a result of the findings regarding this study, the suggestions below are made:

- ✓ The hidden curriculum cannot be limited to school. Factors including social environment, economic situation, culture and family should be taken into consideration in new studies. Therefore, researchers can contribute to the development of hidden curriculum.
- ✓ Researchers can determine the undesired behaviors at schools by working on the hidden curriculum and make suggestions to eliminate those behaviors.
- ✓ The necessary measures should be taken in order to eliminate the problems caused by the physical conditions of the classes such as class size which decrease the efficiency of students.
- ✓ The number and alternatives for social activities should be enhanced. School managements can be supported so as to provide this.
- ✓ Test books should be developed in terms of the number of examples and visual aids to meet the needs of students. Thus, the need for buying an additional text book can be reduced.
- ✓ Because there can be different results, this study can be practiced in different schools and different environments.

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GENİŞ ÖZET

Giriş

Örtük program, sınıflarda ve okullarda öğrenme sürecinin birer parçası olan, çoğu zaman farkına varılmayan veya bilerek yöneltilmeyen bütün bilgi, değer ve inançları kapsamaktadır. Bu değer ve inançlara, okulun fiziki yapısı, öğretmen davranışları, okulun kuralları vs. etkili olmaktadır.

Fiziki ortam ve düzenlemeler örtük programın önemli kaynakları arasında sayılmaktadır. Yani eğitim-öğretim faaliyetlerinin büyük kısmının gerçekleştiği sınıfın fiziki yapısı, oturma düzeni, araç-gereç, mobilya ve resimler örtük programın fiziki unsurları arasındadır. Bunun yanı sıra öğretmenin kişilik özellikleri ve sınıf içerisinde öğretmen ve öğrencilerin birbirlerine karşı davranışları ve tutumları örtük öğrenme üzerinde etkiye sahip olan diğer etmenler arasında gösterilebilir. Öğretmenlerin öğrencilere sundukları bilgi ve fikir yanında, öğretmen ve öğrenci arasındaki etkileşim ve birbirlerine karşı sınıf içerisindeki davranışları, öğretmenin öğrencilerden beklentileri, sınıf içerisinde uygulanan kurallar, öğretmenlerin derslerini işleyiş biçimleri, öğretmen ve öğrencilerin birbirleri hakkındaki görüş ve düşünceleri gibi unsurlar da örtük program üzerinde etkilidir. Örtük programın bu derece etkili ve önemli olması bu konuda çalışmaların yapılmasını ve okulların örtük programların belirlenmesini gerekli kılmaktadır. Ayrıca, örtük programı iyi anlayabilmek gerekli önlemleri almayı ve sunulan eğitimin kalitesini artırmayı sağlayabilir. Bu nedenle bu araştırmada okulun örtük programı belirlenmeye çalışılmıştır.

Yöntem

Araştırma olgu bilim (fenomenolojik) çalışmadır. Araştırmada nitel araştırma yöntemlerinden fenomenolojik araştırma deseni kullanılmıştır. Araştırmanın çalışma grubunu, 2016-2017 eğitim öğretim yılında Siirt ili merkezinde bulunan Selami Değer Anadolu Lisesi'nde 9, 10, 11 ve 12. sınıfta öğrenim görmekte olan 24 öğrenci ve 2 İngilizce, 2 dil ve anlatım, 2 matematik, 1'er Almanca ve beden eğitimi dersi öğretmeni oluşturmaktadır. Araştırmada veriler, araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu ve doküman incelemesi yoluyla toplanmıştır.

Yarı yapılandırılmış görüşmeler ne tam yapılandırılmış görüşmeler kadar katı, ne de yapılandırılmamış görüşmeler kadar esnek olma özellikleriyle araştırmacılara derinlemesine bilgi edinmelerinde fayda sağlarlar. Kullanılan görüşme formu literatür taraması yapılarak oluşturulmuştur. Soruların uygunluğu konusunda iki tane örtük program, bir tane ölçme ve değerlendirme ve iki tane eğitim programları ve öğretim bilim dalındaki öğretim üyesinin görüşleri alınmıştır. Uzmanlardan gelen öneriler doğrultusunda gerekli düzeltmeler yapılmıştır. Düzeltmeler doğrultusunda görüşme formunun son şekli öğrencilere uygulanmıştır. Görüşmeler öğrenci ve öğretmenler ile yüz yüze ve birebir gerçekleştirilmiştir. Görüşmeler yaklaşık olarak 15'şer dakika sürmüştür. Görüşmeler not alma yoluyla kaydedilmiş ve daha sonra çözümlenmiştir. Çalışmaya katılan öğrenciler S1,S2,...S24, öğretmenler ise E1, E2...E8 şeklinde kodlanmıştır.

Doküman incelemesinde ise, araştırılan olgu veya hedeflere yönelik bilgi barındıran yazılı materyallerin incelenmesi yoluyla gerçekleştirilir. Bu yöntemde günümüze kadar birikmiş

bilgilerden faydalanılır ve araştırmanın geçerliliğine katkı sağlaması amacıyla araştırılan konu ile ilgili yazılı materyaller analiz edilir.

Yapılan görüşmelerin sonucunda elde edilen veriler betimsel analize tabi tutulmuştur. Betimsel analizde, araştırmacılar görüşülen veya gözlenen bireylerin fikirlerini doğru bir biçimde yansıtabilmek için araştırma içerisinde doğrudan alıntılarını sıkça kullanabilmektedir. Bu analiz türünde amaç, ulaşılan verileri olabildiğince düzenlenmiş ve yorumlanmış bir biçimde okuyucuya aktarmaktır.

Sonuç ve Tartışma

Yapılan görüşmeler sonucunda öğrenciler öğretmenlerine yönelik çoğunlukla olumlu fikirler beyan etmişlerdir. Olumsuz fikir beyan eden öğrenciler arasında bazı öğretmenlerin önyargılı olduğu fikri ön plana çıkmaktadır. Ayrıca birçok öğrenci öğretmenlerin bireysel olarak değerlendirilmesi gerektiğini de söylemiştir. İdarecilerle ilgili soruya genellikle olumsuz cevaplar verilmiştir. Büyük bir çoğunluk idarecileri katı, mesafeli ve ilgisiz bulduğunu ifade etmiştir. Öğrencilere sınıf ortamı sorulduğunda yine olumsuz düşünceler ön plana çıkmıştır. Bunlar arasında en çok dile getirilen sınıfların küçük, kalabalık ve gürültülü olmasıdır. Öğrenciler bu sebeplerden dolayı derslerden yeterli verimi alamadıklarını düşünmektedirler. Aynı soru öğretmenlere yöneltildiğinde büyük oranda olumlu cevaplar alınmıştır. Öğretmenler genellikle sınıf ortamından, sınıfların temizliğinden ve teknolojik altyapısında memnundur. Bu konudaki olumsuz fikirlerin başında bazı sınıfların öğrenci sayısı açısından çok olması ön plana çıkmaktadır.

Öğrenciler arasında en çok olumlu düşüncenin belirtildiği soru arkadaş ilişkileridir. Birçok öğrenci arkadaşlarıyla iyi ilişkiler kurduğunu belirtmiştir. Ancak, ders kitaplarıyla ilgili olumlu fikir beyan edenlerin sayısı azdır. Öğrencilerin olumsuz düşüncelerinin ana sebebi öğretmenlerin ders kitaplarını kullanmaması gösterilebilir. Okulda MEB kitapları tercih edilmemekte, öğretmenler tarafından ya test kitapları kullanılmakta ya da ders kitapsız işlenmektedir. Bunun dışında ders kitaplarının olumlu bulunan yönleri de mevcuttur. Bunlar arasında kitaplardaki görsel öğleler, karikatürler, bilgi kutucukları ve ünite değerlendirme soruları göze çarpmaktadır.

Öğretmenlere yöneltilen bir diğer soru olan ders kitapları ile ilgili olumsuz düşünceler dikkat çekmektedir. Ders kitaplarının önceki yıllar ile karşılaştırıldığında daha nitelikli olduğu düşüncesi ön plana çıkmış olsa da öğretmenler ders kitaplarındaki birçok eksikliği dile getirmiştir. Ders kitapları görsel olarak eksik, örnek sayısı az veya öğrencilerin ilgilerine uzak olmaları dolayısıyla eleştirilmiştir.